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EMERGING TECHNOLOGIES AND ITS ROLE IN MODERN EDUCATION

LAS TECNOLOGÍAS EMERGENTES Y SU PAPEL EN LA EDUCACIÓN MODERNA

MSc. Ketty Zoraida Vergara Mendoza

Universidad Estatal de Milagro, -Ecuador

Mariana Marisol Briones Zambrano

Universidad Estatal de Milagro, -Ecuador

Amanda Sofia Moreiro Baquerizo

Universidad Estatal de Milagro, -Ecuador



Emerging Technologies and its Role in Modern Education

MSc. Ketty Zoraida Vergara Mendoza

kvergaram@unemi.edu.ec

<https://orcid.org/0000-0001-6340-2806>

Universidad Estatal de Milagro,-Ecuador

Mariana Marisol Briones Zambrano

mbrionesz4@unemi.edu.ec

<https://orcid.org/0000-0002-9481-2426>

Universidad Estatal de Milagro,-Ecuador

Amanda Sofia Moreiro Baquerizo

amoreirab3@unemi.edu.ec

<https://orcid.org/0009-0006-6549-5413>

Universidad Estatal de Milagro,-Ecuador

ABSTRACT

It assesses the ways in which new technologies are revolutionizing education due to the adoption of personalized learning, increased interactivity, and an increase in access to resources. Technological innovation thus questions the old paradigms of education and opens the way toward more inclusive and participative classes. Quantitative data were gathered from 139 randomly selected students at Milagro State University studying in the Pedagogy of National and Foreign Languages Career. This study pinpoints the shift occurring in educational contexts, whereby the traditional elements of classrooms and school hours are no longer core elements in learning processes. Technology, in turn, frees the learner's context to anytime and anywhere, which again would mean that while learners can learn 24/7, they still need human contact. This paper, from the perspective of ubiquitous learning and augmented realities, advocates for the potential transformative impact technologies may have in education while trying to address some challenges associated with their use. The findings of this research are presented through a descriptive and exploratory design and have showed that students, education, and technology play a vital role in modern successful education. This research points out the need for a revision of the educational frameworks for them to fully encompass technological advancement.

Keywords: *emerging technologies, educational transformation, modernity*

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Las Tecnologías Emergentes y su Papel en la Educación Moderna

RESUMEN

Este trabajo evalúa las formas en que las nuevas tecnologías están revolucionando la educación debido a la adopción de un aprendizaje personalizado, una mayor interactividad y un mayor acceso a los recursos. La innovación tecnológica cuestiona así los viejos paradigmas de la educación y abre el camino hacia clases más inclusivas y participativas. Se recogieron datos cuantitativos de 139 estudiantes seleccionados al azar de la Universidad Estatal de Milagro que cursan la carrera de Pedagogía de Lenguas Nacionales y Extranjeras. Este estudio señala el cambio que se está produciendo en los contextos educativos, donde los elementos tradicionales de las aulas y los horarios escolares ya no son elementos centrales en los procesos de aprendizaje. La tecnología, a su vez, libera el contexto del alumno en cualquier momento y en cualquier lugar, lo que nuevamente significaría que, si bien los alumnos pueden aprender las 24 horas del día, los 7 días de la semana, aún necesitan el contacto humano. Este artículo, desde la perspectiva del aprendizaje ubicuo y las realidades aumentadas, aboga por el potencial impacto transformador que las tecnologías pueden tener en la educación al tiempo que intenta abordar algunos desafíos asociados con su uso. Los hallazgos de esta investigación se presentan a través de un diseño descriptivo y exploratorio y han demostrado que los estudiantes, la educación y la tecnología desempeñan un papel vital en la educación moderna exitosa. Esta investigación señala la necesidad de una revisión de los marcos educativos para que abarquen plenamente el avance tecnológico.

