

EFFECTIVE USE OF TECHNOLOGY IN GRADE SIX TO EIGHT OF WISDOM INTERNATIONAL SCHOOL

Wisdom International School

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Internship/Project Report Approval Form

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Part A

Chapter One: Internship Preparation

Educational institutes are the places that provide opportunities to thousands of students to change and shape their futures. These are the places through which societies progress, and individuals grow. Working in an educational institute was always fascinating as I desired to witness the impact of quality education on shaping minds and preparing them to contribute to our future society. The opportunity to make a difference in our future generation's lives is a constant motivational factor for me.

Educational institutes often provide a more comfortable, less challenging, and inclusive work environment for everyone. Flexibility, working hours, and holidays also work as a motivating factor when deciding to choose an industry to work within. Also, my role as a coordinator aligns with my field of interest in human resources management and my passion for working in an educational institute. My position will allow me to practice and develop my human resources management skills.

Through my internship role as a coordinator, I can enhance my leadership and management skills as coordinating roles involve managing teams and overseeing various activities simultaneously. Organizing events and managing resources will also help me sharpen my organizational activities, benefiting me in different aspects of my professional life.

My experience as a coordinator will allow me to continuously learn and develop an empathetic mindset as I will have to deal with students, teachers, other staff members, and parents. Communicating with a diverse group of people every day will help me enhance my communication skills and promote empathetic behavior. Coordinating tasks involves resolving and finding solutions to various issues within the institute at different times, so developing problem-solving skills will also come along. Lastly, I aim to understand how an educational institute functions and gain an in-depth understanding of running an institute.

In 2020, during the pandemic, I joined this school as a part-time teacher. At that time, the school had just started its journey. It was a new school back then, and the school increased daily. I continued working as a part-time teacher for two years and then applied for their coordinator's position. While working as a teacher, I was also involved in other school activities, such as planning and organizing events, setting

questions for recruiting new teachers and their interviews, and some administrative tasks. I enjoyed managing these tasks as it gave me a sense of leadership, and I planned to continue to work in the school.

During the pandemic, when thousands of schools shut down, a school that had just started was growing so well. It fascinated me to know how the school was operating and getting so many new students. I was more interested in the business development side of the institution. The reason I choose this school is because the school is very fast-paced. As the school grows very fast, new things come up occasionally, such as events, expansions, collaborations, recruitments, setting exams, etc. We need to take part in new tasks every day, and I enjoy working in an environment with many managerial or organizational tasks.

The interview process was a crucial step in securing this position. However, my selection process for this position was different. I was not asked to sit for any written assessment but to organize a science fair for the school all by myself. This activity included a range of tasks, from guiding the teachers in instructing students and parents, arranging all the materials needed for the event, setting up the campus, and planning the entire execution. This assessment was done as I have been working with the school for the past two years. Organizing the event further fueled my eagerness to contribute to the organization. I realized that the importance of this task was necessary for the school to assess me and my personal realization of my potential and skills. It was a mutual exploration to ensure my capabilities and aspirations. It was an enlightening process that led to securing the position and deepened my understanding of how my skills and interests align with the institutes.

My internship organization is a school named “Wisdom International School.” It is an English medium school catering to a diverse student body. This institute offers education across various subjects and disciplines in English as the primary medium of instruction. The school currently has 600+ students and 70+ teachers and other staff members. The school belongs to the educational industry sector. The primary business focus of the school is to deliver quality education in English across various disciplines and academic levels. They have schooling services from playgroups to O levels. They focus more on the holistic development of students, encompassing academics, emotional, and personal growth, which they claim to be their point of difference.

Chapter Two: About The Internship

I have been appointed as an academic coordinator. The school is in Dhanmondi, and my office is on campus. I have a shared office with a few senior educators, which is located so that teachers and students can access the office in case of necessity. The school is also well-equipped with all necessary educational resources and materials that constantly encourage curriculum development and innovative initiatives. My office hours are from 7:30 am up to 2 pm. Punctuality holds significant importance in all fields, but in educational institutes, punctuality is a core fundament, and our school is no exception.

The work environment is very comfortable and inclusive. The office has a collaborative culture. The work environment encourages teamwork, joint initiatives, idea exchange, and valued efforts. I found the office supportive, and guidance is readily available from seniors or the principal himself. They also welcome freshers or even undergraduate students who want to work. They provide a flexible schedule to potential candidates to encourage them to work besides their studies. If any candidate fulfills all their criteria for any position and is interested in working, then the institute provides all necessary support to encourage them.

