

Survey on Teachers' Feedback Regarding Training on Educational Technology Integration at Primary School Level

Amna Afzal

Lecturer, National University of Modern Languages, Islamabad. Pakistan.

Email: Amna.afzal@numl.edu.pk

Liaqat Ali

Lecturer, National University of Modern Languages Islamabad.

Email: liaqat.ali@numl.edu.pk

Dr. Sehrish Kashan

Assistant Professor, National University of Modern Languages Islamabad.

Email: sehrish.kashan@numl.edu.pk

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Abstract

Teachers now need to incorporate technology into their pedagogical approaches because of the rapid expansion of information and communication technologies (ICTs). Teachers' attitudes, technological knowledge and skills are critical to the successful integration of technology in the classroom. In light of earlier research conducted in Pakistan over the previous five years, the current study offers teachers' perspectives regarding training on educational technology integration at primary school level. The results shows that teachers have favorable opinions about the use of technology in teaching and learning procedures. The population targeted for this study was the In-service Primary School Teachers of FG Schools Enrolled in BETEC Course. The results reveal that there was no significant difference between teachers' feedback regarding the online professional development of teachers on educational technology integration at primary school level on the basis of gender. As a result, the study's conclusions recommend that relevant authorities establish precise guidelines for the effective use of technology integration at primary school level allocate a sizeable budget, and guarantee that all educational institutions have the ICT infrastructure, tools, software, internet, and labs that are required and trained the teachers about use of all gadgets accordingly.

Keywords: Information and communication technology (ICT), Educational Technology integration, Primary School Level.

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INTRODUCTION

1.1 Introduction of the study

In an ever changing and fast-paced world, technology usage has become ubiquitous across all fields, including education. Moreover, technology has become widespread from primary education through the university level and even in some preschool programs. Furthermore, the utilization of technology in the classroom for teaching and learning, the adaptation of schools to the digital world and the preparation of teachers regarding the knowledge of digital citizenship and literacies have become essential in the contemporary world (Indalecio et al., 2022; Guo, Ellis and Hong, 2020; Hsu and Lin, 2020). In addition to this, the importance of technology cannot be neglected as it has a significant influence on the educational system globally.

In addition to instructing students and carrying out other associated tasks, teachers, nowadays, also help the students develop the skills necessary to be responsible citizens of the world. These abilities include digital literacy competencies like the ability to use technology for learning and knowledge sharing, the capacity to locate, assess, and utilize digital content, as well as the self-assurance and abilities to thrive in school and/or the workforce (Guo et al., 2020). Furthermore, equipping classes and teachers with the latest and modern technologies is a necessity in the contemporary world. Educational technologies not only assist teachers and educators in their teaching strategies but also motivate and engage students, build critical thinking skills, and enhance their learning. Therefore, prospective teachers must understand how to evaluate and use technology and digital resources for instruction in and outside the classroom (Guo et al., 2020). Owing to these implications, schools must offer more efficient and professionally focused ICT support and training in order to increase teacher proficiency and prepare students for a digital future (Istiningsih, 2022).

Research studies infer that teacher professional development on digital competence or educational technology is a field of study with numerous analytical dimensions and one that is constantly evolving (Pinto-Santos, Garcias, 2022). Research studies, further, recommend that incorporating digital technologies in the classroom can significantly increase students' positive perceptions of the entire lesson (Chen, 2022). In addition to this, Schools have a responsibility to equip students with technological skills to prepare them for the global economy. A study found that increased use of mobile technology in the classroom was positively correlated with student achievement. Thus, teachers must integrate technology into the curriculum to allow students to hone these skills and develop critical skills such as evaluating, producing, presenting, and exchanging information. Technology is an essential tool for learning, accessing information, and supporting content, enabling students to be successful citizens in the global economy. (Indalecio et al., 2022).

1.2 Rationale of the study

Despite the teachers' motivation to incorporate technology into their lesson, the training of teachers on technology integration in practice has not garnered much attention in research. Therefore, research studies conclude that there is insufficient data regarding teachers' professional development on digital competence, integration of digital technologies and teachers' feedback or perceptions on such trainings (Abel, Tondeur and Sang, 2022; Akram,

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Abdelrady, Al-Adwan and Ramzan, 2022; Chen, 2022; Pinto-Santos and Garcias, 2022; Istiningsih, 2022; Guo et al., 2020).