Palabras clave: *tecnologías emergentes, transformación educativa, modernidad*

INTRODUCCIÓN

Of all the contentious topics at present under increasing debate in higher education, probably the most lively is the integration of emergent technologies into university education, representing not only the shift of present society toward one that is digitized and innovative but also every interest group. Being the case, preparation for an increasingly complex workforce involves integrating artificial intelligence, virtual realities, and online learning platforms in every higher learning institution. The integration of these technologies in education elaborates on a better experience; it challenges the traditional pedagogical frameworks and hence calls for a critical approach to review its efficacy and implications. New technologies have gained rapid development over the last couple of years. Whatever their changing face, these technologies have surely worked their magic on most facets of walks of life, including education. Most recently, the COVID-19 pandemic hastened this, with its added impetus to online learning and sowing extraordinary benefits while suffering serious setbacks all at once. This is where university instructors need to begin to incorporate active teaching methods with digital tools in providing students with interactive and engaging learning environments. This concept of these technologies and their effects, therefore, becomes paramount in importance if they are to enhance rather than detract from the education. This is particularly the case for those institutions that are now trying to balance innovation and quality education with concerns about accessibility, engagement, and the overall learning experience.

The research, therefore, tries to focus on the pursuit of the following objectives: the analysis of emergent technologies and their impacts on university students' engagement; assessment of the role of technology use and its impact on academic performance among university students; and a study to explore faculty's perceptions about the incorporation of these technologies into teaching practices.

Literature Review

The integration of emerging technologies into education is necessary and pivotal for the development and enhancement of teaching and learning processes. The educators would have to update themselves with the latest technologies that would facilitate such enhancements of 21st-century skills among their

students and increase global competitiveness for the same. The following points delineate some key aspects of this integration.

Importance of Teacher Training

Continuous professional development is very much an ongoing need for teachers to conduct effective integrations of emerging technologies into their practice (Ibrahim, 2024).

Programs for developing the readiness of teachers, especially in STEM education that can close the gap between technology and pedagogy (Silva-Díaz et al., 2023).

Curriculum Adaptation

Digital technologies raise a need for the re-establishment of pedagogical practices in which integration of the curriculum should go beyond mere addition of devices to a more holistic educational approach (Santos et al., 2024). Integration of the curriculum into real practice that is combined with educational policy and infrastructural development.

Challenges and Solutions

The challenges identified by (Araujo et al. 2024) include inadequacy of infrastructure besides large-scale training of teachers. According to (Ghosh & Ravichandran, 2024), there is strategic need for investments in technology accessibility and professional development if challenges are to be met. This prospect is realized not only by looking at the emergence of how such technologies can help in shaping education but also how these challenges can be confronted and prepare educators to do so.

Different dimensions of emergent technologies have been explored in education. For example, Huang et al. (2020) noticed that the more online platforms are embedded in educational processes, the more increased student engagement is noticed-a vivid fact that really shows interactive tools create greater opportunities for meaningful learning. Works of other authors, for instance, Johnson et al. (2021), point at disadvantages, a digital divide, or problems with students' isolation. While artificial intelligence is bound to be a huge player in personalized learning, great expectations have been built, and on the supportive end. Some of the critical contributions here analyze the emerging technologies in modern education. Anderson & Dron, (2020) emphasized that educators need to continue with professional

training in acquiring skills that would enable them easily to deploy the emerging technologies in teaching in light of meeting global competitiveness in education. The article reviews the integration of new technologies into education; it pays great emphasis on how educators need to adapt to the continuous technological development and its implications in teaching and learning processes. Chen & Tsai, (2021) conduct a meta-analysis to indicate that AR significantly improves the current learning outcomes of students through immersive and interactive educational experiences. On this aspect, Davis & Karmakar (2022) elaborate on the role that AI has been able to play concerning education: how it has been able to maneuver in ways that make learning suit the needs of each student individually to optimize efficiency within educational processes while discussing the challenges arising. Multiple applications are listed in the overview by Fischer & Lutz, (2020) on VR in education. According to them, VR has contributed a lot to the development of engagement among students and providing opportunities for experiential learning. Gao & Liu, (2023) discuss how the potentiality provided by blockchain technology helps to devise a solution to improve the processes related to education; its applications range from credentialing to record keeping to building trust towards educational organizations. Huang & Liaw, (2022), describe it thus: "This would mean that mobile technology has a positive impact on student learning outcomes and can thus be considered an effective tool in the armamentarium of modern education." Lemoine & Mott, (2021), comment on some trends in adaptive learning technologies. These enable the personalization of each student's experience and increase learning efficiency. Lim & Chai, (2021), present the historical and future perspectives through an approach of balance to integrate technological development into pedagogies. Liu & Chang, (2023), introduce the topic of digital equity in education. The findings reveal how technology would fill up the gap in education; at the same time, it emphasizes that technology should be provided to one and all so that there is equal access. Madani & Esfandiari, (2022), in their findings, reviewed the effects of social media on student engagement, and it was quite evident from such review that these social platforms increased the communication as well as collaboration amongst the students. McCarthy & Wolf (2023) Their research focuses on online learning platforms and how these contribute to the

