PERCEPTIONS OF STUDENTS ABOUT TEACHERS' EXTENSIVE USE OF TECHNOLOGY AND THEIR EFFECTIVENESS AT SECONDARY LEVEL

[1]DR FAHD NAVEED KAUSAR (CORRESPONDING AUTHOR), [2]MISS SARA ABID, [3]MUHAMMAD USMAN SHAH

[1]Assistant Professor
School of Education, Minhaj University Lahore, Punjab, Pakistan
Email: fahdnaveed1@hotmail.com

[2]Ph.D Scholar
School of Education, Minhaj University Lahore, Punjab, Pakistan
Email: sara.abid306@gmail.com

[3]Assistant Professor
Department of Management Sciences, COMSATS University Islamabad, Attock campus, Punjab, Pakistan
Email: usmanlutfi@gmail.com

Abstract

Technology has modified the method of learning and teaching. Many learning theories can be used to apply and integrate this technology more effectively. There is a close relationship between technology and teachers' performance. Teachers are the national builders and responsible to train future generation for facing challenges of present era, but this is not possible without having full command in utilization of technology instructional devices properly. The aim of the study was to identify the perceptions of students about the frequent use of technology by teachers and teachers' performance at higher secondary level and to find out the relationship between frequent use of technology by teachers and teachers' performance at higher secondary level. The population of the study was all public and private higher secondary schools of Lahore district. The researcher used multistage sampling techniques. The total sample was comprised of 600 students. Descriptive and inferential techniques were used. The study was beneficial and helpful for the teachers, policy makers and managers to support the teacher to use different technology in classroom.

***Keywords**: use of technology, teachers' performance, secondary level*

INTRODUCTION

Technology used in classroom and teaching is becoming more imperative in modern epochs, since teachers must be able to keep up with their students' scientific information (Richards, 2020) must live up to the demands of today's "digital natives",' who are moderately proficient and, in some ways, reliant on mainframes and other connected gadgets (Handoko, & Noviliza, 2021). Additionally, using technology to teach, learn, practice, and test a foreign language has numerous advantages, particularly in circumstances where beginners have few occasions to repetition and analyses their philological assistances, such as (EFL) (Aliyev, 2017). The use of technology in classroom instruction also acting an important part in attractive apprentices in erudition (Merç, 2015).

Companies of all kinds and dimensions, as well as schools, have predictable that using computers in the workplace is critical because its offerings individuals with extraordinary encounters that help them develop an inquisitive, perilous, and imaginative mind in order to take advantage of the occasions created by the combustible development of evidence, acquaintance, and technology. Definitely, computer technology has begun to influence scholars' learning experiences more than 25 years ago, albeit in a limited way (Woodward, & Cuban, 2001). Nevertheless, there has been a foremost push in the last decade to integrate computer technology into public schools since of the enormous capacity it holds, including cheap, reachable, and immediate information, huge probable for engagement and media-rich interaction, and influential enlightening tools (Mouza, 2002).

According to Geisert and Futrell (2001), if teachers used computers to reform their classes, regular students would make huge gains, illiteracy would be eradicated, and scholars would have vast new horizons unfastened to them. In addition, policymakers seeking to upgrade the quality of students' learning have been more ready to commit significant financial and human resources in hardware, software, and instruction (Abuhammad, et al., 2020).

IT has given teachers many chances to integrate cutting-edge tools into the teaching-learning process and to boost student achievement (Li, et al., 2020). Teachers was definitely be motivated to approach their duties with greater meaning and, more importantly, a sense of play if computer-assisted technology is used in the classroom to help children learn. The utilization of computer-based technology, including data logging and simulations, is necessary for modelling subjects like physics and mathematics. Computers are useful for modelling nuclear testing and molecular computations. Furthermore, the World Wide Web provides access to large volumes of current material in the teaching and learning of several areas. Textbooks cannot compete with the internet for current information. Furthermore, looking for books and going on a hunt for them just to learn that they do not contain the information you require can be time intensive and unpleasant. On either hand, the Internet is extremely efficient. Furthermore, textbooks might become out of date if they contain outdated knowledge, leading pupils to believe that there is no further advancement after that revelation (Şahal, & Ozdemir, 2020)

