

TECHNOLOGICAL READINESS OF TEACHERS AND ITS IMPLICATION FOR STUDENT'S PERFORMANCE

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The recent integration of technological tools into the classroom has developed a new paradigm for how the material will be taught and learned by teachers and students in a contemporary educational context. Digital engagement, primarily through interactive channels and online components, is altering the classroom setting and creating creative ways to elevate engagement levels and academic rigor to the next level. The scenario is changing. In post-primary education, technological tools, including virtual classrooms, online examinations, specialized software, and interactive whiteboards, are commonplace. While these technologies can completely change how we learn, improve accuracy for everyone, and allow learning to happen for anyone, anywhere, at any time, they also raise significant challenges that demand our attention and prompt action. Beyond facilitating instruction, technology fosters students' critical thinking, creativity, and teamwork. It offers education far greater potential.

Additionally, it better equips them with digital literacy for the future. That potential will not materialize unless districts and schools embrace thorough, efficient implementation and continuous institutional support to guarantee that any technology-dependent teaching model is integrated into a larger framework of curriculum, teacher preparation, and school infrastructure. This redistribution necessitates continued research and modification to convert technologically driven improvements into genuine instructional advancement. Since traditional schooling will always be a part of our culture, combining the two would only benefit the future of education. Consequently, it ought to be mandated that all students have access to these materials.

Although many teachers already use technology in the classroom, very few people know how technology can aid students in their learning process or its direct, measurable effects on student performance, especially in secondary schools. The extent of these effects ranges from highly beneficial to insignificant or even detrimental, and it is unclear what the evidence from different global contexts means (Schleicher, 2019). Numerous studies indicate that technology "can be and has been shown to do" to help create better learning environments and fair access to educational opportunities in some areas of the world.

However, obstructions may result from it (OECD, 2021). Even so, the organization does not gather data on the effectiveness of these methods (UNESCO, 2020). Instead, work on integrating technology into education continues. A few nations like Singapore and Malaysia have worked hard to implement tech investments. According to Lim (2020), the outcomes may differ significantly based on the local application of the technology. While digital tools are already used in schools in the Philippines, lower-secondary students have not benefited much from them (DepEd, 2019). Therefore, more research is needed. Second, distinct domains exist within the purview of the literature that indicate the necessity for more focused investigations to guide optimal practices and policy decisions that will facilitate the efficacious use of technology to accomplish educational objectives that surpass mere technological integration. It also looks at how technology will change education and impact students' thinking ability and problem-solving skills. Who will pay for the upkeep and modernization of the technology infrastructure in schools, and the feasibility of implementing such ideas financially presents another regulatory challenge that politicians must seriously confront. Collaboration between educators, academics, and technology developers is necessary to create instructional tools that are both effective and flexible.

The fundamental issue is the uneven use of technology in high schools, which discourages underutilization of student participation and instruction. Nevertheless, technology is underutilized despite its potential because, like educational data, it is

predicated on an ad hoc model of resource allocation, disjointed administrator and teacher training, or isolated, disorganized work. Despite the commendable Digital Rise Program in the Philippines (DepEd, 2019), schools still face insurmountable obstacles to ensuring that every student has equitable access to technology. It is doubtful that all schools can provide integrated technology solutions for teaching and learning and internet access.

According to the ASEAN Secretariat (2020), even more developed countries are still hindered by teacher readiness and technical infrastructure variations, notwithstanding the successful implementation in ASEAN countries like Indonesia and Thailand. If these problems are ignored indefinitely, educational inequality will likely worsen, and the benefits of digitally mediated learning will be nullified. Prioritizing the solution to this systemic issue is necessary since disengaged students typically perform worse, reducing their possibilities for advancement in school and the workplace. Higher education must, however, adapt even more quickly to stay up with practical solutions beyond merely utilizing technology for its purpose, and they frequently do so with inadequate support and planning. Planning is even more crucial to ensure everyone has equal access to technology and can maximize integration (Rajesh, 2021).

Thus, for educators to stay abreast of the rapidly evolving technological landscape, they must engage in ongoing professional development. Working together will also guarantee that educational technology is valuable and sustainable. Thus, each of these problems supports effective and socially responsible teaching methods.

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