

RE-EXAMINING THE NEXUS BETWEEN EFFECTIVE COMMUNICATION AND THE ICT DRIVEN APPROACH IN SCHOOL EXCELLENCE: AN INDIAN CASE STUDY.

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Abstract:

Technology has had a significant impact on people's lives all across the world. The 21st century has been referred to as the age of technology. The impact of technology in education is one such topic. The old approaches to teaching have been superseded by new and emerging technologies. The benefits of information technology are affecting all aspects of education—class, tutoring style, classroom literacy, and so on. Nowadays, education is a continuous, lifelong process. Global knowledge sharing is facilitated by technology. For tutoring and literacy to be successful, good information is essential. In this study, we address how scholars, preceptors, and academicians might employ technology improvements in higher education to provide exceptional tutoring in academies. The goal of the study was to better understand how Karaikal and Puducherry School Teachers, who utilise technology for their tutoring, and those who don't, use digital technologies (DT) in educational environments. The study, which followed a descriptive and exploratory quantitative methodological approach, entailed gathering data from 20 preceptors who utilise technology for tutoring and 20 preceptors who don't use any kind of technology for their tutoring work. The results show that academy preceptors who tutor students using technology showed positive scores for tone-efficacy in their professional practises as well as an improvement in the students' performance as compared to the other group of preceptors who don't use technology in their job. The comparative analysis assisted us in determining the significance and purpose of utilising computer technology and cognitive and functional synergy for the benefit of students and to promote the education of future sovereigns.

Keywords: Technology, School excellence, Learning and teaching, cognitive development, students and teachers.

1. Introduction:

“ Its capability to level the playing field for scholars is one of the most important aspects of technology in education”. Reimagining the Part of Technology in Education, 2017 by John King, U.S. Secretary of Education.

We live in a technologically advanced world. Technological advancements are integral to every aspect of life. Technology has made living easier and more accessible, which has resulted in positive changes. Education has been converted by technology. It cannot be ignored how pivotal technology is to seminaries. With the arrival of computers in education, preceptors have been suitable to conduct knowledge easier, and scholars have served as well. With the use of technology, literacy and tutoring have come more pleasurable. It's essential for coming-generation literacy that education and technology are intertwined in the ultramodern period. In recent times, online education has surpassed offline instruction as the new paradigm. Advanced education has experienced tremendous changes in the once decade because of rapid-fire technological advances. For illustration, learning operation systems (LMS) are now making it easier for scholars and faculty to partake and use coffers. Advanced education can suffer considerable changes in the times ahead due to advances in ultramodern technology which have disintegrated the traditional classroom model. Thanks to high- speed internet, now scholars and faculty can educate and learn from any position, barring the need to meet together in person.

Technology is now used in numerous jobs that did not bear it sometime ago. Adding figures of homes now enjoy computers. Web surfing, texting, social networking, interactive games, and numerous other ways are ways in which children and grown-ups use technology on a diurnal base. Our lives are decreasingly dependent on technology, which is evolving at an accelerating pace. Seminaries have come more focused on tutoring scholars how to use technology. Scholars' achievement is boosted by integrating technology in education moment. Tutoring and literacy effectiveness can be greatly enhanced by preceptors and policymakers. Our technological world makes technology vital when it comes to tutoring and literacy if we want to use it in a way that scholars will remember. The use of technology in our seminaries will come indeed more important as a result of the Common Core Norms and their strong emphasis on technology (Christen, 2009).

2. Literature Review

Technology is an integral part of education today. Students excel in school if the learning environment reflects how they interact with the world (Christen, 2009). The use of technology in the classroom can make it more interactive. In the classroom, technology can be an effective tool for engaging students in intellectually rich and meaningful curriculum. If it is the right tool for the student, it should be chosen. For language learners and disabled children, technology-based approaches can be a powerful tool. Utilizing familiar technologies should become a part of elementary school curriculum. Teachers should model the use of technology to support curriculum to help children understand the value of technology and to expose them to more advanced applications they will use independently when they are older (L. Murphy et al., 2003).

