

NEW TECHNOLOGIES AND THE CHALLENGE FOR EDUCATIONAL LEADERSHIP

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ABSTRACT

The position of education technology today, above all, is of great importance. Whether colleges or universities, teachers are not qualified to use the equipment themselves. Whether they realise its advantages of Education? Education technology is a systematic, organised solution to digital technology to increase education efficiency. It is a systematic tool for planning and reviewing educational practices, reading and coaching, and introducing modern teaching methods. It needs teaching materials, methods and coordination of operation, and all participants' activities in the education process. This research centred on how technology inclusion emerges in Education and how education practitioners address such a transition phase's complexities and resolve them. Study results would be beneficial for all educational organisations when the education sector experiences a significant technical change.

Keywords: Education Technology, Technology and learning, Educational Leadership, Online Learning.

INTRODUCTION

In 1948, Sri Lanka was economically independent and pursued the program of import substitution from the mid-1950s to the mid-1970s. The country was endeavoured for economic self-reliance and nationalised development in agriculture and manufacturing. Sri Lanka consolidated many schools in Education into a single state structure, reinforced a national test system, and tried to delink topic syllabuses and curriculum texts from Britain, the former imperial power. Family and denominational colleges were once nationalised. During the late 1960s, low economic development and high unemployment rates among skilled youth contributed to massive youth unrest and the collapse of the left-leaning government of the 1970s. In 1977, a transition of government to the right contributed to the implementation of export-oriented liberalisation policies in the open economy, with the easing of exchange rates, the removal of import quotas and the encouragement of international investment in export-oriented sectors, both aimed at fostering the role of Sri Lanka in an increasingly globalising economy.

In terms of basic education measures, Sri Lanka is seeing impressive success relative to many other developed countries in the world. In 1945, the Compulsory Free Education Program was initiated by the government as a part of the importance given to the growth of human resources. It was planned to provide all children from kindergarten to graduate Education with free educational facilities. The creation of central schools, the implementation of the national languages Sinhala and Tamil, free mid-day meals as a means of Education in primary schools, also helped to increase school attendance, especially among low-income families.

Subsequently, steps were taken by the governments in the 1980s and 1990s to improve the impaired level of schooling, the rate of school attendance and the rate of graduation. Thus, for grade 1-11 pupils, free school textbooks, free uniforms, grade 5 scholarships and subsidised public transport for students were implemented. In 1990, in order to transform and modernise the Sri Lankan education system to suit the global environment and socio-economic developments of the coming century, education reforms were initiated, based on a recommendation from the National Education Commission (NEC). These changes have centred on two main initiatives:

- (a) enhancing the standard of Education.
- (b) delivering Education for everyone.

Also, the government enacted legislation and adhered exclusively to sending children aged 5-14 to school and introduced teacher preparation and learning programmes to cultivate an interest primarily in the area of information technology and English.

The National Policy Structure for Higher Education recognised an increasing need to consider the role of non-state institutions in Higher Education in March 2011; the Sri Lankan Cabinet authorised a legislative framework to direct quality control, accreditation, registration, and validation non-state institutions of higher Education. A standing committee on accreditation has been formed by the University Grant Commission (UGC) to govern both state and non-state universities. Admissions to public universities at the undergraduate level are focused solely on the GCE A/L assessment outcome and the Z ranking, which considers the level of complexity of the topics. Admissions have been highly competitive owing to limited services. In this respect, 30,830 students would be recruited under the usual method, while 645 more students are being recruited under a unique procedure. According to examination department sources, 267,202 students sat for the Advanced Level Examination in 2018.

The increasing potential has been regularly sought since the 1980s in the conventional higher education sector but has struggled miserably. While several private universities provide good quality programmes, some of which also offer graduate degrees from the UK, Australia and the US, the high fees are large. Distance education offered by state colleges to obtain higher Education was preferred by students who struggled to gain a state university system position.