The principal's office often arranges teachers' meetings to discuss any problems teachers face. Teachers are called and asked for suggestions before any decisions or policy applications.

Regular update and development of the academic curriculum is the school's primary concern, so teachers are regularly encouraged to collaborate to develop new ideas to make learning easy for students. My position as academic coordinator brings a range of duties and responsibilities that must be done regularly.

The most crucial role is curriculum development. I collaborated with teachers and designed a unique and effective curriculum for students, aligning with the international educational standards and teaching methods. Enhancing the school's curriculum and reviewing it occasionally is one of my primary duties. Approving and revising the teachers' lesson plans and study materials are also a part of my responsibility. Secondly, workshops and teacher training are organized to ensure that the teachers are prepared to deliver students the proper support. These sessions help teachers improve teaching methods and provide guidance on integrating technology in the classroom for effective teaching.

A significant role of this position is to ensure that the students are not facing any difficulties regarding the academic curriculum. Monitoring students' academic progress and giving feedback to teachers about different methods needs to be done. Also, parent-teacher meetings are conducted to maintain a strong communication and transparent education system. This also helps in discussing individual students' performance and addressing other concerns.

Besides looking into the school's academic curriculum, this position has a critical role in ensuring that the teachers can perform their duties in the institute. Ensuring that all necessary facilities and resources are available to the teachers to maintain a smooth operation is a crucial part of the job. Alongside, planning of yearly programs, competitions, and Olympiads needs to be done beforehand, and execution needs to be carried out and overseen by me. They are also organizing events where students can volunteer to ensure their extracurricular activities.

Another duty is to maintain records of students' and teachers' performance and attendance and report to the principal's office regularly every week. If any incompetence or irregularities are monitored for a long time, then immediate counseling sessions are called. Problem resolution is a standard duty of an academic coordinator. Every day, many issues arise among students and teachers. Sometimes, parents also come up with several problems. All these need to be resolved regularly.

There are many things that I got to learn from this position, such as an in-depth understanding of how schools design their curriculum and how it needs to be aligned with international standards of education. I learned how integrating technology or learning tools in classrooms can make learning more enjoyable for students. The learning process can also be made more accessible and more interactive through technology. Also, students can retain more by visually displaying diagrams and materials being taught.

Another practical skill I enhanced from the job is time management and prioritization. An educational institution must prioritize which events to conduct immediately and which can be done later. As schools have to maintain a yearly plan for completing their curriculum and conducting examinations, so many events cannot be done on planned time. Efficient time management is needed to ensure all events occur as arranged. One of the most important things I have learned here is how to deal with and resolve issues. The same solution is only sometimes applicable to everyone, even if the issue is the same. School is diverse, and people come from

different backgrounds and families. Dealing with every individual differently and with empathy is a learning I gained from here.

While carrying out my job, I have actively used my leadership skills. I have taken many initiatives to bring in new teaching techniques. I also coordinated and oversaw academic programs, demonstrating effective leadership. My organizational skills were demonstrated while planning and executing various academic events and competitions. To carry out my responsibilities, a range of other abilities like problem-solving skills when any issues arise, time management skills, communication skills, and many other practical talents and qualities are utilized to successfully execute tasks given to me.

All these skills together helped me contribute towards bringing new ideas and initiatives to the institute. For the first time, the school hosted a "Spelling bee" competition under my initiative, and it was a very appreciated and successful program. Most school students actively participated, and parents were delighted, enhancing the school's reputation. Another initiative that I took was bringing in the use of technology in classrooms. This initiative was also highly appreciated as it made it easier for students to understand lessons, and they found studies more interesting. Teachers also said that it became easier to hold students' concentration and attention in classrooms while teaching a class. Throughout my academic journey in Human Resource Management, I comprehensively understood essential HR functions and principles, including organizational behavior, business communication, recruitment strategies, employee relations, and strategic HR planning. These academic insights are critical in shaping my approach to the roles and responsibilities I have in my job.

The organizational behavior course taught me about workplace dynamics, teamwork, different cultures and backgrounds, and how behavior changes vary from position to position.

Also, I learned how communication varies from person to person. We cannot always communicate with everyone in the same way. Our communication must change depending on the situation and the background of those we speak with. For instance, in my job, I do not behave in the same way with the parents as I do with teachers.