Technology has been shown to be beneficial in classroom instruction in numerous studies. By using technology we can establish meaningful projects that encourage students to be critical

thinkers and problem solvers. A classroom can be restructured and redesigned to facilitate the development of critical thinking skills by using technology (Kurt, 2010). Through the use of technology, students can collaborate better. Collaborative learning results in better learning. Cooperation is encouraged among students by creating or reading a project together (Keser&Özdamli, 2012). According to a study conducted on Wiki technology in a writing course for English as Foreign Language learners, it significantly improved their writing skills. On a Wiki page, students were encouraged to post passages, read those of their classmates, and respond to those passages. It turned out that students reported having instant access to their instructors' responses as an advantage of using this technology. Students also learned terminology, diction, and syntax by reading the work of their classmates, Lin & Yang, (2011).

Researchers examined how pre-service teachers integrate technology into math lessons. Results showed that the integration of technology enhanced students' ability to do math. Students were able to choose math activities from a variety of levels on the internet, which made it easier for them to choose a level they were comfortable with. Tech-enabled math lessons have been found to be engaging, enabling students to discuss what they have learned the following day. Learners' memories of the lessons surprised teachers. It is claimed that some of the students who participated in the lessons understood what the teacher was saying better because of the computer. The use of technology in math lessons can create a meaningful and hands-on experience (Herron, 2010). Students' motivation and engagement was increased through peer-led literature discussions as well as integrating technology. In these discussions of literature, book clubs, wikis, and literature circles are some of the technologies used. Students were able to communicate with readers in other institutions, regions, and even across the globe through the technology. Introducing students to other traditions and perspectives using technology can motivate them. Conversations about online literature can foster constructive intergenerational exchange (Coffey, 2012). New technologies are changing human behavior. There is increasing use of the internet in classrooms (Açıklın, 2009). Internet access benefits every student. Technology is changing the way students learn.

The use of technology to develop permanent and effective learning methods is one of the greatest tools of the 21st century. The internet expands educational services, increases communication and personal interaction, and improves quality of life for people. In addition to finding and evaluating information, organizing, using, and sharing information has been emphasized. The internet is a great tool for sharing and exchanging information (Tutkun, 2011). There is a lot of educational material available online. Through the use of the internet, teaching and learning can be made easier. It will help them retain more information if they are more active. Next, students will be required to become more independent in follow-up discussions. In addition, students will be able to comprehend new learning materials and develop new skills (Tutkun, 2011).

An initiative to provide one laptop to every student at Van Meter Community School in Iowa was adopted in 2009. The district also put a strong emphasis on technology. The school reports that since the program launched, there has been an enhanced sense of respect, creativity, collaboration, and connection. Their school also promotes self-directed learning and independent thinking. Students at Van Meter use laptops to access virtual reality software, to create Prezi software slideshows, to watch YouTube videos, and to write blogs (Miller, 2011). Using technology, a fifth grader at one school spoke about how much she enjoyed giving presentations. Students at Van Meter enjoy using the laptops because of the many learning opportunities they provide, which is evident by their interest in learning. By doing activities in which students are passionate, their abilities and strengths are being developed. Students gain direct, motivational, and relevant experience. The use of technology allows students to interact and exchange ideas, research independently, adapt to new situations, and take ownership of their learning (Miller, 2011).

