Educational Technology Utilization and Effectiveness in Public Elementary Schools in District I, Isabela Negros Occidental, Philippines

Rosalie M. Mission[a]*, Vicente V. Mission II[b], & Richelle Y. Medenceles[c]

[a] *Rumirang Elementary School, Isabela Negros Occidental, 6128 Philippines*
[b] *Tinongan Elementary School, Isabela Negros Occidental, 6128 Philippines*
[c] *Marikudo Settlement Elementary School, Isabela Negros Occidental, 6128 Philippines*

A r t i c l e i n f o

A b s t r a c t

This study's central goal was to investigate the degree of the utilization and effectiveness of technology integrated into teaching pupils and to make suggestions for more effective incorporation of technology in education among teachers in District 1 of Isabela Negros Occidental, Philippines. This study employed a descriptive research design. The study respondents were 171 teachers selected from 12 public elementary schools in District I of Isabela, Negros Occidental, Philippines during 2015-2016. Simple random sampling was used. The researcher used a validated self-made questionnaire for data gathering. Frequency count, percentage distribution, mean, standard deviation, t-test, and Pearson r were employed for data analysis. The results revealed that the degree of technology integration in teaching pupils was minimal, yet it is effective. The younger teachers utilized technology more than the older teachers did; there was a significant difference in the degree of technology utilization in teaching pupils when respondents were grouped according to the length of service [$F(4, 166) = 13.389$, $p = 0.000$]; both male and female teachers utilized technology in the same manner. Teachers were more likely to incorporate educational technology into their classrooms since they were aware of its relevance. Specific school procedures on how technology should be used within the school did not influence teachers confident with using technology in their classroom. The Department of Education and stakeholders are encouraged to provide more technologies in the classroom as students learn better with technology.

Introduction

Pervasively, technology is a growing part of any society today; it has brought significant changes in different fields such as health, medicine, entertainment, business, trade and commerce, leisure, among others. Technology is at least one unavoidable reality twenty years after introducing the personal computer (Almeqdade,

2010). Moreover, Matulac (2013) stated that closing the awareness regarding technology changes would mean death, especially to educators. Lensing into education is also a critical factor in the radical changes in the educational system (Gulbahar & Bates, 2011). It has turned the classroom environment from teacher-centered to student-centered.

* Corresponding Author
e-mail: bitik101479@gmail.com

The use of the computer has increasingly moved the boundary of educational resources. It has transformed the traditional concepts of education. Technology in education is becoming an essential part of the teaching-learning program. Teachers' reasons to use technology in classroom instruction are to promote student agreement, teach 21st-century skills, stay current, have hands-on interactive learning, vary instructional methods, conduct research, and communicate (Vermette, 2012). As transformative tools, computer technologies help students develop their ability for structured yet flexible inquiry and investigation to link ideas, explore solutions and examine consequences to create value from information.

However, for many teachers, the lack of personal experience with technology presents a challenge. To incorporate technology-based activities and projects into their curriculum, these teachers must first find the time to learn to use the tools and understand the terminology necessary for participation in those projects or activities (Starr, 2011). If these technologies are used properly, they can be a tool for teachers and students to gain new experiences.

In District 1 of Isabela Negros Occidental, most school teachersschoolteachers utilize e-classrooms to provide activities, project- based learning, one-on-one coaching, and peer support. Some teachers have personal computers, laptops, mobile internet, and other technological gadgets for preparing school worksschoolwork; however, the teachers lack knowledge on technology use and howand how to apply technology to teaching and learning. Thus, there is a need to assess the use of education technology among teachers in District 1 of Isabela Negros Occidental.

Objectives

1. To determine the socio-demographic profile of respondents when grouped according to: (1) Age, (2) Gender, (3) Length of Service, and (4) Educational Attainment.

2. To investigate the degree of the utilization of technologies integrated into teaching pupils.

3. To examine the degree of the effectiveness of technologies integrated into teaching pupils.

4. To find the significant difference in the extent of utilization of technology when grouped according to demographic profile.