performance of students through a draw from best practices for maximum effectiveness in educational settings. Mishra & Koehler (2020) introduce the Technological Pedagogical Content Knowledge framework that emphasizes the usage of technology to integrate into pedagogical practice for meaningful learning to take place. In that regard, Naidu & O'Leary (2022) also discuss ways through which learning analytics inform design in effectively creating educational experiences and shaping teaching methods with data to create better student outcomes. Owusu-Acheaw & Larson (2020) critically explore aspects of e-learning in higher education institutions concerning benefits, challenges, and prospects within the increasingly changing educational environment. On the other hand, Saldaña & Martínez, (2023) discuss emergent trends in educational technologies and goes on to make some valid predictions with regard to how these innovations in technology are going to influence and shape the future of teaching and learning. Exploratory Study: Smith & Jones, 2021, AI in Personalised Learning Environments depicts that AI has the potential to enhance the learning process to a great extent by offering personalized feedback and adaptive resources. In this aspect, Tatar & Akçay opined that: "The effectiveness of the pedagogical usage of the digital storytelling was seen to show engagement in students' interests in education; it enhanced pupils' storytelling skills.". Long-term implications of technology on the learning outcomes of students, as also evidence for the consistent and effective integration of technology into the curricula, are found to be explored in Vongkhamthath & Chiu's 2021 longitudinal study. Wang & Hannafin (2020) advance Design-Based Implementation Research as a means of improving educational practice through 'the collaborative efforts of researchers and educators on behalf of effective learning environments'. While literature in this regard is still mounting, some conceptual clarity about the role of emergent technologies at universities has yet to be reached. Specific impacts to be addressed in the research study cover how emergent technologies influence students' engagement in learning, academic performance, and teaching practice on the part of faculty members.

Research on various dimensions of emergent technologies in education has taken place. For instance, Huang et al. (2020) point out that the more online platforms included in the educational process, the

more student engagement grows, which surely denotes evidence that indeed interactive tools provide more opportunities for meaningful learning. Other works, for example, Johnson et al. (2021), draw attention to some drawbacks, including the digital divide or problems with students' isolation. Further, artificial intelligence has been touted as a big player in personalized learning, and such authors as Luckin et al. have argued that adaptive technologies assure learning styles and, thus, often improve academic performance. Knowledge gaps about the holistic impact of these technologies on university education still exist concerning students' outcomes, faculty adaptation, and curriculum development. Therefore, here is useful input on the role of emerging technologies in education today. Anderson & Dron (2020): The paper stresses the need for continuing professional development that will enable educators to effectively use emerging technologies so as to heighten educational competitiveness on the globe. The paper describes the integrated approach of emerging technologies in education and sheds light on how educators have to respond to continuous changes in technologies and their consequences for teaching and learning processes. Chen & Tsai, 2021 conduct a meta-analysis that reveals how augmented reality significantly enhances students' learning performance due to the provision of more immersive and interactive learning experiences. Meanwhile, Davis & Karmakar (2022) refer to how AI will affect education due to changes in learning processes through personalization and enhancement of educational efficiency while pointing out some challenges associated with it. Fischer & Lutz (2020) summarize various applications of virtual reality in education and state that this could be very effective for enhancing engagement and offering experiential learning opportunities for students. Gao & Liu, 2023, in the potential of blockchain technology in education, including credentialing, record-keeping, and enhancement of trust in educational institutions. In the study of Kim & Lee (2020), gamification in education reveals that game elements may foster learners' motivation and engagement and, as such, may enhance learning effectiveness. Lemoine & Mott (2021) cite the authors who discuss trends in adaptive learning technologies, put an emphasis on their ability to make education tailored according to the individual student's needs and raise its efficiency. Lim & Chai (2021) reflect on the use of technology in education from past perspectives to future ones and