However, state universities' distance education services are very badly implemented and have insufficient consistency. A few colleges only have the summary syllabus and only determine the course's conclusion (Kaye, 2002). Kaye explained how the authorities claimed that modern media could be utilised to offer course teaching materials, helping to address this problem. Many Sri Lankan education officials consider blended learning to be a mix of formal learning and online interactivity (Graham, 2006). Many myths remain about what blended learning is and what it's made of. There are so many meanings of blended learning that every form of learning may be considered blended learning. Graham's (2006) definition: "Blended learning systems combine face-to-face instruction with computer-mediated instruction" (p. 5), which presents blended learning as a hybrid of traditional face-to-face learning and distributes learning systems putting the focus on the usage of computer technologies, is chosen for the working description for this post.

The school education in Sri Lanka is taught in Sinhala and Tamil, but students may also choose to read in English. However, in several disciplines, literacy in English is needed. It is challenging to move from a local language school education to English in higher Education for an international student from a country's rural location.

For all students in a degree programme, English is the only language used to teach. Now in Moodle, the tools for first-year courses are only accessible in English at different Sri Lankan universities are also translating Moodle into the local language. However, the shortage of material in any language on the internet is a challenge to language plurality.

The Sri Lankan government has invested in online technology to advance educational distribution and improve access to information for many citizens. The shortage of connectivity to technology and the internet and the challenges these raise for students than other countries.

Mainly, households are receiving more than the national median income, which indicates that online technologies predominantly represent a more affluent population. This may explain why students from the low-income areas were hesitant to engage in the fair incorporate any online elements into their learning.

METHODOLOGY

There are 285 higher education institutions in Sri Lanka. Sri Lankan government owns 15 colleges, 3 campuses and 18 institutes (University Grant Commission 2020). They deliver a particular form of school leavers course. This research has chosen 20 private institutions of Higher Education based in Colombo.

To select a suitable sample for analysis, it is necessary to check the Sample characteristics for addressing testing questions (Fink, 2006). The lectures currently working private higher education institutes have been invited to engage in this research. No lecturers have been omitted on the grounds of age, ethnicity, topic or years of experience. For this analysis, the sample was the 278 certified lecturers, and calculation is done as a confident level 95%, and a margin of error 5% and the population is 1012.

Independent Variables in this Research

1. Computer literacy of lectures and working with the integrated technology
2. Computer literacy of students and working with the integrated technology
3. Barriers and levels of confidence in technology integration
4. Training and professional development in education technology
5. Technical support required level of online teaching.
6. Internet accessibility in the geographical area.

DEPENDENT VARIABLE

In evaluating the role of technology plays in Education, leaders must first recognise technology's function in the overall educational system. The leader is accountable for defining the vision, conducting daily operations while establishing standards of Education, meeting, payroll, managing time, and interacting with friends and coworkers?. The ambiguity of basic positions in Educational leadership is about the technology and its application, it is required to understand what makes school leadership so flexible.

An analyst distinguishes between management and leadership, arguing that the latter is about dealing with uncertainty, while the former, by comparison, is about coping with the transition. The difference is further explained when contrasting activities that involve various degrees of sophistication: establishing a course vs. preparation. Balancing the organisation's finances,

aligning staff, and inspiring employees, and monitoring and addressing challenges. Without competent management, complex enterprises tend to become chaotic, putting their very existence in jeopardy (Kotter, 1998). Education and Education systems need professional administration to work productively. The national rhetoric around school policy has been centred on enhancing Education.

Cuban (1986) claims that the technology crashed because of the weak execution. Leaders were atypical in current technology and did not match the culture of classroom learning. This concept was later refined to characterise deficiencies in a speech in general as an inability to communicate with the "grammar of schooling". (Tyack & Cuban, 1995). While innovating according to cultural standards, deviations from these norms generate the dismissal of the invention.

The newest technologies, like the internet, are breaking traditional rules of schooling in significant ways and for that purpose, it is the implementation of these technologies which pose the greatest challenge to school leaders. It is deemed necessary that schools refrain from thinking about technology as a matter unto itself. In the sense of a classroom where the emphasis is on reading, writing, mathematics, and research, technology's presentation would be marginalised.

