

THE EFFECTIVENESS OF TECHNOLOGY INTEGRATION ON THE STUDENTS' MOTIVATION AND ENGAGEMENT FROM TEACHERS' PERSPECTIVE: A CASE STUDY AT SARTA SECONDARY GIRLS' SCHOOL

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ABSTRACT: *Recent theoretical developments have revealed that technology can promote education in an effective way. This study aims to investigate the effectiveness of integration technology on the students' motivation from teachers' perspectives. For data collection, the researchers conducted face-to-face interviews with (13) teachers from different specializations at Sarta Secondary Girls' School. The researchers use interviews to collect qualitative data that was first transcribed and then analyzed. The questions of the interviews were designed as the consistency of its previous literature. The results of the analysis showed an efficient impact of the technology on students' motivation and engagement when there is a good infrastructure of technology such as devices, tools, and training teacher. The study recommends improving the technological environment of the school by supporting the private sectors financially and working with them. It also suggests the Palestinian Ministry of Education conduct special training courses for teachers to wax and wane their skills to effectively integrate technology in their teaching.*

KEYWORDS: integration technology, motivation, engagement, teachers' perspectives.

INTRODUCTION

The technology revolution has an important impact on most aspects of life, especially in education. In this area, it has a great portion, as it is invested in classroom activities and it could be considered a backbone in serving the students in their learning process. Technology has a double-edged sword; positive and negative use, teachers have essential roles in this situation as they have to take students' technological skills towards effective learning. However, if students do not have any guidance on how to use technology, the result will be negative in their lives. Therefore, teachers have to guide students on how to use technology safely and stay protected while surfing the internet. Teachers' enthusiasm for employing technology in the educational process has a strong impact on their students' motivation and engagement during the learning process. No doubt that students look like a mirror of their teachers. There is a deep relation between teachers' motivation and their students' motivation in terms of the potential to learn. This study argues that technology and teachers' motivation have positive effects on students' motivation. Such insights are supported by an early study published in 2000. The study found that if teachers use technology in their teaching, the students' motivation would increase rapidly (Atkinson,2000).

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It's an effective way to integrate students' technological background into class activities and this is very helpful to get real incomes, integration of technology in the learning process meets the students' needs and interests. One of the views of education is to get sustainable learning technology has an effective role in that situation and good for retaining information sustainably. The effectiveness of learning with technology has been taken on both sides. There is evidence that the use of technology might increase the achievement and self-efficiency of students (Liu et al.,2006). Although this can be true some studies show that the use of technology is not beneficial to students in certain areas. Technology integration must have a purpose to be beneficial for producing positive results (Gramer & Smith, 2002).

Some studies completed by Dwason (2012); Downes and Bishop (2012); and Martinez and schilling (2010) observed increased engagement and motivation in students when they had the opportunity to use technology tools for the creation of authentic learning experiences. Students find technology more engaging because it bridges the gap between their digital lives outside of school and their non-digital lives inside of school.

Statement of the problem

It is of interest to know whether integration technology in education at Sarta Secondary Girls' School still holds. Technology is a basic challenge these days and has a double-edged sword, one of the positive and the other is negative. Since teachers' duties are increasing at schools, they should behave wisely by orienting students' technological abilities to beneficial and positive ways. Teachers are eagerly wanted to know whether using technology is effective or not in their classes. So, they can focus their efforts on how to teach their materials perfectly using technology. Motivation and engagement are very significant views in the classroom scene. Therefore, to enhance them, technology integration might be one of the available tools there. It might be successful and this refers to digital students natively. As a result, this makes their learning easier and smoothly. Furthermore, integrating technology facilitates their understanding of the lesson and retaining the information for more time. We argue that students would have the chance to practice what they learn through different learning websites rather than having a one only source. In essence, teachers are interested to know whether using technology in their teaching deserves the time and effort that they spend on it.

The importance of the study

Research on the importance of technology in education has a long tradition. The importance of this study springs from the importance of technology in the 21st-century. This study argues that is important to orient students' attention to a more comprehensive domain of learning. Besides, since teachers have played a great role during the learning process, it is vital to understand whether teachers can employ technological learning process for students. Moreover, identifying teachers' perspectives toward technology in education provides the educators with the weakness and strengths points that they have gone through during their teaching process. It also gives a clear understanding of their technological preparedness; therefore, policymakers can take decisions to enhance their skills. Thus, teachers' teaching quality would be improved.

Purpose of the study

Without a doubt, a technology commonly has positive outcomes if it is used efficiently, especially in the light of students' motivation and engagement in their learning. The current generation of students, known as the digital native has grown up with technology. Since this young generation is attached to technology, this study argues that teachers can use this advantage to improve their learning skills using technological tools regardless of where the learners are; classroom or home. This study attempts to explore how technology integration influences learning. It also seeks to know to what extent it is utilized by teachers in Sarta Secondary Girls School in Salfit Directorate.