As an HR personnel, one of the core things I was trained for is the recruitment of employees. It included all the possible and necessary steps required for recruitment

and how to select and finalize an employee who will serve the maximum benefit of an organization. The entire recruitment process must also be efficient and inexpensive. This learning became directly applicable in my position as I had to participate in the recruitment process of new teachers and staff. This involved writing the job descriptions, conducting initial candidate screenings, setting written papers to check qualifications, conducting final interviews, and contributing to the institute's overall recruitment process. My position allowed me to implement what I learned through academics practically.

While studying HR, the practices of strategic HR management felt interesting to me, and I have always wanted to implement them practically. In my job, I applied the concepts of workforce management. I brought new ideas to the institute, like employee motivation and satisfaction. The teachers are the most critical part of the institute, so making them motivated and enthusiastic will automatically result in efficiency and betterment of the institute. So, I tried different ways to motivate the teachers, give them enough flexibility, and distribute the workload so they don't feel burdened in the workplace.

Training sessions and seminars were also designed so the teachers felt it was for their personal development. This motivated them to learn better and apply different teaching methods in the classroom. To maintain a positive work environment, I tried to address different issues, conflicts, and concerns between employees and resolve the problems to facilitate better communication and understanding between staff and management. By implementing my academic learning into my job role, I contributed effectively to the different functions of the institute. And I also gained practical insights that further enriched my HR skill set.

Chapter Three: Self Reflection

The workplace environment of the institute is flexible. I have to practice my HR skills and other skill sets practically and have a chance to enhance them. I also learned many things that I was curious about. The workplace environment is respectful, and there is no more inclusive hierarchy. There is also exposure to various tasks, which can be more varied. New tasks are being done all the time, along with event organization, workshops, or seminars, which led to using and implementing my academic knowledge. Also, there was an opportunity for continuous learning, as

engagement in various tasks allowed me to expand my knowledge. Lastly, the thing I liked the most was that the aim and values of the institute resonated with my values, which kept me enthusiastic throughout.

There is still room for a lot of improvement. The school's core management team members need to be updated and sometimes need to change. They quickly want to avoid bringing significant change, such as integrating technology in classrooms or hiring experts to run these operations smoothly. The management also takes a lot of time to implement rules or feedback from the employee team. Some decisions directly come from the management without discussing them with the teachers or other employees. The school can include teachers in such choices as a sign of inclusivity. This also negatively impacts the work environment as the teachers get frustrated. This causes them to lose motivation. Any decision that directly affects the teachers should be discussed with them. It makes the way of communication easier.

While in the organization, I could identify specific skills to enhance. I could also invest time in self-study and additional training. Another thing that I could have done was to set goals and keep track of my progress. The organization could utilize me to design a more structured internship program. This could include time-to-time evaluations, goal-setting sessions, and a formal mentorship program to provide interns with clear guidance and support. I aim to continue working on continuous skill enhancement, particularly my leadership skills. This will benefit my personal growth and contribute positively to the value I bring to the team or any organization I work for.

One skill that I want to develop and work on is negotiation skills. As an HR personnel, it is necessary to have good negotiation skills. Also, no matter how good a person is with communication skills, there is always room for improvement. So, improving communication skills will be a priority as well. Clear and concise communication is crucial in both personal and professional life. I aim to enhance written and verbal communication for more effective collaboration. I also want to continue cultivating adaptability and resilience in facing challenges. This includes embracing change, learning from setbacks, and maintaining a positive mindset.

The institute can improve its internship program by setting up a structured process. A structured process will help cater to interns to a smoother and more effective internship program. This also includes setting clear goals and tasks assigned to the interns by the supervisors. This will enable interns to understand the organization's

expectations, and they will be able to track their progress and align their efforts with the organization's objectives.

Regular feedback sessions between the management and the employee or the interns and supervisors are always necessary. This creates a supportive environment and addresses challenges with innovative solutions. Also, interns usually need to gain real-life experience in implementing their skills in professional life. They should be given tasks that benefit their understanding and learning. Small or petty tasks should be one of many parts of their internship program.

If the organization can provide skill development opportunities to the interns, it would highly contribute to their professional growth and benefit the organization. Small workshops or training sessions can also train the interns on the soft and technical skills needed for the role. By implementing these ways, the institute can create a more supportive internship program, enhancing the overall experience for the interns and ensuring that they contribute efficiently and meaningfully to the institute's goal.

Chapter Four: Personal Development Plan

I want to pursue my career in the education industry as I always want to stay connected to learning. For now, right after my undergrad, I plan to pursue a Master's degree from a reputed university. My preferred area for the degree would be entrepreneurship, business analytics, or strategic HR. This will help me deepen my knowledge and understanding of the specific field, help me gain expertise, and stay updated in the rapidly advancing world. Also, pursuing relevant professional certification will validate my skills and enhance my credibility.