Therefore, teachers need to learn digital skills to provide, exchange and explore ideas, techniques with the aim of improving teaching and raising educational standards.

1.3 Problem statement

Foregone in view, in year 2022, one of the teachers' training institutes (TTI) located in Pakistan created a 3-week Becoming Educational Technology Expert Course (BETEC) programme for in-service primary school teachers, with the two cohorts of teachers officially trained and successfully completed this programme. In addition to this, the programme commenced from April 2022 and the training sessions were conducted online via Zoom application. The purpose of the training programme was to bridge the gap between teachers' knowledge and the current skills that are required for 21st-century teaching and learning. The training programme gave teachers access to high-quality digital tools for use in the classroom to improve learning i.e., the TTI trained the in-service teachers on the implementation of modern educational technology applications in the schools. Moreover, the teachers experimented with the online educational technology applications such as Nearpod, Padlet, Quizlet Live, Google Forms, PhET Simulation, Geogebra, Smart Lab by Lumio, and Quizizz. However, there was no follow-up to consider the feedback of teachers on the technology professional development program provided by the TTI and their experiences relevant to online educational technology applications after taking the training.

Teachers were encouraged to complete the technology training programme, but little is known about how the programme was perceived by teachers. Since, there was no data to show whether the program was achieving its goals, this research analyzed the teachers' feedback of BETEC programme. There is a need of increased understanding of how teachers perceive this training programme as teachers must prepare themselves for 21-century skills teaching and learning of their students. Based on the feedback analysis of teachers, the analysis will improve the programme quality and quantity to facilitate the teachers in upcoming cohorts.

1.4 Significance of study

The findings of the study conducted will be useful to teachers, educators and curriculum planners, teacher trainers and developers who want to experiment with Technology-Enhanced Learning (TEL) tools similar to Kahoot! and Padlet such as Nearpod, Google Forms, Smart Lab by Lumio, Quizizz and Quizlet Live. Moreover, the findings of the study can be shared with the appropriate stakeholders to ensure that the results are used to make improvements and ensure that the professional development program is meeting the needs of in-service teachers.

(i) The educational technological tools will help teachers and educators to learn about, explore and implement the modern educational technological tools in their lessons to bridge the learning and teaching gap between students and themselves. This will help them in improving their teaching practices.

(ii) Curriculum Planners and Developers can integrate technology in school or national curriculum by integrating various technological philosophies and technological frameworks

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in the curriculum on national and on school level.

(iii) Teacher Trainers can design training programmes relevant to technology integration, its practice and digital competence development of teachers by exploring such studies help them to easily replicate such programmes by taking initiatives at school and national level.

1.5 Research Objectives

The goal of this survey based quantitative study is to assess the teachers' feedback regarding the integration of educational technology professional development programme and the experiences of the teachers with instructional technology after successful completion of the training.

The research objectives of this study are as follows,

- i.To assess the teachers' training practice on integration of educational technology at primary school level.
- ii.To assess the teacher training practice on integration of educational technology on gender basis at primary school level.
- iii.To measure the level of teachers' feedback at primary school level.
- iv.To analyze the teachers' feedback regarding the training on integration of educational technology at primary school level.
- v.To analyze the teachers' feedback regarding on integration of educational technology on the basis of teaching subjects (Science, English, Mathematics) at primary school level.

Research Hypothesis

Based on the objectives of this study, the formulated research hypothesis that guides this study is as follows,

H₀₁ : There is no significant impact in teachers' feedback regarding the training on integration of educational technology at primary school level.

H₀₂: There is no significant impact in teachers' feedback regarding the training on integration of educational technology based on teaching subjects at primary school level.