The questions of the study:

- 1-What is the degree of integration of technology in the teaching-learning process at Sarta Secondary Girls School?
- 2- How does technology integration affect students' motivation and engagement?
- 3- What are the obstacles to technology integration in the teaching-learning process?
- 4- What are the suggestions for enhancing the technology environment at Sarta Secondary Girls School?

LITERATURE REVIEW

Technology is used by teachers and students in the classroom to achieve educational goals. In the study of elementary students, low socioeconomic study complemented that classroom technology contributed importantly to the self-esteem of students and led to an increase in classroom integration. Educational theorist John Dewey said, "If we teach today's students as we thought yesterday's, we rob them of tomorrow (as cited in Pilgrim (, Bledsoe, 2012). Today, educational situations have become different. Teachers are expected to do more than just teaching the curriculum. The current generation of students, known as the digital native has grown up with technology. Motivation is an important concern among teachers (brink and pint rich,2003). The problem of motivating students is still the main concern for policymakers and curriculum designers. There is no radical solution but there are strategies that help the teacher with the dilemma. One kind of these strategies is technology because it can enhance the inner motivation of students and make the classroom environment more enjoyable and efficient.

Motivation is generally defined as the willingness to do something, enthusiasm for doing something and it is internal and external factors that stimulate the desire in students to do activities and learning ongoing to be interested and committed continually to the classroom activities. It creates the will to achieve the goal. Teachers are always looking for strategies to achieve their educational goals by motivating their students at all levels and differences. Motivation is the key to academic success as well as developing sustainable learning in terms of unwilling learners who are going to every classroom. Those learners sometimes do not finish their assignments and usually avoid having written tasks from their teachers. The thread of an unwilling learner is "self-efficiency"(Sanacore, J., 2008).

If their self-efficiency is low, then their motivation to learn will be low. When students receive negative comments, their self-esteem and self-efficiency become less and they become

unmotivated to achieve what they are looking forward to. No doubt motivated students feel relax and excited during the task and feel worth what they do (Linnebrink and Pintriche, 2003).

In the traditional classroom, teachers need to enhance intrinsic motivation. Interest or curiosity is the source of intrinsic motivation (Woolfolk-Hoy and Hoy,2009). Extrinsic motivation comes from outside the students which focuses on rewards such as high grades, games, and promotion gifts. To motivate students, teachers must encourage their students to create.

Having this in mind, it is a challenging task for teachers to create activities that students can enjoy and respond to in all subjects. Digital natives can manipulate very well to technological activities because of their familiar background with technology (Atkinson, 2000).Students' positive responses to technology and their efficient achievements in the technological classroom environment are one of the reasons behind the teachers' conscious efforts for integrating technological tools in the learning process.

METHODOLOGY

In this section, the researcher elaborates on the methodology that is adopted in this paper. The researcher tended to use qualitative research to analyze the collected data of 13 transcribed interviews, coding them, and categorizing them to accomplish the research. The researcher designed four questions to be asked to (13) teachers from different specializations. The interviews were recorded then transcribed and analyzed. The interviewees' names and specializations were not mentioned in this study for their privacy.

Instrument

The procedures for handling the data followed the suggestions of experts in the field. Subsequently, face-to-face interviews were then used to elicit further data. This kind of data collection enabled the researchers to collect in-depth data to hone the quality of the study. The direct interaction between the researchers and participants enabled the researchers to clarify and ask more questions when it is needed.

Selection of sample

The researchers prearranged to interview a group of teachers with different specializations, who integrated technology in the learning-teaching process. Those teachers had different experiences in using technology in their teaching and diverse information. Some of the samples got trained and the others did not have enough knowledge. This attempt added particular attitudes to her research.

Limitations of the study

- 1-The study is confined to different specializations teachers.
- 2- The study is conducted in the second semester of the academic year 2019-2020 at Sarta Secondary Girls School.
- 3- This study cannot be generalized for the whole country because the study sample is small.

Analysis and results

Interviews analysis: To collect data and obtain more information about the study problem, semi-structured interviews have been conducted. The first step was contacting (13) teachers from

different specializations at Sarta Secondary Girl School to request a face-to-face meeting with the interviewer to discuss the issues of interest. As soon as request approval was acknowledged by the interview, an interview appointment was arranged. Semi-structured interviews were done with (13) teachers who were interviewed to cover aspects related to the effect of technology integration on students' motivation and engagement. Analysis procedures of transcribed interviews were done based on the guidelines of thematic analysis. It was mainly interested in detecting themes that demonstrate the current situation from the Teachers' perspectives. The results from semi-structured interviews were classified into central themes.