Because technology is such an important part of modern lives, youngsters should be exposed to it at a young age. In elementary schools, using technology tools will help students become more confident and competent as they get older. Access to technology at home means that children will also be comfortable using it at school. By using technology and modeling it, elementary school teachers generate a stimulating work atmosphere that positively stimulates their learners (Kenney, 2011). Researchers studied 4,996 students in Turkey to examine how information and communication technologies affect their performance in math and science. Using data from the PISA test for 9th graders, the Program for International Student Assessment (PISA) obtained the data. In the study, ICT exposure both at home and at school has an impact on students' math and science achievement scores. Researchers found that students who used technology a lot had more knowledge of science. They were also better at math. It is imperative that technology is integrated into classroom instruction in a positive way to enhance student learning (Delen & Bulut, 2011). Studies by Baytak et al. indicate that most learners believe the incorporation of technology into classroom instruction enhances their learning. Learning is fun and easier for students who use technology in school, according to students who took part in the study. Students believed that technology made learning more engaging, enjoyable, and interactive. Learning these days is a process of doing, interacting, and discovering (Baytak et al., 2011). Technology can enhance student learning and engagement, increase student motivation, increase social interaction, and increase positive outcomes. With the help of technology, all students can unlock the keys to learning. Even students who have special learning needs can benefit. Technology integration has been implemented at all school sites in Etiwanda School District in California. In general education lessons, technology training was provided to teachers and then incorporated into their daily routine. The program also offered teachers who were working with special needs students practical technology support. This plan allowed teachers to assist students by incorporating technological tools into their curriculum. Etiwanda school District found the plan to be effective. Due to this technology

integration, special needs students are meeting their educational goals more quickly. Their performance on district benchmarks is also improving (Courduff, 2011).

Learning, teaching, and analyzing data have all been affected by technology in some way or another (Yusuf, 2005). Many studies have shown how ICT has improved education standards (Al- Ansari, 2006). According to Collis, (1990), the current situation is similar to a "grim image." The benefits of ICT for education and the benefits of ICT for schooling are both emphasized within his classification of data and communication within the educational paradigm. Teaching and learning are two areas in which knowledge is being developed. The second focus is the adoption of data and communication advancements in learning methods Cziko and Zhao (2001) state that assessing the value of technological advancements in an academic setting is difficult. Three conditions must be met by academicians in their learning and teaching environments in order to fully explore the benefits of technology. The first step is to accept the effectiveness of new technologies and innovations. Additionally, beyond effectiveness, they need to consider innovation as not being a hindrance in the delivery path. In addition, academicians should believe that they are in complete control of innovation and are capable of making any necessary modifications to a technology. Al-Bataineh et al., (2016) concluded from their studies that academicians will be able to fully utilize ICT when they are ready to investigate new opportunities and innovations occurring in the education sector and also implement them in the classroom. Incorporating ICT into teaching and learning processes promotes interaction and enhances knowledge reception. Changes in communication methods and the ways academics teach and learn have given way to new situations that foster individual and collaborative development. Digital media can be used by students to access resources on any topic through the use of ICT, which is an example of ICT's dedication to education. The ICT tool enables students to browse through digital books, test assessment papers, and access previous years' exam papers for expanding their knowledge. In addition, they can seek guidance from coaches, experts in various fields, professionals, and friends around the world (Bhardwaj et al., 2020).

Plomp et al. (2007) argue that information and communication technologies have provided individuals with ever-evolving technological tools that enable them to find information about any subject. As a result of new computerized and digital libraries, academicians have experienced an increase in morale and have been able to access their materials at any time and from any place around the world (Lim & Chai, 2004). By establishing computerized libraries, professionals, educators, and experts are able to share their knowledge (Bhardwaj et al., 2020).

3. The Present Study under Focus

The present study is carried out with the following objectives:

- i. In order to understand how information technology impacts education.
- ii. To describe how information technology affects school culture.

iii. Learning the major advantages of information technology for teachers and comparatively analyse and study teachers who use computers and those who don't use computers in schools.

4. Statement of Purpose

Student learning is positively impacted by technology. The technology facilitates student engagement, so students retain more information. Technological advancements are relevant to students as they occur globally at a rapid pace. This translates into meaningful learning opportunities. A wide range of technology-based educational opportunities can be integrated into school curricula, including mathematics, reading, science and social studies, among others. By collaborating with their peers, students are able to learn from each other. Students' motivation and learning can be impacted by all of these factors combined.

