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TEACHERS' EXPERIENCES IN THE USE OF TECHNOLOGY INTEGRATION AS BASES FOR SEMINAR-WORKSHOP

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ABSTRACT

This qualitative phenomenological study explored teachers' experiences in the use of technology integration as bases for a proposed seminar-workshop aimed at enhancing instructional practices. Using in-depth interviews, the study gathered data from fifteen (15) purposely teachers who utilized technology in education. It examined how educators utilize digital tools in the teaching and learning process, the challenges they encounter, and the competencies they develop in integrating technology in the classroom. Findings revealed that while teachers recognize the importance of technology integration in improving student engagement and learning outcomes, they often face difficulties such as limited resources, insufficient training, and technological distractions. These experiences highlight the need for a structured seminar-workshop that will equip teachers with the necessary knowledge, skills, and strategies for effective technology integration. The results of the study serve as essential bases for designing a responsive and relevant seminar-workshop that caters to teachers' needs.

Keywords: *Teachers, Technology Integration, Experiences, Seminar-Workshop, Student Engagement*

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INTRODUCTION

Brought about by modernization, technology has significantly influenced various aspects of society, including education. Technological advancements have transformed how teaching and learning are conducted, making technology integration an essential component of modern education. Technology integration refers to the use of digital tools and resources to improve efficiency, enhance decision-making, and support instructional delivery. In the educational context, it allows students to complete tasks using digital platforms, making learning more interactive and efficient (Digital Adoption Team, 2022).

Technology provides instant access to information, which is why its presence in the classroom has become increasingly important. Devices such as smartphones, computers, and tablets have become integral parts of students' daily lives, making it necessary for educators to incorporate these tools into teaching practices. Research shows that integrating technology into the classroom creates more meaningful and engaging learning experiences for students (Drexel University School of Education, 2021). The gap between traditional schooling and modern learner needs is widening. While established methods provide a baseline for education, they often fail to account for the tech-integrated, fast-paced, and highly interactive preferences of today's youth. To remain effective, educational approaches must evolve to mirror the actual habits and priorities of the current generation.

Integrating digital tools into pedagogical frameworks serves as a catalyst for student-centered participation. Rather than remaining passive recipients of information, learners interact with dynamic content, which significantly heightens their cognitive investment and

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persistence in the learning process.Through digital platforms such as virtual classrooms, multimedia presentations, and interactive applications, students are encouraged to participate actively in the learning process. Furthermore, technology supports differentiated instruction, allowing teachers to address the diverse needs, abilities, and learning styles of students. Studies have shown that technology integration enhances students' motivation and academic performance when implemented effectively (Bond et al., 2022). Thus, it provides a more modern and meaningful approach to teaching and learning.

Furthermore, the professional development of educators through targeted seminars and workshops is a fundamental prerequisite for successful digital transformation. Without continuous pedagogical training, the integration of educational technology remains superficial, as these sessions provide the necessary expertise to align digital tools with instructional goals.Seminar-workshops involves translating proper training, hands-on exercises, and additional learning to integrate technology into actual classroom practices. It requires teacher involvement and sufficient resources to be successful. Effective usage of technology is achieved when teachers are not only guided by during the training but are also given the autonomy to adapt them to the needs of their students (OECD, 2020).

Moreover, contemporary learners are often characterized by shorter attention spans, largely influenced by increased exposure to digital media. Studies indicate that the average human attention span has decreased over time due to the rise of digital technology and constant access to information (Lorenz-Spreen et al., 2020). This shift presents a challenge for teachers, as traditional teaching methods may no longer effectively capture students'

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attention. As a result, educators must adopt innovative strategies, including the use of technology, to sustain student engagement and ensure effective learning.

In this study, the researcher focused on exploring teachers' experiences in the use of technology integration as bases for seminar-workshop. Understanding these experiences is essential in developing programs that are responsive to the needs of both teachers and students in a rapidly evolving educational environment.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research methods, research design, respondents of the study, sampling design, data gathering procedure, research instrument, as well as the data analysis and statistical tools that were used in analyzing and interpreting the data in the study. It serves as the technical road map for the investigation, detailing the specific steps taken to ensure the validity and reliability of the findings.