1.6 Literature review

The teachers' education on the integration of educational technology in schools is an important topic of research in the field of education. It involves the use of technology in the classroom to enhance learning and teaching. Research in this area has focused on the impact of technology on student achievement, the effectiveness of different types of technology, the best practices for integrating technology into the classroom, teachers' training on technology usage, teachers' attitudes and perceptions on technology education and the challenges of implementation. Studies have found that Technology has a positive effect on student engagement and learning outcomes if used appropriately in schools (Mundy, Kupczynski and Kee, 2012). Moreover, studies have identified a number of implementation challenges, such as limited access to technology, lack of technical skills, and inadequate professional development. Owing to the challenges and implications of technologies, various research studies have identified key issues deemed necessary to implement technology in the classroom, successfully. These issues are but not limited to accessibility, student engagement, security, the slow speed of the internet, load shedding, lack of infrastructure, online teaching

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experience, and professional development of teachers (Valverde-Berrocoso et al., 2021; Akram et al., 2022; Kopcha, 2012). However, the use of educational technology is associated with multiple benefits for students and teachers (Akram et al., 2022). These include increased engagement, improved collaboration, better learning outcomes, improved access to information, and increased motivation (Mundy et al., 2012). Moreover, educational technology can also provide differentiated instruction, improved accessibility to resources, and improved professional development for teachers (Valverde-Berrocoso et al., 2021). For improving professional development of teachers, researchers have proposed various models to evaluate the effectiveness of technology education for teachers.

1.6.1 Teacher Satisfaction Index Model

The study by Liu and Zhang (2021) investigated the factors that have an impact on teacher satisfaction with online teacher training. Through the Teacher Satisfaction Index (TSI) model based on the American Customer Satisfaction Index (ACSI), the study found that teacher satisfaction was greatly influenced by perceived quality predicted by teacher expectation. This model examines how teacher satisfaction, perceived quality, expectations, loyalty, and complaints relate to each other in an online learning context. It also investigates how gender and teaching year influence teacher satisfaction. It was also determined that gender had no influence on any of the five factors studied, whereas teaching year had an effect on teacher expectations. This research provides useful insight into the design and administration of online learning platforms for teachers.

1.6.2 Technology Acceptance Model Framework

The Technology Acceptance Model (TAM) is a framework developed by Fred Davis (1989) to study user acceptance of new technologies (Venkatesh, Morris, Davis, & Davis, 2003). This model states that user acceptance is determined by perceived ease of use and perceived usefulness. Moreover, TAM can be used to study how external variables affect internal beliefs, attitudes and intentions, and how these in turn affect usage behavior. It has been widely applied in the context of ready-made products, but has also been used in designing new technologies (Davis et al., 1989, as cited in Kaasinen et al., 2011)

1.6.3 Design Based Research Approach Model

Design-Based Research (DBR) provides a useful approach for studying complex learning environments such as professional development (PDs). It is based on the work of Brown (1992) and Collins (1992) and involves a number of important features, such as formative research to refine design and promote practical and theoretical outcomes, an interventionist nature, taking place in naturalistic environments, a continuous iterative approach to improve design through assessment and refinement, and the use of participant feedback (Zinger et al., 2017).

The present study is based on the model of Reeves and Pedulla (2011). Reeves and Pedulla (2011) investigated factors associated with teacher satisfaction with online professional development (OPD) and used secondary analysis of evaluation data from the USA's e-Learning for Educators (EfE) initiative. The model of Reeves and Pedulla (2011) is relevant to the research aims of the present study as the training on educational technology, BETEC,

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being evaluated was conducted online via Zoom tool rather than face-to-face. Moreover, the present study aims to better understand the factors that influence teacher satisfaction with OPD. Furthermore, the factors influencing teachers' satisfaction with OPD included, prior online course experience, course organization, quality of learner interactions, clarity of participation expectations, and the beneficence of discussion topics along with other variables (Reeves and Pedulla, 2011). However, the present study has removed three variables from the model, as they are not relevant to the research objectives. The details of the factors associated with teachers' feedback are presented in theoretical framework.

1.6.4 Teachers' feedback on professional development training courses

Teachers are the lifeblood of the education system, and their professional development is essential to ensure that students receive the best education possible. With the rise of web 2.0 tools and educational technology, teachers have access to an ever-expanding range of resources to develop their skills and knowledge (Indalecio, 2022; Guo et al., 2020; Hsu and Lin, 2020). Research has cited the importance of teacher feedback on professional development regarding web 2.0 and educational technological tools, and how it can be used to improve teaching and learning.