Technology is increasingly being incorporated into the curriculum. Currently and in the future, students have to be more comfortable using computers so that they can take standardized tests. It's no secret that technology is instrumental to learning because it's so present in our day-to-day lives. Technology is used by virtually every industry today. Technology is also used by both students and adults every day to communicate and get information. As people use technology on a daily basis, it provides a connection to the students' lives that is very relevant and beneficial to student learning, but to what degree and approach is an important aspect to discuss.

5. Research Methodology

Along with analyzing secondary sources, such as reports, articles, and research papers, the researchers employed a theoretical approach in carrying out the study. Various stakeholders including students, and teachers were identified and they were analyzed in terms of how technology is being used and how it can be utilized further to achieve excellence in education by schools. For this evaluation, teachers across Karaikal and Puducherry regions were surveyed in order to document changes in instructional practices, classroom culture, and technology-related beliefs.

Study Sample and Approach

A Google form based survey was adapted. This survey was executed in the first week of February 2022. A Total of 40 Participants genuinely volunteered for the survey. The volunteers were preferably teachers, teaching in various schools of Karaikal and Puducherry regions India. The participants were surveyed regarding their comfort level with technology, their attitudes toward technology, and the way in which they use technology both inside and outside of the classroom.

A total of 40 employees from across Karaikal and puducherry region participated in the survey, including 20 teaching staff who use computers for their preparation of lesson plans and

teaching purposes (group A) and 20 teachers who devoid of using computers for any of their teaching activities (group B). Staffs were also been informed about the survey results. Several participating teachers reported that the teacher survey results accurately reflect their usage of technology and capture the overall opinion of staff members. Several instructors also stated that they will begin using computers in their classrooms in the future.

Teachers were queried with 20 survey questions in 5 point Likert scale (never, occasionally, sometimes, often, always) that addressed specific changes in their beliefs, practices and abilities while using technology for their service at schools. These questions were utilized for analysis and assessment of the role of technology in the excellence of schools. The study was administered through a secure mode that allowed participants to respond anonymously to the short survey.

6. Analysis of the study based on theories:

Having a theory is one of the essential claims of any field of study to be scientific. A theory would direct research within a certain field of study. This section analyses the results based on the role of theories in current educational technology implementation. Different theories always had an impact on the educational technology projects. These learning theories embody our ideas about the nature of knowledge and how people learn. Some of the key learning theories that drive current concerns regarding technological integration include behaviourism, cognitivism, constructivism, constructionism, connectivism and mainly neuro-cognitivism.

Behaviorism gained popularity in the mid-twentieth century as psychologists studied human and animal behaviour patterns and response systems. Learning is viewed as a response to a stimulus in behaviourism. Teaching and learning, then, is a process of conditioning students to respond appropriately to stimuli, and technology helps to facilitate this training by providing learning incentives, like game-play and other prizes, or through leading change to proficiently establish sensory input conditioning, like drill-and-kill methods. (Thompson, 2019). Cognitivism evolved as an alternative to behaviourism in part because behaviourism saw the activities of the brain as an undetectable black box, and comprehending how the brain functioned was not seen to be vital for assisting people in learning. Research in cognitivism for teaching and learning focuses on assisting individuals in developing efficient teaching and studying techniques that would allow their brains to make meaningful use of supplied knowledge by seeing humans as thinking machines rather than as animals to be taught. Through this perspective, technology may aid in the provision of knowledge and research tools that aid the mind in conveniently searching and accessing knowledge, such as the use of graphic organizers or numerous paradigms. (Michela, 2018). Consequently, both behaviourism and cognitivism generally been regarded all people' learning the same, irrespective of background, region, or personal observations. Considering how these elements may impact how knowledge is acquired, constructivist approach evolved as a technique of studying how personal and group characteristics greatly influence the learning process for various demographics of persons.