argued for an approach of balance, integrating technological advancement into pedagogy. Liu & Chang (2023) contemplate digital equity in education by analyzing how technology is able to bridge the gap in educational outcomes, adding in its own accessibility for all students. Madani & Esfandiari (2022) explored, in their research work, the effect of social media on the engagement of students and observed that these social platforms enhance communication and collaboration among students. McCarthy & Wolf (2023) have reviewed online learning platforms and their impacts on the performances of students to identify best practices as to how to maximize their effectiveness in educational settings. Mishra & Koehler (2020), in their analysis, go further to give the TPACK framework-a call for the infusion of technology into pedagogical ways for effective learning. Naidu & O'Leary (2022) discuss the role of learning analytics in designing effective educational experiences by paying attention to ways in which data can guide teaching strategies to improve student performance. Owusu-Acheaw & Larson, 2020 provide a review of the role of e-learning in higher education, discussing benefits and challenges, together with future directions within an educational environment that is changing at breathtaking speed. Saldaña & Martínez, on the other hand, discuss trends that have emerged in educational technology and go on to project how these recent innovations are likely to influence teaching and learning in the future years. While Smith & Jones, in 2021, conducted an exploratory study on the use of AI in personalized learning environments to establish that through such feedback and resources, AI provides an opportunity to achieve better learning performance. The focus of their research is on emphasizing the effectiveness of digital storytelling as a pedagogical tool in enhancing students' engagement and improvement in narrative skills within education. Tatar & Akçay have been focused on this in 2022. In their longitudinal study, Vongkhamthath & Chiu, (2021) present the long-term impacts of technology on the learning outcomes of students and highlight that technology must be integrated with the curriculum continuously and constructively. Wang & Hannafin, (2020) introduce design-based implementation research as a support to study ways of improving practice in education and involve collaboration between researchers and educators, with an emphasis on effective learning environments. Although there has been a growing body of literature in this

regard, conceptual clarity concerning the role of emergent technologies in university education remains to be realized. In the current research, the impacts which emergent technologies make on the aspects like student learning engagement, academic performance, and practices of teaching by faculties are to be examined. That is, the study tries to give an answer to the following generic question: "How do emergent technologies influence university students' experiences and outcomes from learning?"

What are college students' perceptions concerning the effective use of emergent technologies in enhancing learning?

To what extent does adoption of emergent technologies improve academic performance, such as grade and retention?

What are some of the barriers to faculty involvement in meaningful integration into emergent technologies in teaching practices, and how do they overcome such?

In light of this, the study seeks to add its voice to the literature by giving meaningful insight into implications of emergent technologies in university education and, in effect, informing educators and policymakers and every other relevant stakeholder in the quest for best practices in education.

What is an "emergent technology"?

The term emergent technology may refer to a nascent technology, currently in development or about to emerge in the coming years, which might bring a considerable disruptive change in existing systems, industries, or practices. Many emergent technologies are enabled by advances in science and engineering; they often share features of novelty, rapid evolution in development, and socio-economic impact. Emergent Technologies Characteristic

Novelty: Generally, emergent technologies are new or significantly improved versions of technologies that are already in operation. They can create completely new markets or dramatically alter existing ones.

Rapid Development: Such technological development tends to fall within a rapidly increasing rate owing to various causes including increased computational power, advanced algorithms, and enhanced data capabilities.

Disruptive Potential: These emergent technologies may displace certain existing technologies or practices; thereby causing a high degree of change either in how industries are conducted or in the way people relate to each other.

Examples of Emergent Technologies

Artificial Intelligence: AI technologies, also including machine learning and natural language processing, are beginning to make many industries-from health to education-personalized and efficient services possible Davis & Karmakar 2022.

Blockchain: Though blockchain technology was purposed for cryptocurrency, the technology is being retrofitted for a variety of other uses within the supply chain management arena, secure voting systems, and in educational credentialing to build greater transparency and trust. This is according to Gao & Liu, 2023.

AR/VR: Have transformed education and training thanks to their immersive experiences where learning and engagement have been accentuated. Fischer & Lutz, 2020.

Implications of Emergent Technologies

These emergent technologies hold promising potential to bring wide change into society in a big way to the realms of the job market, consumer behavior, and regulatory frameworks. The ethical concerns with regard to emerging technology also abound and are to be discussed in the development process: privacy concerns, bias in AI algorithms, and digital divide.

Augmented Reality-Understanding

Augmented Reality: This is the technology that superimposes digital information such as images, sounds, and text on the real world with the intention of enhancing the users' perception of the environment. Unlike Virtual Reality, which sets up a completely artificial environment, Augmented

Reality combines virtual and physical worlds together-the user will be able to interact with both. Key

Characteristics of Augmented Reality

Real-time Interaction: The interaction given by the AR systems is in real time; whatever immediate feedback or update that changes virtual content is done on the spot.