Despite the difficulties of the mission, the leader started of the introduction of technology into the educational culture will help fight marginalisation. (Blumenfeld et al., 1991) and constructivism (Duffy & Jonassen, 1992) These reforms question the current Education, while at the same time concentrating leaders on the critical academic work of schools. Suppose technology is incorporated into the daily practice of schools. In that case, its' incorporation can be a more reasonable collaboration between the societies, ability, and policy norms that occur within the school or school framework. The pressures imposed on school systems through creativity are always irrational because technology is viewed as part of the cognitive framework rather than something unique and inherently novel (Blumenfeld et al.). Managing this phase and keeping it effective is one of the biggest obstacles Education Leadres face today.

Education administrators are also in the early stages of understanding how education technology should promote and learn in the organisation. The improvement of Culture initiative is one such effort at changing administrators. It is suggested that school administrators be diligent about deciding how to apply what they are already acquainted with to address these emerging challenges (Brown & Duguid, 2000). Culture plays a vital role in helping us understand. If new educational leaders can be developed who share and grow experience with technology, this could contribute to more rapid sense-making through technology. Today's school leaders have been active in introducing technology. Rather than following their private-sector peers' strategies, these executives must identify fresh opportunities in which to capitalise.

Dependent variables respond to the question: 'What are we testing? 'and What is the calculated answer to the independent Variable at different levels?'. The dependent variables are the product of the participants' behaviour and may be changed as the consequence of the participants' actions. The dependent Variable in this research is the challengers of modern educational technology to educational leadership.

HYPOTHESIS

1 Computer Literacy of Lectures and Working with the Integrated Technology

H01 There is no significant relationship between Computer literacy of lectures and working with the integrated technology to challengers of the educational leadership.

This would be statistically expressed by

$$H\ 01: \rho = 0$$

where ρ represents the correlation between computer literacy of the lectures and education leadership, which is equal to 0 (i.e., no correlation). or

H 01: $\rho < 0$ (The correlation is negative.)

HA1 There is a significant relationship between Computer literacy of lectures and working with the integrated technology to challengers of the educational leadership.

H A1: $\rho > 0$ (The correlation is positive.)

2 Computer Literacy of Students and Working with the Integrated Technology

H02 There is no significant relationship between Computer literacy of students and working with the integrated technology to challengers of the educational leadership.

This would be statistically expressed by

$$H\ 02: \rho = 0$$

where ρ represents the correlation between computer literacy of the students and education leadership, which is equal to 0 (i.e., no correlation). or

H 02: $\rho < 0$ (The correlation is negative.)

HA2 There is a significant relationship between Computer literacy of students and working with the integrated technology to challengers of the educational leadership.

H A2: $\rho > 0$ (The correlation is positive.)

3 Barriers and Levels of Confidence in Technology Integration

H03 There is no significant relationship between Barriers and levels of confidence in technology integration to challengers of the educational leadership.

This would be statistically expressed by

$$H\ 03: \rho = 0$$

where ρ represents the correlation between Barriers and levels of confidence and education leadership, which is equal to 0 (i.e., no correlation). or

H 03: $\rho < 0$ (The correlation is negative.)

HA3 There is a significant relationship between Barriers and levels of confidence in technology integration to challengers of the educational leadership.

H A3: $\rho > 0$ (The correlation is positive.)

4 Training and Professional Development in Education Technology

H04 There is no significant relationship between training and professional development in education technology to challengers of the educational leadership.

This would be statistically expressed by

$$H\ 04: \rho = 0$$

where ρ represents the correlation between training and professional development and education leadership, which is equal to 0 (i.e., no correlation). or

$$H\ 04: \rho < 0 \text{ (The correlation is negative.)}$$

HA4 There is a significant relationship between training and professional development in education technology of challengers of the educational leadership.

$$H\ A4: \rho > 0 \text{ (The correlation is positive.)}$$

5 Technical Support Required Level of Online Teaching.

H05 There is no significant relationship between Technical support required level of online teaching to challengers of the educational leadership.

This would be statistically expressed by

$$H\ 05: \rho = 0$$

where ρ represents the correlation between Technical support required level of online teaching and education leadership, which is equal to 0 (i.e., no correlation). or

$$H\ 05: \rho < 0 \text{ (The correlation is negative.)}$$

HA5 There is a significant relationship between Technical support required level of online teaching of the educational leadership.

$$H\ A5: \rho > 0 \text{ (The correlation is positive.)}$$

6. Internet Accessibility in the Geographical Area.

H06 There is no significant relationship between Internet accessibility in the geographical area to challengers of the educational leadership.