Constructivism is defined as "a learning method that maintains that people actively create or make their own knowledge and that reality is determined by the learner's experiences" (Elliott et al., 2000). Learning, according to constructivism, is built by learners on top of prior experience, attitudes, and beliefs. This means that in order for learning to occur, new learning experiences must take these human variables into account and aid the individual in integrating new learning to their current understanding constructions (schemas). New tech may support constructivist learning by grounding abstract concepts and facts in learners' own experiences and ideals, as well as by permitting the practicum to be varied for diverse students (McLeod, 2019).

Constructivism is the dominating theory of this decade, with origins in philosophy, psychology, and cybernetics, and it aims to define how individuals presume the world. The individual actively constructs knowledge, according to constructivist theory, and knowing is an adaptive process that organises the individual's experiencing environment. As a result, the learner is regarded as "already a scientist" who voluntarily produces knowledge while attempting to interpret the world through subjective perspectives such as encounters, objectives, interests, and opinions, rather than as a controlled response to stimuli as in the behaviourist framework. Knowledge for constructivism cannot be forced or transmitted completely from one knower's thought to someone else's mind (Husain, 2010).

With an emphasis on the biological underpinnings of brain and neural activity, cognitive science focuses on information processing and internal representations of experience, and learning theory explains how we interact with and adapt to our environments over time. These three traditionally distinct strands of inquiry have been combined to form neuro-cognitive learning theory. We are better able to comprehend and anticipate learning to the extent that each of these scholarly subfields offers mutually reinforcing explanations of human learning. Although we have made significant progress on each of these fronts over the past few decades, it is abundantly clear as we pursue this synthesis how many mysteries still beckon us, particularly in the area of the neurobiological bases of human cognition and its applications to teaching and learning. This composite perspective is, however, no stronger than the weakest member of the triad. (Anderson, 2009).

By providing children with a variety of learning strategies and resources, teachers may encourage successful learning for the rest of their lives. The educational process involves the teacher significantly. The development of novel teaching methods and tactics is essential to effective instruction. We need to reconsider what we do in the classroom and at school as we have a deeper knowledge and understanding of the modern brain and how it learns. Neuroscientists are tracing the connections between the body and the brain, offering concrete proof of the advantages of experiential learning. Numerous human functions are included in the neuro-cognitive process through neural networks. Electrochemical communication occurs between brain cells. Neuro-cognition entails the processes of perception, recognition,

conception, judgment, and reasoning. The Neuro-cognitive approach is based on undeniable facts about how the brain works and is used to inform intervention plans for student teachers who are experiencing developmental issues. Teachers must improve skills in subject, context, communication, classroom management, and evaluation. In this study, we explore how the processes of the brain assist teachers in instructing students and highlighting aspects of teaching competency such induction, substance, pedagogy, organisation, and assessment. We explain how Neuro-cognitive techniques can be applied to reveal the hippocampus and amygdala's hidden functions when implementing instructional techniques. We also stress that there are theoretical and practical difficulties associated with establishing neuro-cognitive programmes that concentrate on both social and cognitive development. (Unit IV: Neurocognitive Theories, n.d.)

Key Findings and Analysis:

The findings presented in this report are based on previous studies reports, articles, and research papers. In addition, findings from the survey and questionnaire study of teachers of Karaikal and Puducherry schools were also analyzed and studied. There is evidence from supporting evidence (case studies, journal articles) that technology is an important component of achieving excellence in school education, such as performance management, remote access, and resource sharing.

For this study, a Teachers' Questionnaire which comprises 20 closed questions was planned and distributed among the Teachers. The statements were related to their usage of technology i.e computers for their school related activities. The questionnaire had the participants to respond every statement in a five-point Likert scale with notations as: from 1 to 5, where Never =1...to ...Always=5. This pattern helps to represent the teachers' opinions based on their experiences, attitude towards the effectiveness of using computers in their everyday school works.