5. To establish the relationship between the teachers' extent of technology utilization and the degree

of effectiveness of the technologies integrated into teaching pupils.

Conceptual framework

This study investigated teachers' educational technology utilization and effectiveness in the District I of Isabela, Negros Occidental during the 2015-2016 school year. It also assessed the respondents' socio-demographic profile, such as age, sex, length of service, and educational attainment, and their assessment on the degree of utilization and level of effectiveness of technologies integrated into teaching pupils.

Likewise, it determined the difference in the degree of technology utilization when respondents were grouped according to demographic profile and the relationship between the degree of technology utilization by the teachers and the level of effectiveness of technologies integrated into teaching pupils. The concept of this study is illustrated in Figure 1.
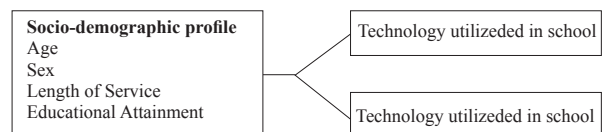

Figure 1 Conceptual framework

Research methodology

Research Design

This study employed a descriptive research design. Belawati (2013) claims that descriptive research design is appropriate for a study that aims to find out what prevails in the present conditions or relationships, held opinions and beliefs, processes and effects, and developing trends. It also seeks to determine phenomena, test hypotheses, and develop generalizations, principles, or conditions and things that exist at the time of the study; it also considers past events related to the present.

Research Instrument

The researcher used a self-made questionnaire. The first of the questionnaire constituted the socio-demographic profile such as age, sex, length of service, and educational attainment. The second part included the degree of the teacher's utilization of technologies. The third component consisted of the effectiveness of technology utilization. For the degree of utilization of technologies, the following scores and descriptive interpretations were assigned: 4.50 - 5.00 - frequently utilized, 3.50 - 4.49 - almost every time 2.50 - 3.49 -

sometimes, 1.50 - 2.49 - seldom, and 1.00 - 1.49 - never utilized. For the level of the effectiveness of the technologies, the following scores and verbal interpretations were: 4.50 - 5.00 - highly effective, 3.50 - 4.49 - effective, 2.50 - 3.49 - moderately effective, 1.50 - 2.49 - ineffective, and 1.00 - 1.49 - very ineffective.

Validity and Reliability

A research instrument is valid if it serves the purpose it was designed for (Buehl, 2012). Content validity involves the systematic examination of the test items and their content to determine whether it covers the representative sample of the behavior domain to be measured. The questionnaires were further subjected to content validity analysis among three- panel validators. Based on these professionals' reasoned judgment, the test items and the data gathering tool were rated valid, appropriate, adequate, and suited to the purpose for which it was constructed. Using the criteria set forth by Collins (2014), the researcher rated the instrument as 1 - Poor; 2 - Fair; 3 - Good; 4 - Very Good, and 5 - Outstanding. The validity score was 4.25, interpreted as very good.

Reliability is the ability to inference from a sample to the population (Curtis, 2015). Besides, Dede (2014) clarifies the meaning of reliability as the degree of consistency or stability of a research instrument to produce or yield the same or identical results. The reliability of the gathered data in this investigation was established through the test-retest technique. The two tests' results were computed and correlated using the Pearson Product-Moment Coefficient of Correlation or Pearson r. The reliability result was 0.83, interpreted as highly reliable.

Data Gathering Procedure

The study respondents were 171 teachers selected from 12 public elementary schools in the District I of Isabela, Negros Occidental during 2015-2016. A simple random sampling was employed in this study. A simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population had an exactly equal chance of being selected. This method is the most straightforward of all the probability sampling methods since it only involves a single random selection and requires little advanced knowledge about the population. Because it uses randomization, any research performed on this sample should have high internal and external validity. The researcher asked permission from the District Supervisor of Isabela I to investigate the concerned schools. Sufficient copies of questionnaires were reproduced and distributed to the respondents of the study. The researchers retrieved and submitted them for statistical treatment after the respondents completed the questionnaire.