Teacher feedback is essential for the effective implementation of web 2.0 tools and educational technology (Abel, Tondeur and Sang, 2012). Moreover, teachers can provide valuable insights into the effectiveness of these tools, and can help to identify areas for improvement. Furthermore, Abel et al., (2012) synthesized 22 qualitative research papers on teacher perceptions of ICT integration in the classroom to gain a better understanding of the diversity of teacher perceptions. The synthesis revealed that both local settings and global educational trends influence teacher perceptions, and highlighted the importance of teacher professional development programs. Moreover, ten themes related to positive and negative teacher perceptions were identified. In addition to this, a case study conducted by Kopcha (2012) examined the perceptions of 18 elementary school teachers regarding the barriers to technology integration and their instructional practices with technology after two years of situated professional development. Moreover, the findings suggest that the teachers had positive perceptions of several barriers and engaged in desirable instructional practices, which were sustained nearly a year after the transition. Another study by Liu (2012) aimed to evaluate the effectiveness and identified the potential issues of teacher professional development (TPD) for technology integration. Through qualitative observations and self-reflection, the study found that anxiety existed due to classroom observations and teachers were not willing to provide feedback to other teachers. The results of this study can be used to inform future studies on TPD for technology integration. In addition to this, Avcii, O'Dwyer and Lawson (2019) explored the critical factors for effective professional development activities to support technology integration, and proposed a design model, Flipped Professional Development and inferred that positive teacher beliefs and attitudes towards technology integration are essential for the success of professional development activities, and for translating newly acquired skills into classroom applications. Similar to these findings, several survey based research studies (Indalecio, 2022; Mundy et al. 2012) have been conducted to examine and explore the perceptions of teachers who participated in educational technology training and empowerment programmes and reported increase in an

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increase in student engagement, excitement, acceleration of learning, and proficiency with computer technology (Mundy et al., 2012). The results further revealed that teachers needed more content-specific technology training and continuous professional development on the integration of technology in classrooms. Moreover, the role of the teacher as a professional should not be discounted when evaluating classroom strategies that involve technology (Mudy et al., 2012) and rethinking science professional development could be a form of social change (Indalecio, 2022). Supporting the findings of Indalecio (2022), Zipke (2017) documented an attempt to integrate more technology instruction into an elementary education program and found that one-time course within a preservice program is not enough. Moreover, the collaboration with tech-savvy cooperating teachers and increased technology use in methods courses are essential to make preservice teachers more confident in their abilities.

Recent studies reviewed the literature between 2009 and 2019 on assessment of teachers' training relevant to technologies usage in classrooms. In one study, the author presents the results of a systematic review of 102 articles published in high-impact journal and found that there has been a significant increase in the literature in the last ten years, with the prevailing use of the quantitative methodological approach and the application of instruments for assessment. It can be concluded that professional development on technologies is a line of research with multiple dimensions of analysis and in constant evolution (Pinto-Santos and Garcias, 2022). Similar to this review, another study presents an overview of teachers' perceptions regarding the integration of technology into their teaching-learning practices in Pakistan. The findings showed that teachers had positive perceptions and believed that using technology enhanced their instructional practices. Moreover, recommendations were made to set up clear policies and allocate a sufficient budget to ensure the facilitation of ICT tools, software, and labs in all educational institutions, as well as providing opportunities for teachers to develop their technological competencies (Akram et al., 2022).

1.7 Theoretical framework

In this study, the framework is based on the model of Reeves and Pedulla (2011) that has investigated factors, which predict the teacher satisfaction with online professional development (OPD). The OPD, which will be evaluated for this study is based on the online BETEC training course conducted via Zoom tool, instead of face-to-face approach thus, supporting the Reeves and Pedulla's model (2011). The model that will be incorporated in this study includes the following factors: (a) prior online course experience, (b) provision of helpful feedback, (c) encouraging active participation, (d) fostering stimulating discussion, (e) setting a welcoming tone, (f) keeping discussions on-topic, (g) communicating clear activity expectations, (h) being accessible for everyone, (i) ease of access to technology, (j) course organization, (k) clarity of participation expectations, (l) facilitator knowledgeableness, (m) alignment with professional development needs or plans, (n) relevance of discussion topics, (o) beneficence of discussion topics, (p) clarity of stated goals, and (q) effective linking of pedagogical skills and content (Reeves and Pedulla, 2011). The present study will not consider the following three factors from the Reeves and Pedulla's model (2011), as they are not relevant to the intended research objectives: (a) Interface user-friendliness, (b) Adequacy of compensation, and (c) Cultural non-bias of materials.