Table (1) Analysis of teachers' response to the interview

No.	Theme	Item	Frequency	Percentage
1.	Degree of integration of technology in the teaching-learning process	Nothing	2	15.3
		Low	1	7.9
		Moderate	3	23.5
		Good	2	15.3
		Very good	5	38.3
2.	The effect of technology integration on students' motivation and engagement	Enhancing students' level	10	47.6
		Breaking classroom routine	5	23.8
		Motivate students	4	19.1
		Nothing	2	9.5
3.	The obstacles of technology integration in the teaching-learning process	Crowded classroom	2	10.0

		Internet problem	7	35.0
		Inadequate devices	9	45.0
		insufficient proficiency	2	10.0
				100.0
4.	The suggestions for enhancing the technology environment in the schools	Providing good infrastructure ,devices ,programms ...etc.	12	60.0
		Good Planning for using technology	2	10.0
		Training teachers	6	30.0
				100.0

The four themes that related to the study questions emerged from the teachers' semi-structured interviews are presented below:

1. The degree of integration of technology in the teaching-learning process: the theme aimed at identifying the degree of integration of technology in the teaching-learning process according to teachers. Five interviewees confirmed that the degree is very good, two said that it is good, three responded moderate, one said it is low and two agreed that there is no technology used in teaching. The researcher attributed this result to the budget of the school is not enough to provide technological tools for all classrooms, where classrooms are containing some technological tools and some classrooms do not contain, the researcher attributed that to the lack of sufficient support by the local community of the school in terms of the availability of the technological environment. The teachers said that the degree of technology use is low and the researcher attributes this result to the low experience in the use of technology and also to their lack of efficiency in the use of technology due to their large age or lack of interest in technology.

2. The effect of technology integration on students' motivation and engagement: Half of the responses said it enhances the students' level, five said it breaks the classroom routine, four agreed that it motivates students to learn. On the other hand, two teachers said it does not affect students' learning. The researcher attributes the reason that five who said the technology breaks the class routine is that they have strategies using technology that makes learning and teaching enjoyable and easy and breaks down the student's psychological barriers to learning. The reason for this is that the student is the center of the learning process.

3. The obstacles of technology integration in the teaching-learning process:

Teachers said that the obstacles are inadequate devices, internet problems, crowded classrooms, and insufficient proficiencies. The researcher attributes the reason for the obstacles is the tools of learning technology is not enough to generalize all classes and disciplines and students, such as laptop and smartboard, due to lack of classroom environment appropriate in terms of classroom size and overcrowding students and the lack of strong Net lines that suit the technological learning programs. The researcher attributed the reason for the teachers' agreement that the integration of technology has an impact on the motivation of the students to training courses for the use of technology in education and also to the nature of their specialties such as English, mathematics, and Arabic because these activities are suitable for the use of technology. While teachers who did not agree with the effect of technology integration in education on students' motivation was due to their lack of sufficient knowledge in the technology of education and their lack of training in technology learning courses for some reason.

4. Suggestions for enhancing motivation and engagement of students in the technology environment:

The suggestions provided by teachers are providing good infrastructure devices, programs.... etc.), good planning for using technology, and training teachers. The researcher attributes the need to provide a technological environment classroom to embrace educational learning activities to contain educational electronic devices and environments equipped with high efficiency.

FINDINGS AND RESULTS

According to table one, the analysis of the responses of the teachers and those responses were taken clearly to the four main questions. The first one was about the degree of integration of technology, five of them said very well thus leads to strong motivation and engagement of students in the classroom and the students responded well to technology-infused activities because of their familiar background with technology (Atkinson, 2000). The analysis of the answering of the questions of the interviews of different specialization teachers and analyze their interviews shown that technology integration has an efficient impact on students' motivation and engagement. Thus, this agreement to the studies of Dwason (2012), Downes and Bishop (2012), Martinez and Schilling (2010), and 'Technology in Education' (2015) that all noticed increased engagement and motivation in students' when they have a good environment and has the opportunity to use technology tools for the creation of authentic learning experiences.

CONCLUSION

What we get from this study is a clear idea and familiar conclusion of the effect of technology integration on students' motivation and engagement. The researcher concludes that technology has a powerful impact on the learning-teaching process in terms of students' motivation and engagement, especially those who are interested in it. Undoubtedly, technology integration breaks the routine of the classroom and enhances the inner abilities of the students positively and that is what this study concluded. There are needs to be interest and motivation in using the technology in the first place for students to succeed. The result of this study showed that teachers from different specializations have diverse views toward technology integration in term of the degree of it in Sarta girls' school how it affected the motivation of students and engagement and what are the

obstacles that were found in the classroom circumstances which face the using technology such as the weakness of the network and poor technological devices.

Recommendation

In Light of the Results of this study, the researcher recommended

- 1- The need to improve the technological environment of the school by supporting the private sectors financially and working with them.
- 2-Conduct training courses for the teachers on how they can integrate technology into education efficiently.
- 3-Intellectual orientation to the use of technology in a way that serves its interest in the classroom.
- 4-Diversity in the use of technological activities by the teacher in the classroom.

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