I want to keep enhancing my skills and develop a solid professional network and connectivity. Building a solid professional network will open doors to new opportunities. Along with my job, I want to actively participate in different leadership programs and activities to enhance my leadership skills and discover new horizons. Developing strong leadership skills is a crucial focus for the next phase, as I enjoy being in charge and fulfilling tasks under my leadership. I can do great in leadership positions as I am enthusiastic about this.

Negotiation and conflict management skills are necessary to be in a leadership position, and I want to enhance these two skills as well. This will make me a good leader and a better HR person.

As a short-term goal, I want to excel in my current job and gather as much experience as possible. I want to take on additional responsibilities and contribute towards the significant growth of the institute. I want to use my current position as an opportunity to find out my strengths and weaknesses. Continuing in this position and taking on additional responsibilities will help me realize where I should improve, where my strength lies, and where I can improve.

My mid-term goal is to secure a position in a reputed university for a Master's degree and gather further experience in a foreign country. One of the main reasons for choosing a foreign country is to compare the skills I will acquire here with those I will gather while working there. This will also contribute to my overall skill enhancement and my professional and personal development.

In the long term, I aspire to attain a leadership position in an educational institute and contribute significantly towards the growth and development of the organization by actively participating in crucial decision-making processes. While working towards my short-term to long-term goals, I will also keep exploring entrepreneurial opportunities. Leadership and entrepreneurial mindset go hand in hand in building great ventures. By being connected with the education industry, I can directly or indirectly contribute to the future world's development. Our world's technological advancements and progress are through education, and there can be nothing more thrilling than contributing to this.

Part B
Chapter One: Introduction

Research Title:

"Effective Use of Technology in grade six to eight of Wisdom International School."

Research purpose:

The purpose of the report is to investigate the integration of technology in the school and how it impacts teaching and learning outcomes. Technology has marked its impact and importance in almost all fields in this technologically advancing world. In the same way, the proper integration and use of technology in classrooms can bring a revolutionary change in the field of education. This report will explore the current practices of using technology in education and how it has marked its impact and changes in learning trends. The study will bring out the benefits of integrating technology in classrooms and the challenges and limitations that teachers face.

Research Objectives:

The objectives of this study are: -

- 1) Analyzing Learning Outcomes: Investigate how technology affects student learning outcomes, such as academic performance, concentration, and engagement in the classroom.
- 2) To assess the impacts of using different technology on teaching: Evaluate how technology integration influences teaching methods, classroom management, and the challenges teachers and students face.

Research context :

In this rapidly evolving world, methods and ways of teaching and learning have changed a lot. As technology has successfully reached almost all parts of the world in different forms, it has also impacted education. Starting from computers, the internet, smartphones, learning apps, and other multimedia tools are parts of technology that make a difference in learning. Students can now easily browse data and gather information about anything within seconds. Computers in classrooms have made learning lessons exciting and more accessible. Different multimedia tools, such as projectors and televisions, contribute to visual learning and understanding.

The use of technology has become a necessity for students in this era of information and communication technology (Shatri, 2020). In this study, we will determine if technology has impacted education by looking at differences in academic results, the concentration of students in classrooms, and overall impact on studies. Despite the promising potential and benefits of technology in education, some barriers and challenges will still be discovered in this paper. This research looks at these changes and tries to determine the effectiveness of technology in education and how it impacts students and teachers.

Research question:

How does integrating technology in education impact students' overall educational outcomes?

Chapter Two: Methodology

Research type

The research type is descriptive research. The analysis of the qualitative data on student learning outcomes involved describing the impact of technology on academic performance.

Surveys and questionnaires also help to describe the attitude, perceptions and experiences of students and teachers. This method helps in understanding the detailed views and opinions of participants.

“Descriptive research or statistical research provides data about the population or universe being studied. Therefore, descriptive research is used when the objective is to provide a systematic description that is as factual and accurate as possible”.

(Selection of Research Design, Subjects and Data Collection Techniques | School of Hospitality, Food & Tourism Management, n.d.)

Observations and surveys are two most commonly used descriptive research design types.

The population sample for this case study includes a purposeful sampling of an academic institution in Dhaka, Bangladesh, that has used technologies to increase student engagement in the classroom. The total population of students in the school

from grade six to eight is 30 and population size of teachers teaching in grade six to eight is 15.