This would be statistically expressed by

$$H\ 06: \rho = 0$$

where ρ represents the correlation between Internet accessibility in the geographical area and education leadership, which is equal to 0 (i.e., no correlation). or

$$H\ 06: \rho < 0 \text{ (The correlation is negative.)}$$

HA6 There is a significant relationship between Internet accessibility in the geographical area to challengers of educational leadership.

$$H\ A6: \rho > 0 \text{ (The correlation is positive.)}$$

FINDINGS

This is quantitative research. A quantitative analysis design is commonly used when a researcher needs to understand an occurrence or a process (Creswell, 2013) which may be helpful if the aim of a study is "to quantify the need for Education in the community Courses and scripting "(p. 378). As it was meant to clarify the circumstances related to technology integration, the education institute, including lectures, needs relevant to technology integration, and a quantitative study design such research

The research is documenting human sample details to get a better understanding for the readers. This is provided as a subsection of the data analysis, typically named "Participants" or "Participant Characteristics." The aim is to give readers details on the amount and nature of sample participants to clarify which the research results relate and throw light on the results' generalizability and any potential limitations.

Participants Gender recorded as female(63.87%), Male (36.13%). The majority of lecturers teach managements subjects (44.43%), and the next is IT (23.36%): English language14.23% and Engineering 11.68%. However, 6.20% of lectures are teaching other subjects.

The Cronbach's alpha coefficient, the value of which is between 0 and 1, approaches +1, it is reported that internal consistency is strong. The Cronbach's alpha value of the scale must be above 0.95. However, some researchers say that if Cronbach's alpha over 0.9 is showing multicollinearity. In Cronbach's Alpha calculation for 71 items, the value was 0.911. Since the Alpha coefficient is 0.911 and all required variables include the analysis, multicollinearity analysis is not calculated for this study.

Participants were asked how long they have been using the computer.43.8 % of the participants use the computers in 7-10% years, and 35.8% is more than ten years; however, 99.6% in the sample using the computers. Internet usage answered by 273 and 62% use during 7-10 years, 99.6% using the internet for in this sample. The new internet users are very low; most of them are in the 7-10 years range. Therefore, most of the respondents can handle the internet facilities in module delivery

Confidence of Using Technology

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Search Engine	0	.0%	0	.0%	3	1.1%	102	37.4%	168	61.5%
PPT	0	.0%	0	.0%	0	.0%	2	.7%	271	99.3%
Lessons	7	2.6%	5	1.8%	24	8.8%	54	19.9%	182	66.9%
Communication	8	2.9%	5	1.8%	16	5.9%	144	52.7%	100	36.6%
H5P	88	32.2%	34	12.5%	55	20.1%	45	16.5%	51	18.7%
Assessments	88	32.2%	34	12.5%	55	20.1%	44	16.1%	52	19.0%
Turnitin	78	28.6%	22	8.1%	52	19.0%	58	21.2%	63	23.1%
Materials	36	13.2%	19	7.0%	35	12.8%	66	24.2%	117	42.9%
Features	3	1.1%	5	1.8%	2	.7%	80	29.3%	183	67.0%
Social Media	22	8.1%	18	6.6%	13	4.8%	72	26.4%	148	54.2%

Table 01

According to the above data table, search Engines 61.5%, PPT 99.3%,Lessons 66.9%, Communication 36.6%,H5P 18.7%,Assesments 19%,Turnitin 23.1%,Meterials 42.9%,Features 67% and Social Media 54.2%. According to the findings, H5P interactive content usage is very low N=51 and Assessments using technology is also low N= 52. Most of the lecturers are using powerpoint (PPT) presentations confidently N=271. But in new technological development like H5P content are still new a and most of them are not familiar with it.