The graphical and collaborative aspect of software programmes on CD-ROMs and the WWW also helps pupils learn. The computer encourages and accommodates various learning styles. Students are often enthusiastic about using computers, and enthusiasm breeds motivation. The presence of computer-based technology, in particular, alters how disciplines like physics and mathematics are taught. The contemporary era is said to be linked to computers as a part of their upbringing and relevance in a technologically focused culture. Computers are becoming increasingly important in the homes of students for both entertainment and learning. It alters how other topics, such as science, are educated because IT inclines to align more thoroughly (Ogwu, 2019). Classroom social must provide technology-supported learning because current improvements in information technology and computer usage are undeniably rapidly changing work culture (Angers & Machtmes, 2005). Every teacher's professional repertoire must include being ready to adopt and use technology, as well as understanding how technology can support student learning. Teachers' acceptance and use of computer technology is influenced by district and school policies, as well as professional development workshops and training. However, over time, the use of computer technology in the classroom has been slow (Kalra, 2018).

Distinguishing the critical role of information technology, many governments, together with Malaysia, have developed special programmes to improve information technology utilization. Malaysian institutes have seen a remarkable increase in the usage of computer-based technology for educational determinations throughout the previous two decades. During his 2003 budget statement, declared that the government was use English-language software to teach mathematics and science in schools (Zhu, & Dragon, 2016). Ever since, provided support to Mathematics, Science, and English language (MSE) teachers in the procedure of information and communication technology (ICT) accommodations, such as ICT tools and instructional courseware, as well as extra investment incentives (Pardede, 2020). It's not nearby educating kids how to use computers in the classroom; it's about assisting teachers in by means of technology as a learning tool (Sherman, & Howard, 2012). Technology fluency was coined by Fulton (1997) to explain the evolving understanding of what pupils ought to know regarding technology. Teachers can demonstrate technological effortlessness by using technology in the classroom, integrating expertise across the prospectus, and participating technology to help students collaborate and cooperate (Ottenbreit-Leftwich, et al., 2010).

If technology offered to classrooms is to be used effectively, teachers' acceptance of it is vital (Mawer, 2022). Teachers must boost student learning since educational technology is not transformative on its own. Teachers are the ones who can incorporate and use technology in the classroom. Though some students may be able to learn how to practice technology to advance their erudition assistances on their own, it is unlikely that they was do so as long as teachers remain the

primary source of students' access to technologically enhanced educational opportunities (Pazilah, et al., 2019). As a result, it is critical for teachers to be computer well-educated and ready to employ IT in the classroom. Administrators, precisely school directors, should enable educators to continue improving technology-based abilities, according to Kumar et al. (2008). Administrators need to be more receptive to teacher suggestions and act on them. If a teacher is disabled and wishes to take an online learning platform, that wish must be fulfilled, and the teacher should be nominated for another progression. This was encourage teachers to utilize the computer more and find it convenient in no time (Khukalenko, et al., 2022). Many authors, according to DeWitt (2013), believe that arrangement for professional erudition for teachers is crucial. "Not everyone knows how it works." Many professors want to enable scholars to take their own gadgets to class, but they aren't always sure how to do so. According to Howard (2013), most primary school teachers have no experience with computers, whereas secondary school teachers have expertise with laptops but no other devices or a combination of devices (Kayalar, 2021).

OBJECTIVE

1- To identify the perceptions of students about the frequent use of technology by teachers and teachers' performance at higher secondary level.

Socioeconomic / Rational /Practical & Scientific Applications

By investigating the association between frequent technology use by teachers and teachers' performance at the higher secondary level, this study envisioned to add to the body of information on quality education. This study was a significant tool in meeting these rising needs by assisting in the provision of further and well instructive content, supporting in mundane organizational responsibilities, enabling learner supportive services and giving models and simulations of successful teaching techniques. Teachers can use this information to encourage flexible thinking and teach students the value of changing their strategies to different tasks. As a result of technology improvements, teachers' and students' duties have begun to shift. This research could be a tremendous tool for supporting and transforming instruction in a diversity of ways, from improving it easier for individuals, educational materials to allowing people to learn and participate in new ways, the possibilities are endless. The findings were help determine the usefulness of technology in both the private and public sectors.