Data Analysis

Frequency count and percentage distribution were to determine the respondents' profile and the technologies integrated into classroom instruction for teaching pupils. Mean, and standard deviation were used to show the level of effectiveness of technology usage. T-test determined the significant difference in the utilization of technology. Finally, Pearson r correlation was employed to determine the relationship between the teachers' degree of technology utilization and the technologies integrated into teaching pupils.

Results

Socio-demographic profile of teachers in terms of age, sex, length of service, and educational attainment.

Table 1 provides the socio-demographic profile of the respondents. In terms of age, 55 or 32.16% of the teachers were young (below 40 years old), and 116 or 67.84% were older (above 40years old). In terms of sex, there were 15 or 8.77% male teachers and 156 or 91.23% female teachers who participated in this study. Concerning the length of service of the teachers, 14 or 8.19% had a teaching experience of 5 years, 34 or 19.88% had 6 to 10 years of teaching experience, 30 or 17.54% had 11 to 15 years of teaching experience, 45 or 26.32% had 16 to 20 years of teaching experience, and 48 or 28.07% had 21 years and above of teaching experience.

With the teachers' educational attainment profile, 27 or 15.79% were college graduates, 131 or 76.61% had master's degree units, and 13 or 7.60% had a master's degree.

Table 1 Socio-demographic Profile of Teachers in Terms of Age

Variable	Category	Frequency	Percentage
Age	Younger	55	32.16
	Older	116	67.84
	Total	**171**	**100.00**
Sex	male	15	8.77
	female	156	91.23
	Total	**171**	**100.00**
Length of service	5 years and below	14	8.19
	6 to 10 years	34	19.88
	11 to 15 years	30	17.54
	16 to 20 years	45	26.32
	21 years and above	48	28.07
	Total	**171**	**100.00**
Educational Attainment	College Graduate	27	15.79
	Master's Degree Units	131	76.61
	Master's Degree	13	7.60
	Total	**171**	**100.00**

The Degree of Utilization of Technologies Integrated in Teaching Pupils.

Table 2 presents the degree of utilization of technologies integrated into teaching pupils. The overall degree of utilization was never utilized, with a mean = 1.20 and an SD = 0.14. When respondents were grouped according to age, both younger (M = 1.18, SD = 0.09) and older (M = 1.21, SD = 0.16), teachers had never utilized. For sex, both male (M = 1.18, SD = 0.13) and female (M = 1.21, SD = 0.15) teachers had never utilized . For the length of service, teachers with five years and below (M = 1.20, SD = 0.09), 6 to 10 years (M = 1.16, SD = 0.08), 11 to 15 years (M = 1.19, SD = 0.10), 16 to 20 years (M = 1.19, SD = 0.14) and 21 years and above (M = 1.26, SD = 0.20) had a Never utilized. When grouped according to educational attainment, college graduate (M = 1.20, SD = 0.11), teachers with master's degree units (M = 1.20, SD = 0.15), and teachers with master's degree (M = 1.22, SD = 0.12) had never utilized technologies integrated into teaching pupils.

Table 2 The degree of utilization of the technologies integrated in teaching pupils

Variable		M	S.D.	Interpretation
Age	Younger (n = 55)	1.18	0.09	Never utilized
		1.18	0.09	Never utilized
	Older (n = 116)	1.21	0.16	Never utilized
Sex	Male (n = 15)	1.18	0.13	Never utilized
	Female (n = 156)	1.21	0.15	Never utilized
Length of service	5 years and below (n = 14)	1.20	0.09	Never utilized
	6 to 10 years (n = 34)	1.16	0.08	Never utilized
	11 to 15 years (n = 30)	1.19	0.10	Never utilized
	16 to 20 years (n = 45)	1.19	0.14	Never utilized
	21 years and above (n = 48)	1.26	0.20	Never utilized
Educational attainment	College graduate (n = 27)	1.20	0.11	Never utilized
	Master's degree units (n = 131)	1.20	0.15	Never utilized
	Master's degree (n = 13)	1.22	0.12	Never utilized
	Total (n = 171)	**1.20**	**0.14**	**Never utilized**

Degree of Effectiveness of the Technologies Integrated in Teaching Pupils.