Teachers' Survey:

An evaluation of the Technology Promoting School Excellence program includes a short teacher survey. Teachers' attitudes and opinions toward the use of technology and its effective role in enhancing school performance must be accurately captured. The following survey may consume just a few minutes to complete. Teachers were requested to complete the survey responses for each item. All items must be completed for the survey to be submitted. It is strictly confidential and all responses are anonymous. Comments were also accepted about the use of technology in schools and its influence on school excellence through the comment section.

The school you are currently attending is:

Please write your name and the role you play in the school as a staff.

1. Your Name:
2. Designation:
3. Post Held:

Think about how much you use computer and technology in schools. Abbreviations Used in Table in Likert Scale 1 to 5:

(Never = N, Occasionally =O, Sometimes= S, Often = OF, and Always = A)

1. How often do you use technology (computers, smart classrooms, projectors, etc.) in school?

S.No	Survey Questions	N (%)	O (%)	S (%)	Of (%)	A (%)
1	Instruction to students using computers in classrooms.	16.7	40	16.7	6.7	0
2	Using the Internet for preparation of lesson plans.	10	23.3	20	16.7	0
3	Computer labs are used by teachers and students.	26.7	60	13.3	0	0
4	School library with internet facility is being used by staff and students.	33.3	46.7	6.7	6.7	6.7
5	School uses internet to send and receive email for academic purposes.	3.3	16.7	33.3	30	6.7
6	School uses internet to send and receive email for administrative purposes.	0	0	0	0	100
7	Computers are used to create graphs or tables that interests learners.	13.3	20	20	26.7	0
8	Students are allowed to use computers to find information on the Internet	26.7	60	36.7	10	6.7
9	Used to create a PowerPoint Presentation	10	10	20	0	0
10	Used to play computer games	90	3.3	13.3	0	0
11	Staff work with spreadsheets / databases	20	15	20	20	14.4
12	Used to analyze data, IT calculations, pay related issues and other administrative works.	0	10	20	80	90
13	Students and teachers are allowed to create/ attend tests, quiz or assignment using computers	25.5	12.2	15.5	33	5

14	Adapt an activity to students' individual needs using computers	33.3	60	6.7	0	0
15	Make handouts for students using a computer	40	40	13.3	6.7	0
16	Use a computer to help students better understand a concept	26.7	46.7	20	6.7	0
17	Assess students using a computer	13.3	66.7	6.7	13.3	0
18	Use a computer to communicate with teachers, parents or administrators	26.7	60	13.3	0	0
19.	How essential was computer use in your teaching professions during your school career?	33.3	46.7	6.7	6.7	6.7
20.	How often do you use computers at home and at school?	33.3	26.7	33.3	0	6.7

Table 01: Questionnaire on use of Computers for Teaching Profession

Data Analysis:

All the data collected from the participants through the questionnaire was analyzed. The data was tabulated and the percentages for each statement were observed as follows in a table. The observed data from the questionnaire would be convenient in assessing how Teachers go along with using computers in their school based activities for the entire educational development. From Table 01, it can be observed that, to the first statement, the majority of the teachers (80%) agreed that they opt to use computers to provide instructions to students in classrooms. The second response indicates that more than half of the teachers (69 %) know and practice internet for preparation of lesson plans in their everyday teaching classrooms. From the third statement, it is clear that most of the schools have active computer labs being used by teachers and students recently (90%). From the fourth statement analysis, 85% teachers voiced that, school libraries have internet facility which is being easily accessible for teachers and students. From the fifth statement, teachers (82 %) approve of the fact schools use internet to send and receive emails for academic purposes. The sixth response proves 100% evident that complete administrative works of every school depend entirely on the technology and internet. From the seventh response, many teachers (70%) use computers to create graphs and tables for their classes to retain the interest of the learners in their everyday classes. From the eighth statement, it is clear that many teachers (80%) are much willing to browse internet to learn more so as to educate the young learners. The ninth statement voices that nearly 40% teachers utilize computers to prepare PowerPoint presentations for their classes as a warm-up activity to boost children in