Research design and methodology

The study was quantitative and descriptive in nature which helps in evaluating Relationship between Frequent use of Technology by Teachers and Teachers' Performance. The philosophical paradigm of quantitative research is positivism. The independent variable was frequent use of technology by teachers while the dependent variable was teachers' performance. A quantitatively based study that employs statistically gathered data to answer a question or verify a claim by establishing a statistically significant connection between variables (Shelton, 2011). In the current study, the primary data source was used. The population was comprised of all public and private higher secondary schools and colleges. The total number of higher secondary schools and colleges are 216 in which public higher secondary schools and colleges are 79 and private higher secondary schools and colleges are 137 (HED, 2022). The study should access a large sample of teachers and students. Sample was collected through multistage sampling technique. First of all, the researcher was identified two strata (public/private) by using stratified sampling technique. Then the researcher was divided all population in five clusters (Tehsils) by using cluster sampling technique.

Table 1

Detail of population of public higher secondary schools & colleges and students of District Lahore

Lahore District	Higher secondary schools and colleges		No. of students	
	Public	Private	Public	Private
CANTT	13	20	4433	6820
CITY	19	39	3762	7722
MODEL TOWN	23	40	3013	5633
RAWIND	12	17	4332	5054
SHALIMAR	12	21	4044	7077
Total	79	137	19,584	32,306

(Higher Education Department, 2022)

From each cluster six private and three public higher secondary schools and colleges was selected by using simple random sampling. Data was composed from 45 higher secondary schools and colleges. From each public higher secondary school and college 20 students and from each private higher secondary school and college 10 students were be selected through simple random sampling technique.

Table 2

Cluster 01		Cluster 02		Cluster 03		Cluster 04		Cluster 05	
6 private	3 public	6 private	3 public	6 private	3 public	6 private	3 public	6 private	3 public
60	60	60	60	60	60	60	60	60	60
120		120		120		120		120	

Resultantly, the total sample was comprised of 600 students. Public and private higher secondary schools and colleges provided samples. The sample was taken using a random sampling method. In a simple random sample, every individual in the subset has an equal probability of getting sampled (Taherdoost, 2016). The instrument of the study were questionnaire.

DATA ANALYSIS

Sample description on the basis of Frequencies

Table 3

My teacher has detailed knowledge of the content when he/she used technology in classroom.					
		f	%	V%	C%
	SD	33	5.5	5.5	5.5
	D	75	12.5	12.5	18.0
	U	114	18.9	19.0	37.0
	A	265	44.0	44.2	81.2
	SA	113	18.8	18.8	100.0
	T	600	99.7	100.0	

Table 3 (M=3.58, SD=1.096) shows frequency of the respondents that 63.1% students agreed on my teacher has detailed knowledge of the content when he/she used technology in classroom, 19% shows undecided about statement, and 18% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 4

The teacher is keen to read books regarding teaching and learning when he/she prepare lesson through technology.					
		f	%	V%	C%
	SD	23	3.8	3.8	3.8
	D	54	9.0	9.0	12.8
	U	80	13.3	13.3	26.2
	A	268	44.5	44.7	70.8
	SA	175	29.1	29.2	100.0
	T	600	99.7	100.0	

Table 4 (M=3.86, SD=1.055) shows frequency of the respondents that 74% students agreed on the teacher is keen to read books regarding teaching and learning when he/she prepare lesson through technology, 13.3% shows undecided about statement, and 13% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 5

The teacher takes sufficient time to clarify the doubts of the students when he/she used different parts of technology.					
		f	%	V%	C%
Valid	SD	21	3.5	3.5	3.5
	D	53	8.8	8.8	12.3
	U	52	8.6	8.7	21.0
	A	206	34.2	34.3	55.3
	SA	268	44.5	44.7	100.0
	T	600	99.7	100.0	