Table 3 presents the degree of effectiveness of technologies integrated into teaching pupils. The overall degree of efficacy was effective (M = 3.69, SD = 0.39). When respondents were grouped according to age, both younger (M = 3.92, SD = 0.42) and older (M = 3.58, SD = 0.33) teachers had a effective degree of effectiveness. With sex, both male (M = 3.67, SD = 0.58) and female (M = 3.69, SD = 0.37) teachers had a effective degree of effectiveness. Concerning the length of service, teachers with five years and below (M = 3.86, SD = 0.37), 6 to 10 years (M = 3.99, SD = 0.39), 11 to 15 years (M = 3.70, SD = 0.40), and 16 to 20 years (M = 3.67, SD = 0.26)

had a effective degree of effectiveness while teachers with 21 and above years (M = 3.44, SD = 0.34) of experience had a moderately degree of effectiveness.

When respondents were grouped according to educational attainment, college graduate (M = 3.55, SD = 0.32), teachers with master's degree units (M = 3.72, SD = 0.39), and teachers with master's degree (M = 3.68, SD = 0.51 had a effective degree of effectiveness.

Table 3 Degree of Effectiveness of the Technologies Integrated in Teaching Pupils

Variable		M	S.D.	Interpretation
Age	Younger (n = 55)	3.92	0.42	Effective
	Older (n = 116)	3.58	0.33	Effective
Sex	Male (n = 15)	3.67	0.58	Effective
	Female (n = 156)	3.69	0.37	Effective
Length of service	5 years and below (n=14)	3.86	0.37	Effective
	6 to 10 (n=34)	3.99	0.39	Effective
	11 to 15 years (n=30)	3.70	0.40	Effective
	16 to 20 years (n=45)	3.67	0.26	Effective
	21 years and above (n=48)	3.44	0.34	Moderately
Educational attainment	College graduate (n = 27)	3.55	0.32	Effective
	Master's degree units (n = 131)	3.72	0.39	Effective
	Master's degree (n = 13)	3.68	0.51	Effective
	Total (n = 171)	**3.69**	**0.39**	**Effective**

Significant Difference in the Extent of Utilization of Technology in Teaching Pupils According to Age and Sex.

Independent samples t-test was used to determine the significant difference in technology utilization in teaching pupils when grouped according to age and sex. The result revealed a significant difference in the teachers' extent of technology utilization in teaching pupils when grouped according to age [t(169)=5.762, p=0.000].

Table 4 Significant difference in the extent of utilization of technology in teaching pupils in terms of age and sex

	Age		t	df	p
	Younger (n = 55)	Older (n = 116)			
Extent of utilization of technology	3.92 (0.42)	3.58 (0.33)	5.762*	169	3.92
	Age		t	df	p
	Male (n = 15)	Female (n = 156)			
	3.67 (0.58)	3.69 (0.37)	-0.184	169	0.854

Note: *The difference in the means is different when p<0.05

The significant difference in the degree of technology utilization when grouped according to the length of service and educational attainment.

The degree of technology utilization results when grouped according to the length of service and

educational attainment are provided in Table 5. Analysis of Variance was used to determine the significant difference in the degree of technology utilization in teaching pupils. Significant difference was noticed in technology utilization in teaching pupils when grouped according to the service length (F = 13.389, p = 0.000). On the other hand, there was not significant difference in technology utilization in teaching pupils when grouped according to educational attainment (F = 2.092, p = 0.127).

Based on the length of service, teachers with 11-15 years (n = 30), 16-20 years (n = 45), and 21 years and above (n = 48) did not differ in their degree of technology utilization. However, they differed significantly from 5 years and below (n = 14), and 6 to 10 (n = 34).