The sample used for this study is 20 students of grade six to eight and 10 teachers. The data was collected through a survey using two sets of questionnaires. One set was used to collect data from 20 students in grades six to eight. Another set was used for 10 teachers to collect data.

Research Design

The report is a qualitative research design. The data presented were collected from a primary source to make the research more reliable.

For the qualitative research part, questionnaires were designed for students to gather information about their perception of technology in education. The surveys had questions regarding the students' interests and challenges while using technology in their studies.

Teachers were surveyed to gather data about their comfort in integrating technology in classrooms. There were questions on how students adapt to technology and its effectiveness in their class participation. As teachers are the ones who can provide appropriate information about the students' academic results, there were questions regarding the change in students' results after using technology. Teachers also gave us data on the challenges of using and integrating technology in the classroom. The survey will help explore the benefits of technology in education, the attitudes toward it, and the challenges teachers and students face.

Observation is collecting firsthand data by watching and recording behavior or events. The observation method was an impactful way to gain firsthand data inside classrooms to study the impact of technology on students' learning outcomes. The objective of the observation method was to note down students' class participation and interaction with the use of technology. We could also understand how teachers incorporate technology in teaching practices by directly observing. Teachers' challenges in using technology in the classrooms was also recorded.

The observation was conducted in different classrooms of grades six to eight. The data was noted about how frequently and what types of technology tools are being used in the class and how the students responded to it. The engagement and class

participation of students were also noted. Along with these, any challenges or disruptions related to the use of technology in the classroom was also reported. After collecting the data, a qualitative analysis was done using it.

Data Analysis

Analysis of the survey on students

The data was collected from Wisdom International school's students of class six to eight. Out of 20 students from whom the data was collected, 30 percent were from class six, 20 percent from class seven and 50 percent were from class eight.

For the survey question, "If you had no access to technology, would it be difficult for you to manage your studies? Eighty-five percent of students responded that they would find studying difficult without access to technology. (Figure 1.1)

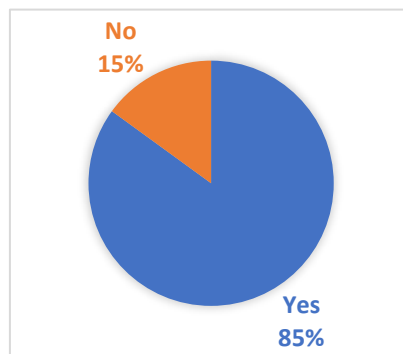


Figure 1.1

Percentage of students using technology for education

Students use different types of technology for their studies, including gadgets, software, and the Internet. The most commonly used technology is the internet, computer, and Google Classroom, which they use for various purposes such as completing homework, assignments, and projects. (Figure 1.2)

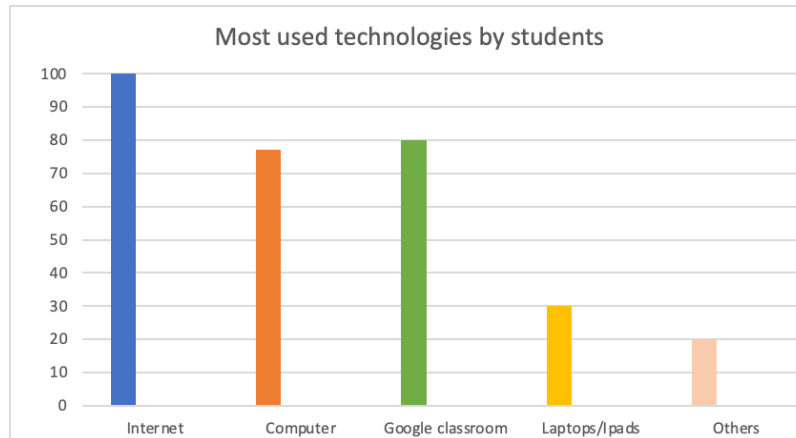


Figure 1.2

Most used technology by students

In the survey, most student participants responded positively, revealing the impact of technology on their educational outcomes. They often use technology to complete their homework and assignments.

45 percent students responded that they always or a lot of time take the help of technology to complete their homework.

Most students responded that they understand the purpose of learning, feel more interested, and stay focused in classrooms if technology is used.

With the help of technology, they can interact with their classmates and feel confident that they can perform better and succeed in class.