Table 5 (M=4.08, SD=1.094) shows frequency of the respondents that 79% students agreed on the teacher takes sufficient time to clarify the doubts of the children when he/she used different parts of technology, 8.7% shows undecided about statement, and 12% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 6

The teacher keeps herself/himself updated through use of technology in classroom.					
		f	%	V%	C%
	SD	57	9.5	9.5	9.5
	D	18	3.0	3.0	12.5
	U	58	9.6	9.7	22.2
	A	299	49.7	49.8	72.0
	SA	168	27.9	28.0	100.0
	T	600	99.7	100.0	

Table 6 (M=3.84, SD=1.152) shows frequency of the respondents that 77% students agreed on the teacher keeps herself/himself updated through use of technology in classroom, 9.7% shows undecided about statement, and 12.5% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 7

The teacher plans well what to teach before he/she enters the classroom on PowerPoint or Microsoft word.					
		f	%	V%	C%
Valid	SD	26	4.3	4.3	4.3
	D	67	11.1	11.2	15.5
	U	81	13.5	13.5	29.0
	A	291	48.3	48.5	77.5
	SA	135	22.4	22.5	100.0
	T	600	99.7	100.0	

Table 7 (M=3.74, SD=1.063) shows frequency of the respondents that 71% students agreed on the teacher plans well what to teach before he/she enters the classroom on PowerPoint or Microsoft world, 13.5% shows undecided about statement, and 15.5% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 8

The teacher is available to the students for questions and consultations through tutorials, e-mails, etc.					
		f	%	V%	C%
	SD	27	4.5	4.5	4.5
	D	49	8.1	8.2	12.7
	U	96	15.9	16.0	28.7
	A	245	40.7	40.8	69.5
	SA	183	30.4	30.5	100.0
	T	600	99.7	100.0	

Table 8 (M=3.85, SD=1.084) shows frequency of the respondents that 71% students agreed on the teacher is available to the students for questions and consultations through tutorials, e-mails, etc, 16% shows undecided about statement, and 12.7% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 9

When my teacher used technology in classroom, he/she always maintains good reputation among their colleagues and students.					
		f	%	V%	C%
	SD	19	3.2	3.2	3.2
	D	81	13.5	13.5	16.7
	U	78	13.0	13.0	29.7
	A	261	43.4	43.5	73.2
	SA	161	26.7	26.8	100.0
	T	600	99.7	100.0	

Table 9 (M=3.77, SD=1.083) shows frequency of the respondents that 70.3% students agreed on When my teacher used technology in classroom, he/she always maintains good reputation among their colleagues and students, 13% shows undecided about statement, and 16.7% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 10

The teacher has good relationship with the students as well as parents through the use of different parts of technology.					
		f	%	V%	C%
	SD	25	4.2	4.2	4.2
	D	87	14.5	14.5	18.7
	U	90	15.0	15.0	33.7
	A	242	40.2	40.3	74.0
	SA	156	25.9	26.0	100.0
	T	600	99.7	100.0	

Table 10 (M=3.69, SD=1.129) shows frequency of the respondents that 66.3% students agreed on the teacher has good relationship with the students as well as parents through the use of different parts of technology, 15% shows undecided about statement, and 18.7% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 11

The teacher keeps motivating his/her students and put extra efforts for their improvement when he/she used technology in classroom.					
		f	%	V%	C%
	SD	42	7.0	7.0	7.0
	D	54	9.0	9.0	16.0
	U	113	18.8	18.8	34.8
	A	215	35.7	35.8	70.7
	SA	176	29.2	29.3	100.0
	T	600	99.7	100.0	

Table 11 (M=3.71, SD=1.180) shows frequency of the respondents that 65.1% students agreed on the teacher keeps motivating his/her students and put extra efforts for their improvement when he/she used technology in classroom, 18.8% shows undecided about statement, and 16% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 12

The teacher prioritizes things and does what is most important in subject matter when he/she used technology.					
		f	%	V%	C%
	SD	23	3.8	3.8	3.8
	D	66	11.0	11.0	14.8
	U	93	15.4	15.5	30.3
	A	286	47.5	47.7	78.0
	SA	132	21.9	22.0	100.0
	T	600	99.7	100.0	