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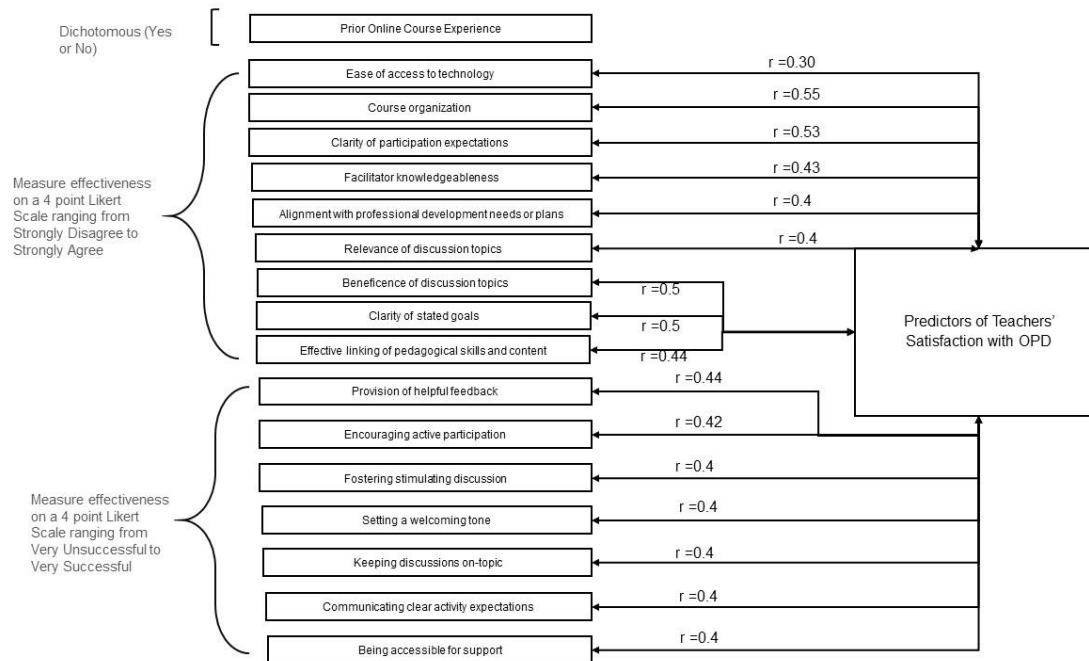


Figure No. 1 Theoretical Framework Model of Reeves and Pedulla (2011): Factors predicting teachers' satisfaction with Online Professional Development (OPD)

This study applied Regression Analysis on the above mentioned factors and found that prior online course experience, course organization, clarity of participation expectations, the beneficence of discussion topics, and effective linking of pedagogical skills and content were significant predictors of student satisfaction. Facilitator knowledgeableness and keeping discussions on-topic were negatively correlated with satisfaction, whereas facilitators' communicating clear activity expectations and clarity of stated goals were positively correlated with satisfaction. Fostering stimulating discussion, encouraging active participation, setting a welcoming tone and being accessible for support were not found to be significant predictors (Reeves and Pedulla, 2011).

A study conducted in 2022 adopted the two items from the model of Reeves and Pedulla (2011): (a) provision of learner feedback and (b) learner interaction (Irby et al., 2022).

1.8 Methodology

The methodology includes the research approach and design adopted for this study. Population, sampling technique and sample size has been mentioned for this study. The research tool is based on predictors of teacher satisfaction, which has been adopted from a study conducted in 2011 as discussed in theoretical framework. The research tool is explained briefly in this section. Later on, data collection and analysis has been reported for pilot testing of the tool with the delimitations of the study.

1.8.1 Research Approach and Design

Present study has a variable teacher feedback with the aim to analyze the teachers' feedback regarding the training on integration of educational technology at primary school level. To

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achieve the intended research objectives for this study, the quantitative research approach was used to measure the feedback level of teachers. Quantitative research is a structured form of data collection and analysis that is used to answer research questions, test hypotheses and validate theories. It utilizes large sample sizes that are representative of the population and is focused on testing a theory in order to support or reject it. It is often used in later stages of research and produces more reliable results. It is also useful for decision making and can provide precise, reliable and consistent data. Survey research design was utilized to analyze the teachers' feedback regarding the professional development of in-service teachers on the use of educational technologies to get a sense of behavior with accurate findings and precisions.