Barriers in Using Technology

	Not a barrier		Small barrier		Moderate barrier		High barrier		Great barrier	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Software	0	.0%	2	.7%	4	1.5%	121	44.3%	146	53.5%
Unstable Internet	0	.0%	1	.4%	2	.7%	129	47.3%	141	51.6%
Training	1	.4%	6	2.2%	0	.0%	129	47.3%	137	50.2%
Support	3	1.1%	2	.7%	5	1.8%	133	48.9%	129	47.4%
Knowledge	25	9.2%	4	1.5%	12	4.4%	232	85.0%	0	.0%
Experienced	22	8.1%	8	2.9%	11	4.0%	128	46.9%	104	38.1%
Experience LMS	20	7.3%	10	3.7%	8	2.9%	131	48.0%	104	38.1%
Funding	20	7.3%	10	3.7%	8	2.9%	78	28.6%	157	57.5%
Readiness	23	8.4%	15	5.5%	10	3.7%	82	30.0%	143	52.4%

Table 02

According to the above findings, knowledge is not a significant barrier in technology integration $N=0$; Software takes a high and great technology integration barrier. There is no sign in the technology integration process's moderate barrier, the majority in high and obstacles to grate.

Challengers for Educational Leadership

	Not important		2.00		3.00		4.00		Very important	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Teaching strategy	0	.0%	0	.0%	25	9.1%	65	23.7%	184	67.2%
Professional development	0	.0%	0	.0%	27	9.9%	69	25.2%	178	65.0%
Work capacity	5	1.8%	2	.7%	5	1.8%	64	23.4%	198	72.3%
Culture	20	7.3%	15	5.5%	5	1.8%	71	25.9%	163	59.5%
Change Management	23	8.4%	28	10.3%	21	7.7%	42	15.4%	159	58.2%
Data wise	45	16.4%	12	4.4%	21	7.7%	42	15.3%	154	56.2%
Instruction Technology	11	4.0%	8	2.9%	2	.7%	78	28.5%	175	63.9%

Table 03

Most of the lectures are marked as a significant option, according to the above data table. Teaching strategy 67.2%, Professional Development 65%, Work capacity 72.3%, Culture 59.2%, Change Management 58.2%, Data wise 56.2%, Instruction Technology 63.9%. Very few lectures marked culture, Data wise, Change Management, Instructional technology are not important.

Computer literacy of lectures and working with the integrated technology (V1), and Challengers for Educational Leadership (DV) positively correlated $R=0.868$ and $R^2=0.753$. In regression analysis, $R=0.868$ and *Std. Error of the Estimate* = 0.46968. The difference between R and R^2 is not considered due to the small variance. In the Anova table, $F=827.074$ and $p<.000$ mean that H_{01} can be rejected, and H_{A1} is true. Therefore, in the standardise coefficient, $B=0.736$, when V1 influence in 0.736 on DV and 0.868 on a standard deviation of DV. Also, t value is significant when $p<.000$.

Students' computer literacy and working with integrated technology (IV2) and Challengers for Educational Leadership (DV) positively correlated $R=0.761$ and $R^2=0.58$. In regression analysis, $R=0.58$ and *Std. Error of the Estimate* = 0.61305. The difference between R and R^2 is not considered due to small variance. In the above table, $F=373.528$ and $p<.000$ mean that H_{02} can be rejected and H_{A2} is true. The standardise coefficient $B=0.704$, therefore, When V1

influence in 0.704 on DV and 0.761 on a standard deviation of DV. Also, t value is significant when $p < .000$

The relationship between Confidence in Technology Integration V3_1 and DV, $R=0.9300$ $R^2=0.865$. It is a positive relationship The Barriers in Technology Integration relationship between V3_2 and DV, $R^2=0.898$. It is a positive relationship—the multiple regression analysis done to identify the relationship further. In regression analysis, $R=0.958$, $R^2=0.917$ and Std. Error of the Estimate = 0.61305. The difference between R and R^2 is not considered due to a small variance. In regression analysis, $R=0.958$, $R^2=0.917$ and Std. Error of the Estimate = 0.61305. The difference between R and R^2 is not considered due to a small variance. In the standardise coefficient $B=0.370$. Therefore When V3_1 influence in 0.370 on DV and 0.367 on a standard deviation of DV. Also, the t value is significant when $p < .000$. In the standardise coefficient $B=0.708$. Therefore When V3_2 influence in 0.708 on DV and 0.607 on a standard deviation of DV. Also, t value is significant when $p < .000$. mean that H_{03} can be rejected and H_{A3} is true.