Table 12 (M=3.73, SD=1.044) shows frequency of the respondents that 65.1% students agreed on the teacher prioritizes things and does what is most important in subject matter when he/she used technology, 15.5% shows undecided about statement, and 14.8% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 13

The teacher is confident and at ease when giving a presentation through PowerPoint.					
		f	%	V%	C%
	SD	31	5.1	5.2	5.2
	D	59	9.8	9.8	15.0
	U	81	13.5	13.5	28.5
	A	237	39.4	39.5	68.0
	SA	192	31.9	32.0	100.0
	T	600	99.7	100.0	

Table 13 (M=3.83, SD=1.135) shows frequency of the respondents that 71.5% students agreed on the teacher is confident and at ease when giving a presentation through PowerPoint, 13.5% shows undecided about statement, and 15% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 14

The teacher has the capacity to communicate well when he/she used different parts of technology in classroom.					
		f	%	V%	C%
	SD	23	3.8	3.8	3.8
	D	57	9.5	9.5	13.3
	U	49	8.1	8.2	21.5
	A	315	52.3	52.5	74.0
	SA	156	25.9	26.0	100.0
	T	600	99.7	100.0	

Table 14 (M=3.87, SD=1.026) shows frequency of the respondents that 78.5% students agreed on the teacher has the capacity to communicate well when he/she used different parts of technology in classroom, 8.2% shows undecided about statement, and 13.3% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 15

The teacher follows his/her commitments throughout the use of technology in classroom.					
		f	%	V%	C%
	SD	30	5.0	5.0	5.0
	D	79	13.1	13.2	18.2
	U	121	20.1	20.2	38.3
	A	209	34.7	34.8	73.2
	SA	161	26.7	26.8	100.0
	T	600	99.7	100.0	

Table 15 (M=3.65, SD=1.153) shows frequency of the respondents that 61.6% students agreed on the teacher follows his/her commitments throughout the use of technology in classroom, 20.2% shows undecided about statement, and 18.2% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 16

The teacher gives full attention while students interact with technology.					
		f	%	V%	C%
	SD	21	3.5	3.5	3.5
	D	67	11.1	11.2	14.7
	U	102	16.9	17.0	31.7
	A	255	42.4	42.5	74.2
	SA	155	25.7	25.8	100.0
	T	600	99.7	100.0	

Table 16 (M=3.76, SD=1.065) shows frequency of the respondents that 61.6% students agreed on the teacher gives full attention while students interact with technology, 17.0% shows undecided about statement, and 14.7% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 17

The teacher takes time to appreciate his/her students when students show interest while teacher used technology.					
		f	%	V%	C%
	SD	21	3.5	3.5	3.5
	D	33	5.5	5.5	9.0
	U	95	15.8	15.8	24.8
	A	216	35.9	36.0	60.8
	SA	235	39.0	39.2	100.0
	T	600	99.7	100.0	

Table 17 (M=4.02, SD=1.042) shows frequency of the respondents that 75.2% students agreed on the teacher takes time to appreciate his/her students when students show interest while teacher used technology, 15.8% shows undecided about statement, and 9% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 18

The teacher is self-confident and takes up any task when he/she used technology in classroom.					
		f	%	V%	C%
	SD	55	9.1	9.2	9.2
	D	73	12.1	12.2	21.3
	U	71	11.8	11.8	33.2
	A	262	43.5	43.7	76.8
	SA	139	23.1	23.2	100.0
	T	600	99.7	100.0	

Table 18 (M=3.59, SD=1.225) shows frequency of the respondents that 66.9% students agreed on the teacher is self-confident and takes up any task when he/she used technology in classroom, 11.8% shows undecided about statement, and 21.4% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 19

The teacher is able to face all kinds of situation when he/she used technology in the class.					
		f	%	V%	C%
	SD	96	15.9	16.0	16.0
	D	69	11.5	11.5	27.5
	U	108	17.9	18.0	45.5
	A	177	29.4	29.5	75.0
	SA	150	24.9	25.0	100.0
	T	600	99.7	100.0	