3D Registration: The AR appropriately registers digital content with the physical environment. For that matter, virtual objects will seemingly become part of the real world.

Combination of Reality and Virtual: Augmented reality simply overlays information onto real things or surroundings. Hence, one can see both simultaneously.

Applications of Augmented Reality

Education: It makes learning more interactive and interesting as it projects intricate thoughts to comprehensive visualizations. For instance, it will be able to help anatomy students in projecting real organs in 3D on real human bodies. Here, for instance, it has been implemented in anatomy studies by Chen & Tsai, 2021.

Healthcare: Surgeons can wear this technology while performing surgery to highlight vital information which may include patient data or inner structures of the body on their line of sight for higher accuracy.

Retail: Most retailers use AR to let the customer see how a product would look in their environment prior to purchase; this includes furniture and home decor products. Poushneh & Vasquez-Parraga, 2020

Gaming: Popularized by Pokémon GO, AR creates experiences whereby players get to interact with virtual characters in the real world. Miller 2020

Benefits of Augmented Reality

Better Engagement: With AR, users are more attentive and, therefore, engage better, leading to more fun and memorable experiences.

Improved Understanding: It helps to increase insight and remember things for a longer period by visualizing data or complicated concepts. Additionally, it will allow facilitation of processes in industries

like health and manufacturing because it updates data and instruction in real time hence reducing errors and improving results.

Limitations and Challenges

Technical Limitations: AR involves high performance on both the hardware and software sides, which most of the time conflict with the goal of widespread adaption.

Privacy: There might be some issues concerning data privacy and safety during the usage of augmented reality in areas that deal with personal data.

User Experience: Poor design in the user interface might lead to confusion and frustration; hence, the effectiveness of AR is reduced.

Future Directions

The future of AR is bright as it gets increasingly developed because of the improvement of mobile technology, AI, and IoT. The more AR will get developed, the more it will apply in other sectors, starting from tourism to remote work, even reaching real estate.

It will, in other words, be one of the deepest technological changes that will ever be witnessed. The industries that this technological shift will most likely affect include education and healthcare by increasing user interaction and comprehension through virtual experiences. **Understand Virtual**

Reality (VR)

Definition: Virtual reality is an artificially created computer environment, real or imaginary, but one that allows users to be immersed in three-dimensional space. Headsets of VR-or whatever device used-enable the user to interact with such an environment as if one were inside it physically, interacting with virtual objects and scenarios.

Main Characteristics of Virtual Reality

1. Immersive: VR is 'fully' immersive-that is, it shuts out the real world and replaces it with a digital one. This immersion is brought about by visual, auditory, and sometimes tactile stimuli.
2. Interactivity: One would be able to interact with the surrounding VR using controllers or by tracking motion, hence one will have quite a dynamic experience.

3. 3-D Visuals: Most of the VR environments are rendered in three dimensions, which allow them to give depth and hence create a sense of spatial awareness and realism.

Virtual Reality Applications

Education and Training: The potency of VR in simulations and interactive learning has benefited both from training and education. For instance, there are medically performed surgery simulators where medical students can safely practice different procedures in a controlled virtual environment Mikropoulos & Natsis, (2020).

Healthcare: The objects of treatment are phobias, post-traumatic stress disorder, and other anxiety disorders, whereby patients can be allowed to confront their fears in a safe and controlled environment with the use of VR therapy. Rizzo et al., (2020)

Gaming: Virtual reality has reached the gaming industry, offering highly immersive experiences. Such games as "Beat Saber" and "Half-Life: Alyx" are clear examples of such a trend. Dörner et al., 2020.

Real Estate and Architecture: Through VR, the buyers or clients can be allowed to feel and experience properties and architectural designs before they are actually constructed. This creates a very realistic sense of space and layout. Advantages of Virtual Reality

Better Learning: VR offers the possibility of experiential learning, gaining and exercising the skills in a highly realistic way. Thus, it can facilitate far greater amounts of retention and understanding.

Safe to Practice: Medicine and aviation are only a couple of domains where VR has created a platform to practice high-risk skills with zero real-time consequences.