Table 5 Significant difference in the extent of utilization of technology in teaching pupils according to the length of service and educational attainment

Variable	M	F	df	p	I
Length of service					
5 years and below (n = 14)	3.86_{bc} (0.37)				
6 to 10 (n=34)	3.99_{c} (0.39)				
11 to 15 years (n=30)	3.70_{ab} (0.40)	13.389	4,166	0.000	S
16 to 20 years (n=45)	3.67_{ab} (0.26)				
21 years and above (n=48)	3.44_{a} (0.34)				
Educational attainment					
College Graduate (n=27)	3.55 (0.32)				
Master's Degree Units (n=131)	3.72 (0.39)	2.092	2,168	0.127	NS
Master's degree (n=13)	3.68 (0.51)				

Relationship between the degree of utilization of technology and the degree of effectiveness of the technologies integrated into teaching pupils.

Pearson product moment correlation was used to determine the significant relationship between technology utilization and the integrated technologies' effectiveness. There was a significant relationship between technology utilization and the level of effectiveness of the technologies integrated [r (169) = -0.305, p = 0.000].

The study's findings imply that the level of technology utilization had influenced the extent of its effectiveness. Research has indicated that technology can support new instructional approaches and make hard-to-implement instructional methods such as simulation or cooperative learning more feasible.

Moreover, educators commonly agree that technology has the potential to improve student learning outcomes and effectiveness. Integration has a sense of completeness or wholeness, by which all essential elements of a system are seamlessly combined to make a whole (Chang & Wu, 2012).

Table 6 Relationship between the extent of utilization of technology and extent of effectiveness of the technologies Integrated in teaching pupils

Variables	r	df	p	I
Availability of technology x extent of utilization of technology	-0.305	169	0.000	Significant

Note: The relationship is significant when p<0.05

The degree of effectiveness of the technologies integrated in teaching pupils.

Table 7 presents the degree of effectiveness of technologies integrated into teaching pupils. The degree of effectiveness as a whole (M = 3.69, SD = 0.39) was high. When grouped according to age, both younger (M = 3.92, SD = 0.42) and older (M = 3.58, SD = 0.33) teachers had a high degree of effectiveness. In terms of sex, both males (M = 3.67, SD = 0.58) and female (M = 3.69, SD = 0.37) teachers had a high degree of effectiveness. Concerning the length of service, teachers with five years and below (M = 3.86, SD = 0.37), 6 to 10 years (M = 3.99, SD = 0.39), 11 to 15 years (M = 3.70, SD = 0.40), and 16 to 20 years (M = 3.67, SD = 0.26) had a high degree of effectiveness while teachers with 21 years and above (M = 3.44, SD = 0.34) experience had a moderate extent of effectiveness. When grouped according to educational attainment, college graduate (M = 3.55, SD = 0.32), teachers with master's degree units (M = 3.72, SD = 0.39), and teachers with master's degree (M = 3.68, SD = 0.51) had a high degree of effectiveness.

Table 7 The Extent of Effectiveness of the Technologies Integrated in Teaching Pupils

	Variable	M	S.D.	Interpretation
Age	Younger (n = 55)	3.92	0.42	High
	Older (n = 116)	3.58	0.33	High
Sex	Male (n = 15)	3.67	0.58	High
	Female (n = 156)	3.69	0.37	High
Length of service	5 years and below (n = 14)	3.86	0.37	High
	6 to 10 (n = 34)	3.99	0.39	High
	11 to 15 years (n = 30)	3.70	0.40	High
	16 to 20 years (n =45)	3.67	0.26	High
	21 years and above (n = 48)	3.44	0.34	Moderate
Educational attainment	College graduate (n = 27)	3.55	0.32	High
	Master's degree units (n = 131)	3.72	0.39	High
	Master's degree (n = 13)	3.68	0.51	High
	Total (n = 171)	**3.69**	**0.39**	**High**

Discussion

The degree of utilization of technologies integrated in teaching pupils.