Table 19 (M=3.36, SD=1.387) shows frequency of the respondents that 54.5% students agreed on the teacher is able to face all kinds of situation when he/she used technology in the class, 18% shows undecided about statement, and 27.5% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 20

When my teacher used technology in classroom, he/she always shows enthusiasm in all his/her works.					
		f	%	V%	C%
	SD	26	4.3	4.3	4.3
	D	56	9.3	9.3	13.7
	U	96	15.9	16.0	29.7
	A	255	42.4	42.5	72.2
	SA	167	27.7	27.8	100.0
	T	600	99.7	100.0	

Table 20 (M=3.80, SD=1.079) shows frequency of the respondents that 70.3% students agreed on when my teacher used technology in classroom, he/she always shows enthusiasm in all his/her works, 16% shows undecided about statement, and 13.6% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 21

The teacher has good control over his /her class when he/she used technology.					
		f	%	V%	C%
	SD	40	6.6	6.7	6.7
	D	50	8.3	8.3	15.0
	U	110	18.3	18.3	33.3
	A	260	43.2	43.3	76.7
	SA	140	23.3	23.3	100.0
	T	600	99.7	100.0	

Table 21 (M=3.68, SD=1.119) shows frequency of the respondents that 66.6% students agreed on the teacher has good control over his /her class when he/she used technology, 18.3% shows undecided about statement, and 15% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

Table 22

The teacher is creative and acquires leadership quality while he/she using technology in classroom.				
	f	%	V%	C%
SD	47	7.8	7.8	7.8
D	48	8.0	8.0	15.8
U	99	16.4	16.5	32.3
A	286	47.5	47.7	80.0
SA	120	19.9	20.0	100.0
T	600	99.7	100.0	

Table 22 (M=3.64, SD=1.124) shows frequency of the respondents that 67.7% students agreed on the teacher is creative and acquires leadership quality while he/she using technology in classroom, 16.4% shows undecided about statement, and 15.8% shows disagreement about statement. Overall students' perceptions about frequent use of technology in classroom were reflected toward agreement.

FINDINGS

1- The majority of the respondent agreed that "my teacher has detailed knowledge of the content when he/she used technology in classroom" (M=3.58, SD=1.096).
2- The majority of the respondent agreed that" on the teacher is keen to read book regarding teaching and learning when he/she prepare lesson through technology" (M=3.86, SD=1.055).
3- The majority of the respondent agreed that "the teacher takes sufficient time to clarify the doubts of the children when he/she used different parts of technology" (M=4.08, SD=1.094).
4- The majority of the respondent agreed that "the teacher keeps herself/himself updated through use of technology in classroom" (M=3.84, SD=1.152).
5- The majority of the respondent agreed that "the teacher plans well what to teach before he/she enters the classroom on PowerPoint or Microsoft world" (M=3.74, SD=1.063).
6- The majority of the respondent agreed that "the teacher is available to the students for questions and consultations through tutorials, e-mails, etc" (M=3.85, SD=1.084).
7- The majority of the respondent agreed that "When my teacher used technology in classroom, he/she always maintains good reputation among their colleagues and students" (M=3.77, SD=1.083).
8- The majority of the respondent agreed that "the teacher has good relationship with the students as well as parents through the use of different parts of technology" (M=3.69, SD=1.129).
9- The majority of the respondent agreed that "the teacher keeps motivating his/her students and put extra efforts for their improvement when he/she used technology in classroom" (M=3.71, SD=1.180).
10- The majority of the respondent agreed that "the teacher prioritizes things and does what is most important in subject matter when he/she used technology" (M=3.73, SD=1.044).
11- The majority of the respondent agreed that "the teacher is confident and at ease when giving a presentation through PowerPoint" (M=3.83, SD=1.135).
12- The majority of the respondent agreed that "the teacher has the capacity to communicate well when he/she used different parts of technology in classroom" (M=3.87, SD=1.026).
13- The majority of the respondent agreed that "the teacher follows his/her commitments throughout the use of technology in classroom" (M=3.65, SD=1.153).
14- The majority of the respondent agreed that "the teacher gives full attention while students interact with technology" (M=3.76, SD=1.065).
15- The majority of the respondent agreed that "the teacher takes time to appreciate his/her students when students show interest while teacher used technology" (M=4.02, SD=1.042).