their psychological development. During the tenth observation, participants (97.7%) agree with not using computer games as a tool in their school regime. Whereas in eleventh response, 60% staff agreed that they use computers to prepare spreadsheets and databases. 97% of teachers wish to utilize computers for their IT calculations and other administrative issues is transparent through the twelfth observation. In the thirteenth statement, nearly 40% teachers agreed that they utilize computers to prepare e-quiz and provide e-assignments. From the fourteenth observation, teachers (60%) are willing to adapt activities to students' individual needs using computers. Through fifteenth statement 80% teachers accepted they prepare handouts for learners using computers. Nearly 80% teachers accepted the fact that students understand a concept better when taught with the help of computers and technology. Computers are effective assessment tools too is transparent through the seventeenth statement. Nearly 86.7% of teachers concur with the eighteenth statement that computers are used to communicate with teachers, parents and other administrators. As a response to the nineteenth utterance, about 80 % of teachers, support the use of computers are more essential for teaching profession. As of the twentieth statement, 76.6% of teachers' authenticate to use computers both in schools and at home for their personal and professional development and also for the overall school excellence.

Vygotsky's social constructivism also advocates the use of devices, which, by structuring and offering guided cues, may "enhance and extend both the child's scope of action and the child's range of reasoning." With all of the technological improvements, the computer system has evolved into a flexible instrument for gaining a variety of educational opportunities. The incorporation of computations, visuals, and animations enables people to understand and observe operational processes that would not be easily visible normally. As a result, computers are a very incredible resource. The constructivist viewpoint, which underpins the work of John Dewey, Lev Vygotsky, and Maria Montessori, maintains that teachers should act as moderators, assisting pupils in developing their own knowledge and capacities in doing demanding tasks. This viewpoint emphasises the learner's action rather than the teacher's. Technology can alter the interaction between professors and students, hence improving the learning experience and perspectives. It is now more important than ever for instructors to comprehend the ideas of CAI (Computer Assisted Instruction), CAL (Computer Assisted Learning), CBT (Computer Based Teaching), and TAL (Technology Assisted Teaching). (Husain, 2010).

In this study too, Despite the fact that 20 teachers in Group B who do not utilize computers freely in their instructional activities, this survey shown that those employees, too, rely on computers for a variety of personal and professional tasks. This demonstrates that computers and technology have an important influence in overall school performance.

Results and Discussion:

The following graph depicts the percentage of Teachers who are using computers Occasionally (OC), sometimes (S), and Often and Always (OF&A) to all the statements, which shows that

majority of the teachers are using and willing to use computers and technological tools for the betterment of the school and educational development.