The result implies that irrespective of the socio-demographic profile, the teacher's utilization of the technologies integrated into teaching pupils is very minimal. This means that socio-demographic profile has no bearing on the use of technology integration in school. This finding is supported by Delicath (2012) which has reported that teachers in most developing countries do not use technology to help student-centered instruction as required by today's learners. For teachers who claim that their classrooms are student-centered, technology usage is described as powerful or innovative depending on the learning areas or subjects being utilized. Furthermore, achieving the kinds of technology used for teaching and learning requires 21st-century teachers to know how to use technology to facilitate meaningful learning (Harris & Rainer, 1992).

Degree of effectiveness of the technologies integrated in teaching pupils.

It could be inferred from the results that even though the teachers' technology utilization very minimal, they were highly effective in their utilization. This could be explained by the fact that the school is not endowed with enough technology for teaching and learning. Evidence suggests that self-efficacy may be more important than skills and knowledge among teachers who implement technology in their classrooms. Research indicates a link between the teacher's computer self-efficacy, the teacher's comfort level regarding technology, and classroom technology integration. Freeman (2011) found a positive relationship between a teacher's computer self-efficacy and technology integration in the classroom. Green (2014) revealed that the stronger the teachers' beliefs were in their capabilities to teach in new ways, the stronger their thoughts were in their ability to use technology to do so. Similarly, other studies indicated that the more comfortable teachers are using computers for classroom use, the more they will become effective in implementing technology for higher-level services (Hadley & Shiengold, 2012).

Significant difference in the degree of technology utilization in teaching pupils according to age and sex.

It could be deduced that the younger teachers utilized technology more than the older teachers did. In the study by Chang & Wu (2013), the researchers pointed out that the teachers' use of technology noticeably influences students' academic achievements. Teachers' technological literacy directly reveal whether they can incorporate technology into the curriculum to improve students' academic achievements (Chang & Wu, 2012). In this manner, most teachers in the District I of Isabela are older and find it hard to adapt to the current technology. Further (Chang & Wu, 2012) discussed that educators must know their subject matter and current issues in their discipline's content standards and teaching methodologies. Teacher candidates should learn to use technology in ways that support attaining content standards.

Meanwhile, no significant difference exists in the utilization of technology by both male and female teachers. [$t(169) = -0.184$, $p = 0.854$], implying that both male and female teachers utilize technology in the same manner. Henry (2012) examined the effects of technology use in the classroom on teacher self-efficacy. Findings indicated there were no statistically significant gender differences in teacher self-efficacy for technology use. Hubona (2014) discovered that gender was not a substantial variable in new technology implementation in studying the effects of gender on new technology implementation in a developing country.

The Significant Difference in the Degree of Technology Utilization when grouped according to the Length of Service and Educational Attainment.

Professional development was one of the means that could change teachers' self-efficacy and the level that they integrate technology in the classroom. It was evident that high-quality professional development is central to any education improvement effort, especially those that pertain to the integration of technology to support classroom instruction. Professional development is useful in providing teachers with the knowledge and practice they need to implement technology successfully. More specifically, professional development has been identified as one of the most critical factors influencing teachers' integration of technology into the classroom (Inah & Lowther, 2014).

Successful implementation of educational technologies depends on high-quality professional development along with ongoing support. Teachers who have successfully integrated technology in their classrooms have reported participating in professional development that helped them understand how curriculum, standards, and technologies connect (Koh & Frick, 2013). Moreover, there was a significant difference

in the degree of technology utilization in teaching pupils when grouped according to the length of service [F(4, 166) = 13.389, p = 0.000]. The Post hoc test revealed that 21 years and above teachers are significantly lower than five years and below and 6 to 10 years teachers. Koh & Frick (2013) explained that technology integration is related to teaching service years. Moeller & Abrams (2012) report a positive relationship, indicating that as teachers' years of experience increased, the level of technology implementation also tended to increase.

The degree of effectiveness of the technologies integrated in teaching pupils.