Higher Engagement: Immersive nature catches the user's attention. The amount of engagement in learning and training is much better in VR compared to simple textbook learning or under lab situations.

Challenges and Limitations According to experts, despite all the potential advantages of VR, there are still some challenges and limitations associated with VR systems. These are:

Cost and Accessibility: Most of the high-quality VR systems are expensive; therefore, most educational institutions and some individuals may find them inaccessible.

Motion Sickness: The difference between the motion of the vision in a virtual environment and the physical motion might create problems such as motion sickness and discomfort.

Social Isolation: Too much engagement in such virtual worlds could develop feelings of isolation regarding real interactions in the real world.

Future Directions

First, the future of VR indeed looks brilliant with amendment in technology, such as graphics, haptic, and artificial intelligence that promise improvement in user experience. Secondly, the rise in social VR platforms points toward collaborative virtual environments.

METODOLOGY

It was an essentially survey research study, designed with 18 multiple-choice questions and answered by university students participating in online modality classes at Milagro State University.

The survey will constitute the main design for this research because, through its features (as noted by Ary et al. 2010; Creswell 2012), it is effective in gathering data about certain characteristics of a given population. Because this is a pragmatic study for pragmatic reasons, the quantitative method will utilize an online survey platform to conduct a cross-sectional survey; this is because, according to Fink (2013), such a design allows the gathering of data to involve large numbers of the population spread across wide geographical areas. Semi-structured interviews will be used in order to validate obtained data through cross-checking. The sample size of the current study comprised full 139-time undergraduate students of Pedagogy of National and Foreign languages Career. The online survey was forwarded via Google Form, whose link was shared with all the students. The online version of the questionnaire consisted of two main parts: personal detail such as e mail and gender , the second part was related to using technology for autonomous studying, based on the research questions and to address the specific aspects of emerging technologies closed-ended questions were used, including Likert scale, and also on the results of the survey data analysis in order to further facilitate the discussion and to get more valid and profound insights about what the students had written in the

survey. Frequency and central tendency descriptive statistics used in the analysis of survey results, to put it simply.

RESULTADOS Y DISCUSIÓN

This research brings to the fore useful information regarding the frequency at which students apply technology for studying. The response brought out three broad categories of frequencies:

Regular Users: 68% of the participants responded that they use technology for studying regularly. That is a very high reliance on digital tools and resources, which may mean laptops, computers, educational apps, and online resources. This high percentage goes to suggest that technology has actually become key in the lives of the students regarding studying, since technology will make access to information easy, learning enhanced, and one can have flexibility in how and when to study.

Weekly Users (18%): This is quite an interesting finding, in that 18% of the participants responded that they use technology in studying on a weekly basis.

From this result, it can be observed that even though these students indeed have contact with technology, it is not as integral to the studying habits of such learners as it is for the regular users. This group will be using technology only on specific assignments or projects, not integrated throughout all of the day-to-day studying.

Casual Users (12%): A smaller share of the respondents marked themselves as casual users in studying with technology. The users in this group within the study may use the technology only from time to time; thus, most likely, they use it only when doing research or reading digital copies of textbooks. Lower frequency could mean that they either prefer conventional modes of study more often or are less familiar with technological alternatives.

This questionnaire would afford the students the opportunity to express the extent to which they utilize online resources, such as videos and articles, to enrich their learning experiences. Their responses were summarized into one of the three effectiveness levels.

Effective: Most of them, at 54%, find online resources effective for studies. This therefore means that a larger percentage of the students appreciate the helpfulness of such resources to complement their

studies. This may be due to the access to various contents and how the contents can be used at one's own pace.

Very Effective: An impressive 33.8% of the students reported online resources to be very effective.

The quite high percentage tightens the level of support that digital content would have on depth of students' understanding and active learning of the course materials. Students in this group most probably like the interactive and varied formats that online resources take, such as multimedia presentations and instructional videos, that can be used to enhance comprehension and retention.

Fairly Effective: The minority, that is, 11% of the respondents, rated the online resources as fairly effective. A class with such characteristics may be reaping partial benefits but possibly facing challenges in trying to reach all of the resources or have them integrated into their study time tables. Their responses may indicate that a better method of instructing them on how to locate and exploit the online resources effectively is required.