Research Method

The core strategy adopted for this inquiry was the descriptive method. As defined by Fraenkel and Wallen (2007), this particular approach is designed to provide an exhaustive and meticulous account of a specific phenomenon or situation. It aims to systematically describe a population, phenomenon, or situation by answering "what, where, when, and how" questions, without manipulating variables or establishing cause-and-effect (the "why"). It uses methods like surveys, observations, and case studies to provide a detailed picture, focusing

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on characteristics and patterns rather than explanations, and can use both qualitative and quantitative data. The gathered data could determine the modern technology and its relationship to the academic performance of the respondents.

Descriptive research is an appropriate approach when the goal is to identify characteristics, frequencies, trends, and categories.

This methodology is particularly effective for exploring subjects or issues where existing information is scarce. Establishing a clear understanding of the "how, when, and where" of a phenomenon is a prerequisite to investigating the underlying reasons for its occurrence.

While descriptive studies are generally categorized as quantitative, they can also incorporate qualitative techniques to achieve their objectives. To produce results that are both reliable and valid, the research design must be constructed with significant care and precision, according to McCombes (2023) and Barroga (2022).

Research Design

The research design refers to the overall strategy chosen to integrate the different components of the study in a coherent and logical manner, thereby ensuring that the research problem is effectively addressed. This framework serves as the structural foundation for the entire investigation.

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This study utilized a qualitative phenomenological design through an interview method to explore how modern technology integration impacts the academic performance of learners.

As defined by Creswell (2009), phenomenology is an inquiry strategy where the researcher identifies the core essence of human experiences regarding a specific phenomenon as described by the people who lived it. In this specific study, the goal is to investigate how technology affects the respondents' performance in the context of learning science.

By using this design, the researcher can understand the themes and patterns expressed by those involved. Participants are asked open-ended questions to allow their specific experiences to surface. According to Moustakas (1994), this empirical approach involves returning to the actual experience to gain comprehensive descriptions; these descriptions then form the basis for a reflective analysis that portrays the true nature of the experience.

Researchers employing this design assume that there is a universal structure or "essence" that individuals use to make sense of what they have gone through. The process involves interpreting the feelings, perceptions, and beliefs of participants to clarify that essence. A critical requirement of this design is for researchers to "bracket," or set aside, any prior assumptions or biases they may have about the topic (Adeniran and Tayo-Ladega, 2024).

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Participants of the Study

There were fifteen (15) secondary teachers who participated in the study which are purposively selected in the light of the experiences they have while integrating technology in education, and they were identified as Participant 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15.

Sampling Design

The target population of this study consisted of all teachers who were teaching at Valerio Palmares National High School.

These teachers were actively engaged in classroom instruction and had experience in using technology as part of their teaching practices. The population included teachers across different subject areas, grade levels, and years of teaching experience to ensure a comprehensive understanding of technology integration in diverse teaching contexts.

This study utilized a stratified random sampling technique. Stratified sampling was appropriate because the population of teachers could be grouped into distinct subcategories or strata.

The use of stratified random sampling ensured that all relevant subgroups were proportionally represented in the sample. After grouping the population into strata, respondents were randomly selected from each group. This method minimized bias and

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increased the representations of the sample, thereby improving the reliability and validity of the study findings.

Research Instrument

Researcher-made instruments were designed to facilitate the collection of data. The primary tool employed for this study was a four-item interview schedule featuring questions centered on the participating teachers' utilization of technology.

The instrument was divided into two distinct sections:

Part 1 this section gathered the personal profiles of the educators, specifically requesting the school's name and the teacher's name, though providing the latter was optional.

Part 2 this section comprised the specific interview questions intended for the teachers to address.

To ensure the quality of the tools, the research instruments were presented to the thesis adviser and research consultants for content validation. The feedback and suggestions provided by these experts were subsequently integrated to refine and improve the phrasing and structure of the interview items.