Most students also responded that they can have improved class performance and achieve better grades with the help of technology. Forty percent of students answered that they sometimes find technology to help them perform better in the classroom, and sixty percent of students responded that they always or a lot of time used technology to improve their class performance.(Figure 1.3)

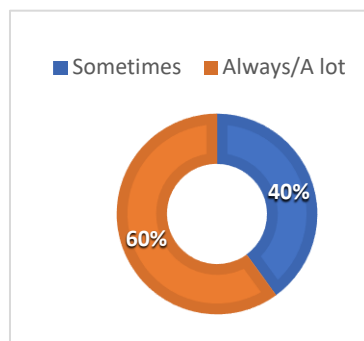


Figure 1.3

Percentage of students using technology to perform better in classroom

About achieving better grades using technology, 45 percent of participants responded that with the help of technology, they sometimes get better grades, and 55 percent answered that they always or often use technology to achieve better grades. (Figure 1.4)

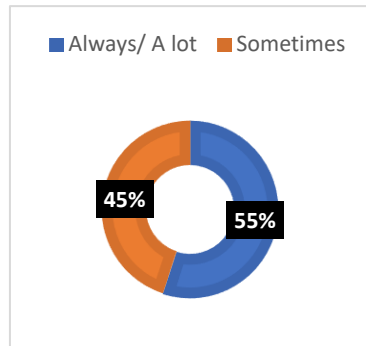


Figure 1.4

Percentage of students using technology to achieve better grades

Through the survey, we also tried to gather data about whether students face any challenges while using technology, and most respondents answered that they sometimes face difficulties while using technology.

Analysis of the survey on teachers

According to the survey, 100 percent of teachers responded that both teachers and students are comfortable using technology in classrooms.

Eighty percent of teachers responded that technology positively impacts students' education and class performance. Twenty percent of teachers responded that technology does not always but sometimes positively impact students' performance, and none of the educators responded that students do not have any difference in education. (Figure 2.1)

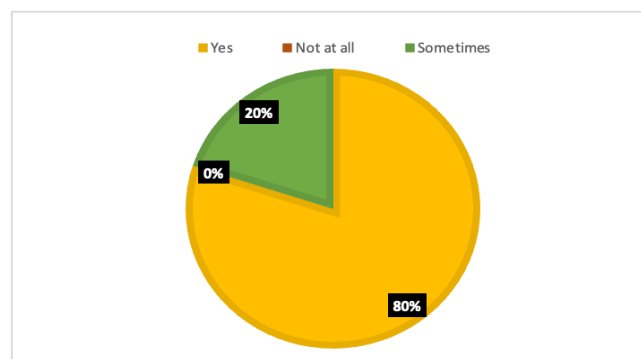


Figure 2.1

Educators response of technology positively impacting students' education

Teachers also believe that technology is helping most students get better grades and has a positive impact on the overall academic performance of students. From the collected data 90 percent of educators believe that technology enhances students' academic results and ten percent suggests that technology is somewhat helping students to achieve better results.

The survey showed that, according to teachers, students are more focused in classrooms if different technology tools are used, and students can learn better using them.

According to educators, some negative impacts come along, such as students copying things from the internet, becoming too dependent on the internet, and sometimes becoming distracted by other activities on the internet.

From the survey data, 70 percent of educators believe that technology can also negatively impact students.

Analysis of classroom observation

The observation conducted in different classrooms of grades 6 to 9 noted essential observations regarding the students' class performance and participation in technology-integrated classrooms. It was observed that students better understand lessons if multimedia is used in classrooms to help students understand concepts visually. Students are seen to interact with the teacher better and participate more when they visually see concepts being presented in the classroom. Participants tend to ask more questions and stay focused when different multimedia tools are used in classrooms. Many students are seen to be more responsive in technology-integrated classrooms than in regular classrooms, as they can see references other than the textbook, which makes them more interested. Students are also seen to be excited and participative when using computers and the internet.

The observation also suggests that teachers find it easier to explain different concepts to students using the internet and multimedia. In technology-integrated classrooms, educators use various references from the internet to teach students, which is impossible in regular classrooms. This lets teachers use other methods of teaching to cater to all students.

According to the observation, in no classrooms are teachers or students seen to be uncomfortable using technology. Problems that have been recorded are internet issues, which take up a lot of time, and the need for more and proper technological tools in every classroom.

Literature review

The primary purpose of this qualitative multiple-case study was to explore technologies educators use to increase students' engagement in the classroom. Ruggiero and Mong (2015) stated teachers lack the knowledge to implement technology in the field of education and are unable to create meaningful learning opportunities for students. The findings of this study provide strategies to engage students using technology from higher education leaders' perspectives from multiple academic institutions that may lead to increased classroom engagement and essential skills.