The results imply that, even though the teachers' utilization of the technology is minimal, it was highly effective. Evidence suggests that self-efficacy may be more important than skills and knowledge among teachers who implement technology in their classrooms. Research indicates a link between the teacher's computer self-efficacy, the teacher's comfort level regarding technology, and classroom technology integration. Koh & Frick (2013) found a positive relationship between a teacher's computer self-efficacy and technology integration in the classroom. Muecher et al. (2014) revealed that the stronger the teachers' beliefs were in their capabilities to teach in new ways, the stronger their beliefs were in their ability to use technology to do so. Similarly, other studies indicated that the more comfortable teachers use computers for classroom use, the more they will become useful in implementing technology for higher-level benefits (Perkins, 2012).

The difference in the extent of utilization of technology in teaching pupils according to age and sex.

This implies that younger teachers utilize technology more than the older teachers. A study showed that the teachers' use of technology noticeably influences students' academic achievements. Teachers' technological literacy directly reveals whether they can incorporate technology into the curriculum to improve students' academic achievements (Chang & Wu, 2013). In this manner, most teachers in the District I of Isabela are older and find it hard to adapt to the current technology. Further (Chang & Wu, 2013) discussed that educators must know their subject matter and current in their discipline's content standards and teaching methodologies. Teacher candidates should learn to use technology in ways that support attaining content standards. Meanwhile, no significant difference exists in technology utilization by both male and female teachers

[t(169) = -0.184, p = 0.854].

This implies that both male and female teachers utilize technology in the same manner. Scheffer & Logan (2014) examined the effects of technology use in the classroom on teacher self-efficacy. Findings indicated no statistically significant gender differences in teacher self-efficacy for technology use. Hubona (2010) discovered that gender was not a significant variable in new technology implementation in studying the effects of gender on new technology implementation in a developing country.

Significant difference in the extent of utilization of technology in teaching pupils when grouped according to the length of service and educational attainment.

Professional development is useful in providing teachers with the knowledge and practice they need to implement technology successfully. More specifically, professional development has been identified as one of the most critical factors influencing teachers' integration of technology into the classroom (Starr, 2012). Successful implementation of educational technologies depends on high-quality professional development along with ongoing support. Teachers who have successfully integrated technology in their classrooms have reported participating in professional development that helped them understand how curriculum, standards, and technologies connect (Ringstaff & Kelley, 2014). Moreover, there is a significant difference in the extent of technology utilization in teaching pupils when grouped according to the length of service [F(4, 166) = 13.389, p=0.000]. Post hoc test revealed that 21 years and above teachers are significantly lower than five years and below and 6 to 10 years teachers. Logan (2014) explained that technology integration is related to the years of teaching service. Perkins (2012) revealed a positive relationship indicating that as teachers' years of experience increased, technology implementation also tended to increase.

Significant relationship between the extent of utilization of technology and extent of effectiveness of the technologies integrated in teaching pupils.

The study's findings imply that the level of technology utilization has influenced the extent of its effectiveness. Research has indicated that technology can support new instructional approaches and make it hard-to-implement instructional methods such as simulation or cooperative learning more feasible. Moreover, educators commonly agree that technology has the potential to improve student learning outcomes and effectiveness. Integration has a sense of completeness

or wholeness, by which all essential elements of a system are seamlessly combined to make a whole (Chang & Wu, 2012).

The extent of the teachers' utilization of technology integration in teaching pupils is minimal, yet it is effective. It can be concluded that specific school procedures on how technology should be used within the school do not influence teachers to use the technology in their classrooms. The teachers' existing attitudes, skills, and working habits significantly influence their acceptance, style of implementation, and outcome of using technology for teaching. Teachers are more likely to incorporate educational technology into their classroom since they have experienced its relevance to their instruction and are convinced that educational software is compatible with educational goals and students' individual learning needs.

Suggestion

It seems practical to suggest that the teachers are confident with using technology in their classroom. Therefore, the Department of Education and stakeholders should provide more technologies in the classroom as students learn better with technology.

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