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Validity of the Research Instrument

The researcher-made instrument underwent content validation by a panel of experts. This process utilized the Criteria for Content Validation by Fraenkel and Wallen (2007) to assess the validity of the questionnaire items. The tool was deemed valid once the expert panel provided a positive response based on these specific criteria. If the panel offered corrections or suggestions for improvement, the researcher integrated those changes into a revised draft. Following these adjustments, the updated version was resubmitted to the experts for final approval. Once authorized, the finalized questionnaire was reproduced to proceed with reliability testing.

Data Gathering Procedures

After the teachers were randomly selected for the interview, permission to conduct the study involving the teachers of Valerio P. Palmares National High School was secured through a letter request submitted to the Dean of Instruction of the University and the principal of the high school where the respondents were taken. This formal authorization ensured that the research adhered to institutional protocols before any data collection began.

To maintain ethical standards, each participant was provided with a consent form that detailed the scope of the research. This document included explicit guarantees regarding the protection of their personal information and the confidentiality of their responses both during the study and following its conclusion. Once the respondents provided their signatures, the

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researcher coordinated the schedule for the formal interviews and explained the audio recording procedures to be used.

The researchers employed semi-structured interviews, a choice driven by the descriptive goals of the study. This format granted the interviewers the flexibility to adapt the phrasing of questions for each individual, ensuring a natural flow of conversation. Furthermore, this approach enabled the researchers to ask follow-up questions or seek clarification to uncover deeper insights when a participant's initial response required more detail.

Following the conclusion of all scheduled sessions with the faculty members, the audio recordings were meticulously converted into written text. This transcription process was a vital step in preparing the gathered information for a structured and thorough analysis of the teachers' experiences.

Data Analyses

When the responses of the participants were transcribed into text, which Mthembu (2000) referred to as raw data that needed to be converted into refined data for better analysis, the answers were translated into English as part of the data refinement process. This transition from raw recordings to written, translated text prepared the information for systematic evaluation.

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The refined data were analyzed using thematic analysis. According to Braun and Clarke (2006), thematic analysis is a foundational qualitative method that must be clearly defined and described to solidify its utility in research. It serves as a process for identifying, analyzing, organizing, describing, and reporting specific themes found within a data set.

The analysis involved coding the respondents' answers to each individual question. These initial codes were then simplified into broader categories. From these categories, the researchers developed themes that reflected the most frequent or prevailing responses for every question included in the study.

RESULTS AND DISCUSSIONS

The primary goal of this research was to evaluate the experiences of educators using technology to inform the development of a seminar-workshop.

This qualitative investigation included fifteen (15) purposively chosen teachers from Valerio Palmares National High School who met the study's specific criteria regarding the use of technology in education.

The data collection tool consisted of original interview questions created by the researcher to gauge these technological experiences, and the instrument was validated by subject matter experts.

Thematic analysis was employed to evaluate the participants' feedback, which involved organizing the data and identifying specific codes and themes.

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Based on the gathered information, the following findings were established:

The respondents identified several ways in which teachers typically integrate technology into their instruction, including the use of televisions, tablets, and laptops; power point presentations; instructional videos related to the topic; the usage of formative assessment tools; instructions through multimedia applications and sites; interactive learning platforms; and the integration of Google Classroom.

When asked about the obstacles that prevent them from using technology effectively in the teaching and learning process, the respondents shared the following: a lack of technological devices such as televisions, tablets, cellphones, or laptops for both teachers and students; poor internet connectivity; heavy workload and lack of preparation time for technology-integrated lessons; technical issues; unstable electrical supply; and technological distractions for students.

Regarding the facilitating factors that contribute to the effective integration of technology in their classes, the teacher respondents highlighted: right support from the principal and administration; peer mentoring and coaching; ICT trainings, workshops, and seminars; and teachers' willingness to loan to purchase different technological devices.

In summary, the findings of the study reveal that teachers commonly integrate technology into their instruction through tools like televisions, tablets, laptops, PowerPoint presentations, instructional videos, formative assessment tools, multimedia applications,

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interactive learning platforms, and Google Classroom. These resources may help enhance the delivery of lessons and support more engaging and interactive learning experiences for students. The results indicate that teachers are making significant efforts to incorporate technology into their teaching practices to improve the overall educational process.