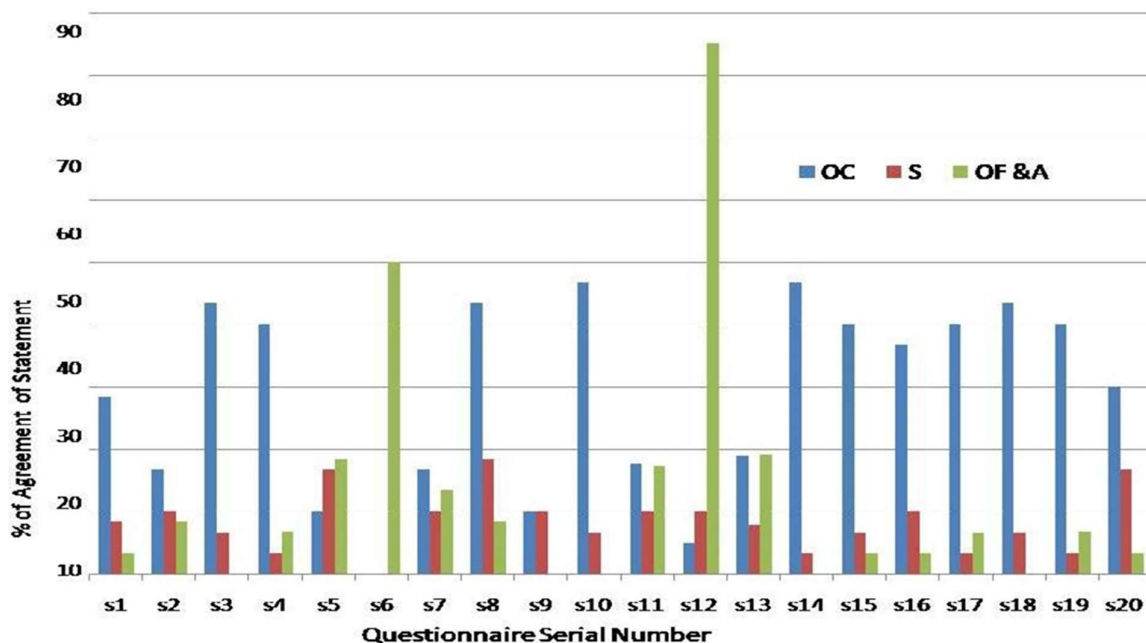


Fig 01: Teachers' response to the Statements

Discussions:

Using new technologies and gadgets results in a higher level of student interaction and learning, according to this study that examines how schools use technology and how technology impacts schooling. By utilizing technology, they find it more interactive, as well as full of fascinating areas. Transferring knowledge becomes much easier and convenient. Therefore, modern technology now helps our brains to work faster, in any part of our lives, and when it comes to education it should be no different. Nowadays, schools, universities, and colleges cannot avoid the reliance and dependence on innovations such as these that make life easy and smooth.

In order to keep learning interactive and interesting, educational organizations started to use the best PowerPoint presentations and projections. Using technology such as projectors in schools and colleges can boost interaction and motivation. Visual aids and activities that compel students to think are preferred over just reading words. Technology also makes learning more efficient. Within the education sector, digital media has become more prevalent. Consequently, students are in contact round the clock, and different forums are available for assistance with various assignments. As digital technology advances, more applications will be available to help students develop and learn. Technology serves four purposes in education: it is incorporated into curriculums, it is used as an instructional delivery system, it assists in the delivery of lessons, and it is used to enhance the learning process. Since technology has become

a part of education, it has gone from passive to active. In academic and corporate settings, education is essential. Education or training helps workers do things differently from before.

7. Conclusions and Recommendations:

In the edited volume, Visvizi describes a panel of leading educators, researchers, and experts who present and discuss an outstanding body of research. Our society can become more resilient to the challenges of the 21st century if we take advantage of technology's potential to improve teaching and learning. This can negatively impact social cohesion and inclusion. Developing a relationship between a mentor and a student is critical to technology-enhanced teaching and learning. Ultimately, the outcome of teaching and learning depends on students' commitment, motivation, ethos, and mutual respect. Educators consistently face this challenge. (Visvizi et al., 2018)

According to this paper, technology contributes positively to students' learning expectations and outcomes. In fact, many public and private schools have integrated technology into their programs. In spite of the fact that technology penetrates many aspects of life and industry, few fully understand its potential to boost school excellence through student engagement, faculty engagement, and the concept that is receiving attention in higher education due to its positive associations. Students and staff of all ages benefit from the use of technology in the school. The result of technology integration is that 1) students feel more motivated, 2) they feel more engaged, 3) students collaborate more effectively, 4) students learn more hands-on, 5) students become more confident, and 7) students develop a more sophisticated understanding of technology. In order to boost student achievement levels in schools, it may be necessary to provide more technology to students and to ensure that teachers have constant professional development to refine their new teaching methods. According to the study's results, computer-based technology impacts student engagement; however, further research is needed to support and expand these findings. A practice recommendation is offered at the end of this article for effectively implementing computer-based technology in schools to achieve the highest level of educational excellence

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