Training and professional development in education technology is the variable (V4). Variable consists of Nominal and scale type questions. The Nominal questions analyzed in table no 000. The relationship between V4 and DV, $R=0.739$ and $R^2=0.547$. It is a positive relationship but not much strong. The regression analysis was done to identify the relationship further. In regression analysis, $R=0.739$, $R^2=0.547$ and Std. Error of the Estimate = 0.63660. The difference between R and R^2 is not considered due to a small variance. In the above table, $F=257.166$ and $p < .000$ mean that H_{04} can be rejected and H_{A4} is true. In the standardise coefficient $B=0.613$. Therefore When V4 influence in 0.613 on DV and 0.698 on a standard deviation of DV. Also, the t value is significant when $p < .000$. However, the t value is small when compared with the other variables.

Technical support required level of online teaching is the variable (V5). The above scatter chart shows the relationship between V5 and DV, $R^2=0.888$. The regression analysis was done to identify the relationship further. In regression analysis, $R=0.942$, $R^2=0.888$ and Std. The error of the Estimate = 0.31673 The difference between R and R^2 is not considered due to small variance. In the above table, $F=2143.719$ and $p < .000$ mean that H_{05} can be rejected and H_{A4} is true. In the standardise coefficient $B=0.716$. Therefore When V5 influence in 0.716 on DV and 0.942 on a standard deviation of DV. Also, the t value is significant when $p < .000$. However, the t value is small when compared with the other variables.

Internet accessibility in the geographical area (V6). The above scatter chart shows the relationship between V6 and DV, $R=0.801$ and $R^2=0.642$. The regression analysis was done to identify the relationship further. In regression analysis, $R=0.801$, $R^2=0.642$ and Std. The error of the Estimate = 0.56520. The difference between R and R^2 is not considered due to small variance. $F=487.553$ and $p < .000$ mean that H_{06} can be rejected and H_{A6} is true. In the standardise coefficient $B=0.961$. Therefore When V5 influence in 0.961 on DV and 0.801 on a standard deviation of DV. Also, the t value is significant when $p < .000$. However, the t value is small when compared with the other variables.

DISCUSSION

Throughout their life, Student-centered Learning, in which technology is used to facilitate a well-suited learning process, was stressed. Further, it sought to provide students with an ability to collect information for the remainder of their life using technology.

A significant prerequisite was to help students improve their skills, specialise in their speciality, and contribute to their country's growth and the global competitiveness of other countries. The degree of the certification often had significance to the benchmark in establishing and building a knowledge-based society. This implies that higher education institutions must adapt their instructional practices to satisfy the above-described qualifications.

The traditional and nontraditional teaching and learning modes in a single instructional setting e-Learning method in the blended learning environment (BLE) incorporate the traditional and nontraditional ways of teaching and Learning. E-Learning in Virtual Learning Environment (VLE) emphasises self-paced Learning. The E-learning framework in BLE integrates classroom and online Learning in instructional implementation, events, and assessment. BLE has gained popularity in higher Education because it gives teachers a lot of versatility in integrating instructional technology in their curriculum. Often, teachers may have improved instruction by using a student-centred strategy. Students have unrestricted access to all course resources from everywhere and at any time. Students will communicate and discuss thoughts in class and learning social media as well. Consequently, teachers will help learners improve and enhance their thinking abilities and required learning attitudes during class time.

The third variable in this research, Barriers and confidence levels in technology integration, measures how lectures use education technology for their students' cognitive development. Special interactive content development like H5P, few teachers used this feature for teaching to the students (Strongly agree N= 51, Agree 45).

Cognitivism, one of the cornerstones of this theory, promotes self-discovery study. Online Learning course creators shouldn't over-weight their curriculums with material that "tells learners"; instead, they should include content in a manner that allows learners to self-discover facets of the syllabus.

Presenting fundamental principles of a lesson in high-level ideas and reference points is a perfect way to incorporate this idea in eLearning environments. In this scenario, supplementary material would allow learners to study and discover other content components independently. Consequently, the students would have formulated their thoughts on the key topics that the teacher discussed.