However, the study also highlights several challenges that limit the effective use of technology in the classroom. Key barriers include the lack of technological devices for both teachers and students, poor internet connectivity, heavy workloads, limited preparation time, technical issues, unstable electrical supply, and technological distractions among learners. Despite these challenges, the study found that support from school administrators, peer mentoring and coaching, ICT trainings and workshops, and teachers' willingness to invest in technological devices serve as essential facilitating factors in promoting the effective integration of technology in teaching.

Based on the results and findings of the study, several critical insights emerge regarding the integration of technology in education and its transformative impact on teaching practices.

First, technology has established itself as a cornerstone of the modern classroom, offering a diverse array of tools such as interactive platforms, multimedia applications, instructional videos, and learning management systems like Google Classroom. These digital resources may significantly enhance student engagement, facilitate real-time feedback, and enable differentiated instruction tailored to the unique needs of individual learners.

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Second, the study reveals that the potential benefits of digital tools are often tempered by significant challenges. Effective integration is frequently hindered by a lack of hardware, insufficient digital literacy among educators, poor internet connectivity, and the risk of technological distractions for students. These barriers suggest that the mere provision of devices is insufficient; rather, teachers must be equipped with the necessary training and pedagogical guidance to apply technology in a meaningful way.

Third, the findings underscore the vital role of facilitating factors in driving successful adoption. Support from school principals and administrators, active peer mentoring, and continuous professional development programs may serve as the primary catalysts for change. Furthermore, the personal initiatives of teachers to acquire their own devices demonstrate a high level of professional commitment that, when met with institutional support, fosters a culture of innovation and collaboration.

Finally, these insights point to a shared responsibility among all educational stakeholders. Teachers, students, school leaders, DepEd officials, and external partners must work in concert to create a sustainable digital ecosystem. When clear policies and robust support systems are in place, technology integration may become more than just a temporary fix; it becomes a long-term strategy for improving learning outcomes and preparing students for a technology-driven society.

Overall, the findings demonstrate that effective technology integration is a multifaceted process requiring a balance of resources, training, and ongoing reflection. These

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insights provide a necessary foundation for examining the lived experiences of teachers and developing evidence-based frameworks for future seminar-workshops.

CONCLUSION

Based on the findings of this study regarding teachers' experiences with technology integration, the following recommendations are proposed to various stakeholders to ensure the effective and sustainable use of digital tools in education.

It is recommended that teachers continuously develop their digital competencies by attending ICT training, workshops, and seminars. Educators may benefit significantly from implementing specific classroom management strategies to minimize technological distractions while engaging in peer mentoring to strengthen professional confidence. By collaborating with colleagues, teachers may design lessons that integrate technology meaningfully without overloading students. Similarly, active participation from learners is essential. Students may maximize the benefits of their education by utilizing interactive platforms and digital assessments while practicing digital responsibility and effective time management to reduce non-academic device use.

School heads and principals play a crucial role by prioritizing the procurement and maintenance of essential resources, such as laptops, tablets, and stable internet connectivity. Leadership may foster a culture of innovation by allocating funds for professional development and providing clear institutional policies that support a versatile educational environment. Furthermore, DepEd officials and supervisors are encouraged to formulate policies that ensure

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equitable access to technology across all schools. Supervisors may provide technical guidance through regular monitoring and facilitating knowledge-sharing sessions, which may help teachers overcome common challenges by learning from successful local practices.

External stakeholders, including NGOs, private organizations, and donors, may support schools by providing funding or donating hardware to improve digital infrastructure. Collaboration through specialized training programs and the development of innovative educational initiatives may further enhance teacher skills and student outcomes. Finally, future researchers are encouraged to investigate the long-term impacts of technology integration on student engagement and critical thinking across various regions. Future studies may also focus on how teacher attitudes and specific policy interventions influence the long-term sustainability of digital adoption in the classroom.

By addressing these recommendations, stakeholders may work together to ensure that technology integration is not only effective and equitable but also sustainable, ultimately improving the quality of teaching and learning in the modern era.

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