

ADDRESSING THE DIGITAL DIVIDE IN EDUCATION

by:

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In today's digital world, the gap between those with access to technology and those without has become a pressing issue in education. Known as the digital divide, this gap highlights significant disparities influenced by socioeconomic factors like income and geographical location. Addressing this issue is essential for creating a fair and inclusive educational framework that supports the mental well-being of all students.

The digital divide, characterized by disparities in access and proficiency, has emerged as a critical issue in education. Socioeconomic factors, including income and geographical location, play a significant role in determining who has access to quality digital resources and who does not. As a result, those from disadvantaged backgrounds often find themselves on the wrong side of this divide, facing barriers that hinder their ability to fully engage with digitalized educational environments (Albakri & Wood-Harper, 2025; Mirazchiyski, 2024). This divide exacerbates existing inequalities, making it essential to address its implications for mental health as part of a comprehensive policy framework.

Addressing the digital divide is not just a matter of fairness; it is also necessary for the formulation of an inclusive mental health policy. Without equitable access to digital resources, students who are already vulnerable to mental health challenges due to socioeconomic disparities may experience further isolation and alienation. Bridging this divide means ensuring that all students have the tools and resources they need to fully participate in digital education, thereby reducing the potential for mental health disparities.

Efforts to bridge the digital divide should include providing subsidized devices and internet access to disadvantaged students and offering digital literacy training to their families. This approach ensures that all students, regardless of their background, can access the benefits of digital learning and engage with educational content on an equal footing.

References:

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Mirazchiyski, P. V. (2024). Contemporary gaps in research on digital divide in education: A literature review. *Universal Access in the Information Society*, 24, 991–1008.