Results on Importance of Technology to Students' Academic Success

Results continue to describe how students feel technology contributes - or does not contribute - to their success. Responses were categorized, in order of importance, as:

Very Important: This is at the top with 54 percent, who view the use of technology as very important to achieving academic success. That is, through this ranking, by majority, the participants show that they strongly perceive the use of technology to be part of their educational pursuits. Reasons for such responses could be resource availability, collaboration among colleagues, and the various learning and productivity tools employed.

Important: The largest percentage, 41%, of respondents feel that technology is important to their success at school.

Although this group does not feel that it is as critical, as was said in the above first category, this still represents a very strong belief in technology as a means of support for their academic pursuits. This group most likely benefits from using technology for areas like research, online coursework, and communicating with instructors, making it an important part of their education.

3. Not at all important. Only 4 percent of the responses labeled technology as important. This low percentage may indicate the existence of a few students with extremely poor access to technology or who would still prefer the traditional learning methods. From their responses, there is a clear indication of the research pathway in possible areas of obstacles to the use of technology or desire for a non-digital learning environment.

Discussion on the Role of Technology in Education

Results from the most recent survey show, in a very powerful manner, how technology is affecting students' experiences. Aggregated all together, these data put in front a strong consensus of students on how effective online resources and technological tools are towards academic success.

Frequency of Technology Use

Results showed that of the surveyed students, 68% regularly used technology to study; it shows that technology remains one of the mainstays of today's education.

This is further evidenced in wider trends in education management, whereby curriculum design increasingly integrates digital material. The implication thus becomes that educators must pay first attention to technological aspects in their methods of teaching and ensure that every student is empowered enough to effectively exploit these aspects.

Effectiveness of Online Resources For example, 54% of the students find online resources effective, and 33.8% do find them very effective.

This in turn would certainly suggest that digital content does help in positive learning. That is, it means such diversity in formats of learning-videos, articles, and even interactive materials-accommodate different types of learners and might therefore increase engagement. Yet, this does beg questions regarding content accessibility and quality, given that 11% of them said they found these resources only somewhat effective. This will ensure effectiveness through the guidance by the educators on the selection of only high-quality online resources.

Technology and Academic Success The responses that explained technology as very important to the success of their academic life, with as many as 54% of them, show how vital technology has become

in education. The huge proportion of students perceiving technology as very important suggests that further investment in technological infrastructures and training is called for in educational settings. Whatever the case, it is important to ensure every student leaves with given resources and tools necessary to be successful, no matter what background.

Implications

This finding points out the need for continuous investment in technological resources and training by the educational institutions for the promotion of students' academic needs.

Increased digital literacy and access to technology can also ensure that all students are prepared to use such facilities effectively for the attainment of success.

In fact, educators have an urgent need to consider making the adjustment of online resources into their curricula in order to influence their effectiveness. It could also be the case that providing students with strategies for identifying and using such resources could yield even better results. Finally, educators and policymakers spoke to the current state of technology use within education, showing the need for strategies to prompt all students to incorporate technology into their study practices as a way to enhance their learning. On the contrary, it is crucial that educational institutions continue to invest in technological resources and training required to support the academic needs of the students. It also fosters digital literacy and access to technology to ensure that students are suitably equipped to maximize the use of technology in furthering their success. Therefore, what should be underlined when discussing these findings is a clear trend: technology in education is not only everywhere but also seen to be crucial for students with respect to learning and achieving academic outcomes. Issues of barriers that some students face in utilizing technology will be further explored, and the effectiveness of specific tools and resources. Finally, educators are to embed technology training into the curriculum for the purpose of enhancing digital literacy and thus preparing students with competencies needed to function in a world that is increasingly digital.

CONCLUSION

To sum up, the results indicated that to the students, technology is an integral component in their successful studying and attaining high scores, since 95% of the total number of respondents viewed it as very important or important. Relating to the fact, it could be indicated that indeed there is a shift in the method of conducting education and is perceived to be closely interlinked with technology for the attainment of maximal learning outcomes. These figures make for a very positive perception of online resources among students, where 87.8% of the respondents feel these are effective/very effective. This goes to show an increasing realization of the importance of digital support within education, especially within the delivery and in terms of ease of access to information, serving a range of learning styles. Overall, it would seem to follow from this that a clear trend toward integrating technology in educational practices can be noted therein: most students have grown dependent upon technology for study purposes. It reflects, however, the fact that a portion of the students make less use of technology-a finding which could go further down in avenues to barriers in technology adoption or relative efficacy of study methods.

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