Technology integration in education is vital as it changes traditional teaching and learning practices, offering students a better learning experience. Technology enables students to access information from all over the world within seconds with the help of the right tools. It also allows collaborative and interactive learning. Technology also provides educators with tools to deliver enriched content, fostering a more interactive classroom environment. Technology equips educators with vast amounts of resources and new teaching strategies. Technology also enabled an inclusive learning environment by catering to online learning platforms and virtual classrooms. As education continues to evolve, technology integration emerges not just as a convenience but as an essential and transformative force shaping the future of learning.

Technology has a vital role in education in today's world, and this has been presented in the article "THE ROLE OF TECHNOLOGY IN EDUCATION" by Budhwar (2017). The article compares traditional education with today's modern education, stating that the use of technology in education has made the learning styles diverse, collecting information about the world has gotten more accessible, and the students get prepared for the real-world environment while learning to use technology. As in the article, there are many other advantages of technology for students such as early access to learning materials, continuous learning, sharing knowledge without geographical barriers, self-paced learning, and much more. Students can prepare for lifelong learning with new approaches, ideas, and opportunities. Giving the students a chance to understand the correct use of technology in education will help today's students become tomorrow's leaders. This article helps us to understand how technology is helping students in education and how it can contribute towards a better future.

According to Haleem et al. (2022), who wrote "Understanding the Role of digital technologies in education: A Review," using technology in classrooms teaches students to act responsibly and strategically, which results in developing self-discipline and decision-making skills. Learning through different tools and the internet can help students study at their own pace and learn better. Traditional classrooms can simply be transformed into digital ones by installing computer and internet connection which can enhance the learning process and increase efficiency in students. Students and teachers can efficiently complete time-consuming and repetitive tasks, like tracking attendance and performance monitoring, using different software and tools. This article demonstrates the usefulness of technology in the classroom by students and teachers.

In the journal "Impact of modern technology in education" by R. Raja*P. C. Nagasubramani (2018), both the positive and negative side of technology usage for learning has been brought up. The journal says technology is a blessing in education, making the students more excited to learn as visual images, videos, and animations make it easier for them to understand concepts more clearly and better. Teachers also enjoy making their classrooms full of fun and interactive activities. Technology has also resulted in globalization, as students can learn different languages online. But also, due to the increasing use of technology, students' writing skills need to improve as they do not practice writing anymore. Instead, they use computers and other gadgets to auto-correct. The tendency to plagiarize is also increasing as it is easier to find solutions online, and many students prefer to do that. Students also lack focus as many are becoming addicted to online gaming, and their imagination power is decreasing as they now like finding things on the internet rather than thinking. The journal holds up both the benefits and the challenges in education through technology.

The effects of technology on students' results depend not only on the students but also on the teacher. The teacher needs to ensure the proper and efficient use of technology in the classroom, as stated by Hooper, S., & Rieber, L. P. (1995). They are teaching with technology. *Teaching: Theory into practice*, 2013, 154-170. The publication highlights the importance of educators' understanding of technology usage. Teachers need to develop innovative ideas to incorporate technology into education. Otherwise, technology can be a time-consuming tool. If technology is not used correctly in classrooms, it will not contribute to better student results.

The importance of finding ways to improve the impact of technology on student learning has also been brought up in the following study by Sarker et al. (2019) in "Leveraging Digital Technology for Better Learning and Education: A Systematic Literature Review." The use of computers, the internet, learning software, and different tools is increasing in schools and classrooms. However, there are still challenges in using these technologies to produce effective student results. To ensure better education through modern technology, continuous reform and transformation are necessary for the teaching-learning process. The findings from this study also suggests that to get full benefits from technology-leveraged learning methods; technology should be used at every level of curriculum development, starting from the input of the learning process, procedure of the learning process, and finally, delivery method.

Chapter Three: Findings and discussions

The two objectives of this study were “Investigate how technology affects student learning outcomes, such as academic performance, concentration, and engagement in the classroom” and “Evaluate how technology integration influences teaching methods, classroom management, and the challenges teachers and students face.”

From the collected data it can be seen that most students are comfortable with using different technologies for their education and it is helping them to perform better and achieve better results. Eighty-five percent of students responded that they would find studying difficult without access to technology. The findings from the observation shows that students are more focused and concentrated in classrooms when multimedia tools are used to explain lessons. In close observation, students were very active when examining and looking for information online. Students also tend to participate and engage more in class when technology is used. They feel more interested to ask questions and communicate with the teacher.