The growth of technology allows quick access to Knowledge possible, so it is so critical in the classroom. Mobile phones, laptops, and tablets are now a common feature of everyone's daily existence, whether students or instructors. It is only normal that exploring the usage of technical devices in the classroom is undertaken to deliver instructional opportunities that are relevant for students of all ages.

Possessing various forms of technology in the curriculum, like a simulated classroom, is beneficial to learners since it allows them to interact effectively with course goals. The introduction of technology has the added benefit of opening personalised teaching to address the diverse students' learning needs as individuals in a large classroom environment.

The usage of technology to improve the student learning environment is simply referred to as "development of the curriculum." Technology utilised in the curriculum, like a virtual classroom, contributes to learners centred on learning goals. Adopting digital technologies provides new opportunities for differentiated teaching to address students' evolving demands as individuals learning in the broader classroom setting.

Many people assume that incorporating technology in Education has an unfavourable financial effect on the institute, but this is incorrect. Students may not always require their tablets or computers to excel with technology. Using technology in whole-class teaching will engage in auditory and visual learners. Integrating basic technology like Power Points, sports, internet homework tasks, or online evaluation systems is one of the most effective strategies to help students understand.

Internet users apply to immigrants born before 1980, who had either no or had no technology at their childhood (Prensky 2001). Since "digital immigrants" have grown up without laptops, Internet and other electronic gadgets, they have a conventional way to doing the same thing as digital natives in today's norms (Tapscott, 2009). In today's global technology culture, international refugees are being indoctrinated to the current technological world around them (Hammond, 2013). Similar to international immigrants from another community or nation, digital immigrants are confronted with another classroom community. Digital immigrants necessarily treat the importance and usage of technology separately from their students, gen z, as they are accustomed to performing activities without technical resources (Prensky, 2001). While digital immigrants may become expert in technology and practitioners, they do not come from technology, appear to have a different technology approach and have a more significant curve of Learning than digital immigrants (Gu et al., 2013).

Synthesis of findings and digital migrant statement by Prensky, some students still do not have their computers for educational purposes. 42.1% of lecturers say all students in the class have computers. 57.88% of students are not having computers in the classroom. 24.8% of lecturers marked students have an internet connection to the home computers, 53.5% mentioned 75% of them have the internet connection, 19% mentioned that 50% have the internet connection; finally, 2.2% says 25% have the internet connection—the result in very based on the classes that lecturers are delivering lectures. The response is given None; It is 0%. According to this data, still, we can see the digital migrants in Education.

According to this research findings, 77.3% of students use to complete their projects assignments through the Learning Management System, 19% of them often, and 3.7% some time used a Learning management system for their classroom assessments. As per Khatib, Rezaei & Derakhshan (2011), when teachers incorporate education technology in teaching, it will reflect the students' Education. Pearson Correlation between lecturer module delivery using education technology with the students' education technology usage is $r = 0.681$.

When addressing 21st-century technology demands and have a legal duty to help students learn how to utilise, appreciate, and make use of emerging technologies. The four-point scale question planned to identify the availability of the training programmes. Since the *Mean* ($\bar{x} = 2.1260$), training programme availability is minimal to the lectures to train education technology properly.

One vital piece of good technology integration is a significant career growth opportunity. The usage of technology in the classroom because of its potential to promote academic and intellectual success and believed that inadequate application of technology is mostly to blame for the problems critics of technology condemn.

CONCLUSIONS

A logical and rational approach to improving technology integration practices by enhancing teachers' technology skills and confidence and leadership that ensures administrative support,

the structured, required level of training, and support continuously embedded into the work environment and customised to each lecturer's needs. This research showed that teachers wanted to integrate technology into their teaching practices. Still, they lacked clear directions, expectations, and assistance from their administration; they lacked the time and resources to receive adequate training. Their technology requirements were too time-intensive to keep up with onsite. After that, as a result of these findings, The implemented an improvement plan that Faced declining or eliminating reported barriers and provided strategies to assist teachers in using instructional methods, resulting in improved student engagement and increased educational achievement.

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