16- The majority of the respondent agreed that “the teacher is self-confident and takes up any task when he/she used technology in classroom” (M=3.59, SD=1.225).
17- The majority of the respondent agreed that “the teacher is able to face all kinds of situation when he/she used technology in the class” (M=3.36, SD=1.387).
18- The majority of the respondent agreed that “when my teacher used technology in classroom, he/she always shows enthusiasm in all his/her works” (M=3.80, SD=1.079).
19- The majority of the respondent agreed that “the teacher has good control over his /her class when he/she used technology” (M=3.68, SD=1.119).
20- The majority of the respondent agreed that “the teacher is creative and acquires leadership quality while he/she using technology in classroom” (M=3.64, SD=1.124).

DISCUSSION AND CONCLUSION

The internet and social media have become engrained in our daily lives. As a result, among the most essential vehicles for successful and continuous learning in the twenty-first century is the use of technology. People's lives are impacted by the internet because it facilitates interaction, expands educational options, and improves the quality of interpersonal communication. The gathering, assessing, arranging, and sharing of information has received more attention. The internet is the most reliable source of information and the most efficient means of sharing and exchanging it with others. It enhances one's ability to find and evaluate information.

Educational resources are distributed via the internet. Providing information and knowledge technology for learning and teaching was advantageous. For starters, learners were actively engaging in class, which was help them remember more information. Following that, students was have more in-depth follow-up discussions as they become more independent. Finally, students was be able to comprehend new student-centered video tutorials more easily, and their competencies was increase (Nikolopoulou, 2020). Since technology is such an important part of people's daily life, kids should learn how to use it at a beginning age. When teachers use technology stools in higher secondary schools, their students' computer skills were grown in confidence and competence as they get older. Various today's children have extensive internet admittance at home; Learners were feeling more at ease using technology at school as a result of this access (Li, et al., 2019). Teachers in higher secondary schools who use and model various forms of technology continue to participate their students to develop a stimulating work environment.

Teachers want to see their pupils succeed, and technology can assist them in this endeavor. Authorities should help teachers obtain the expertise they need to use technology to increase learning outcomes in order to address the concerns. In addition, incorporating technology into the classroom should make teachers' jobs easier while increasing their workload. Educational technology can help with collaboration. Throughout the lesson, teachers can communicate with students, but students can also speak with one another (Thurm, & Barzel, 2020). Students work together to solve problems using a variety of teaching tactics and cognitive games. In collaborative tasks, students share their thoughts and ideas and encourage one another. Simultaneously time, technology allows students to have one-on-one conversations with educators. Students can check inquiries about the classroom and get extra support with subjects that are tough to grasp (Attard, & Holmes, 2022). Learners can do their assignments from anywhere, and teachers can access and view completed assignments using their computers.

Teachers can use technology to maximize their efficiency, incorporate useful digital tools to expand students' learning opportunities, and encourage student support and participation. It also helps teachers to personalize their students' learning and improve their teaching methods. Technology can help schools save money on physical educational resources, enhance the productivity of educational programmes, and increase teacher time. Teachers who are familiar with some of the tools being utilized in the classroom may not have been exposed to them as part of their professional

development or workplace training. Professional development opportunities are available for teachers who wish to make the switch and understand how to use technology in the classroom. The advantages of technology in the classroom are achieved when teachers intervene wherever it would be most appropriate and meaningful (Tokareva, et al., 2019). Instead of waiting to review on student work through conventional after-school homework, teachers can use the digital feature to generate and analyses student development and provide immediate feedback by giving more one-on-one contacts with their students. When used correctly, technology can help teachers save time by allowing them to differentiate lessons for individual pupils. Teachers can spend a little less time instructing and more effort instructing students on how to use digital resources to create their own discoveries, either in support of or in opposition to this assertion. When learners have the freedom to experiment with personal technology at their own pace, learning becomes really personalized.

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