The data collected from teachers shows that teachers are comfortable using technology in their classrooms and they agree that students perform better and there are positive changes in students’ performance when technology is used. The observation also suggested that teachers could manage the class effectively, and students focused more and interacted with their peers. Teachers could explain the concept using multimedia; simultaneously, students asked questions for clarification. In technology-integrated classrooms, educators use various references from the internet to teach students, which is not possible in regular classrooms.

According to teachers, some negative impacts, such as plagiarism, resulted in violating academic integrity. From the survey data, 70 percent of educators stated that technology can negatively impact students' learning development if not properly implemented.

The study's conclusions could help educators work on the teaching practice and include digital tools to enhance students' performance.

Chapter Four: Recommendation

Development Programs for Educators

To ensure effective use of technology in education there are several points that can be taken into consideration. Professional development programs including workshops and training sessions can be arranged for educators to enhance their technological skills.

Along with technical skills, educators should constantly look for innovative ways to engage students in classrooms. Collaborative tasks can help students to interact better with each other and increase student engagement.

Ensuring proper resources for classrooms

Initiatives to ensure equitable access to technology resources for all students includes developing a long term sustainable plan for technology integration, including budgeting for hardwares and softwares, professional development and maintenance.

Chapter Five: Conclusion

Technology has significantly transformed education and replaced traditional ways of learning. Students are using technology for self paced study which is helping them to become independent and get better results. Educators also agree that students are performing better with the use of different tools and ways of learning through technology.

The objective of this qualitative study was to use surveys as the lens to explore various technologies some educators use to increase students' engagement and performance.

The three themes that emerged from this study are (a) students' engagement, (b) performance, and (c) purposeful learning.

The first theme that emerged demonstrated an increase in student engagement.

The second theme discovered that students' performance was improved.

The third theme showed students found their academic work purposeful learning. Educators use technologies as part of their teaching strategies to enhance student engagement and meaningful learning. All ten educators confirmed using technologies as practical strategies to improve student engagement.

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Appendix

Appendix A: Survey Questions for Students

1. What is your age?
2. Which grade are you in?
3. If you had no access to technology would it be difficult for you to manage your studies?

- Yes
- No

4. Please check the technologies you have used for academic purposes.

No. Types of Technologies

1. Computer, Tablet, Ipad, Laptop
2. Internet
3. MS Word
4. Google Classroom
5. Email
6. Multimedia
7. Others

5. Please answer these questions about what you experience as a student using technology. Please use the scale below.

(1) Never, (2) Once, (3) Sometimes, (4) A Lot, (5) Always

- a. I complete my homework in a timely manner using technology.

Never Once Sometimes A lot Always

- b. I understand the purpose of learning using technology.

Never Once Sometimes A lot Always

- c. I remain focused in the classroom by the use of technology.

Never Once Sometimes A lot Always

- d. I feel confident that I will succeed in class by using technology.

Never Once Sometimes A lot Always

- e. I interact with my classmates using technology.

Never Once Sometimes A lot Always

- f. I improved my class performance using technology.

Never Once Sometimes A lot Always

- g. I have received a better grade by using technology.

Never Once Sometimes A lot Always

- h. I have faced challenges while using technology.

Never Once Sometimes A lot Always

Appendix B: Survey Questions for Teachers

1. What is your area of teaching?
2. How many years of teaching experience do you have?
3. Are you comfortable with using technology in your teaching practice?
 - Yes
 - No
4. Are students comfortable with the use of technology in their classroom?
 - Yes
 - No
5. How frequently do you incorporate technology (internet, computer, soft wares, multimedia) into your teaching practices?
 - Rarely
 - Occasionally
 - Frequently
 - Always
6. Is there any difference in students' academic performance after they started using technology for their education?
 - Yes
 - No
 - A little
 - Not at all
7. Are there any negative effects of technology on students regarding their studies?
 - Yes
 - No
 - Somewhat
8. What types of technology tools or resources do you use in your classroom?
(It can also be WhatsApp, Google classroom etc)

9. Did you notice any positive difference in the students' class performance or participation after integrating technology in your classroom?

- Yes
- No
- Sometimes
- Some students have, some does not

10. Do you think technology is helping or contributing to the enhancement of students' academic performance?

- Yes
- Somewhat Yes
- Not at all

11. What are the challenges that you faced as a teacher while incorporating technology in your teaching practice?