1.8.2 Population, Sampling Technique and Sample Size

The population targeted for this study was the in-service teachers of FG schools. Three primary school level teachers of following three subjects: a) English, (b) Mathematics, and (c) Science were chosen to enroll in online BETEC course in first cohort. Moreover, six primary school level teachers were chosen to enroll by school Principles for the subject training in second cohort.

Table No.1 depicts the overall targeted population enrolled in BETEC Course (N= 215).

Table No. 1 Research Population: In-service Primary School Teachers Enrolled in BETEC Course for Both Cohorts

Cohort	Subjects	No. of participants enrolled		
		Males	Females	Total
1st Batch	English	02	23	25
	Mathematics	-	21	21
	Science	-	23	23
	Total	02	67	69
2nd Batch	English	-	49	49
	Mathematics	-	50	50
	Science	-	47	47

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Total	-	146	146
Total	02	213	215

The target population is restricted to only teachers who were enrolled in an online BETEC course, rather than all teachers. Since the population is small therefore, all sample considered for this study.

Convenient sampling technique is found most appropriate for selection of sample size in present research study. The FG schools are selected based on ease of access and the primary level teachers who were enrolled in BETEC course, as the teachers of FG schools are trained in the training institution of FGIS Directorate.

1.8.3 Instrumentation

The research study is planned to analyze the teachers' feedback regarding the training on integration of educational technology at primary school level. Online Professional Development, Becoming Educational Technology Expert Course (BETEC) training was offered online via Zoom tool in two cohorts. The enrolled primary teachers learned the theoretical knowledge and applied the web 2.0 tools such as Nearpod, Smart Lab by Lumio, Quizizz, Padlet, Quizlet Live, PhET Simulation, Geogebra, and Google Forms during the training course to support the transferability of skills, knowledge and attitude in classrooms. Moreover, there was no follow-up to evaluate the effectiveness of this training programme. Therefore, to analyze the teacher feedback and further, improve the design of the training programme for future cohorts, survey study will be conducted to analyze the teachers' feedback regarding this online professional development. The research tool selected for this study has been adopted from Reeves and Pedulla (2011), who examined the predictors of teacher satisfaction with online professional development. The tool of Reeves and Pedulla (2011) has been selected for this study based on the online learning environment, subject of study and the setting i.e, teachers and the similarity of items with the intended research objectives. The questionnaire includes four sections. It is based on the quantitative approach and measures the effectiveness of the online training course. The questionnaire includes 17 items. Section 1 includes only one item that is dichotomous in nature such as, "Have you ever taken an online course or workshop?" with the responses ("Yes/No"). Section 2 contains nine items that measure agreement on a 4 point Likert Scale (Strongly Disagree= 1, Disagree = 2, Agree= 3, Strongly Agree = 4) such as, "The expectations for workshop participation were clear." Section 3 contains items that measure effectiveness on a 4 point Likert Scale ranging from Very Unsuccessful to Very Successful (Very Unsuccessful = 1, Unsuccessful = 2, Successful = 3 and Very Successful =4). Such as, "how successful was the trainer/instructor at providing helpful feedback?" Section 4 contains information on demographics such as, gender, age, teaching subject (Science, English, Mathematics), teaching experience.

1.8.4 Data Collection

For pilot testing of the standardized instrument used for assessing teachers' feedback, 26 respondents completed the questionnaire, initially.

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Data for this study was collected from primary school teachers of FG schools and, who were enrolled in BETEC to test the research hypotheses. The questionnaire was distributed to the target respondents to fill-in via email to school Principals to get consent from school Principals and teachers. The teachers will share their emails via school Principals. All 26 institutes was emailed the required information of the teachers and then, the link of the forms was sent via email to 215 teachers of all FG primary schools.

Data Analysis

Statistical tests of correlation, t-test, and ANOVA was calculated. SPSS 21 was used to analyze the data using the above-mentioned statistical tests. T-test is used to compare the mean differences in two groups while ANOVA test is used to compare the mean differences in three or more groups. Pearson Correlation is used to measure the relationship/association between two continuous variables. The correlation coefficient values are used to measure the effect size with interpretation of +1 and -1 for perfect positive and perfect negative relationship respectively. Table No. 2 depicts the alignment of research objectives with the statistical tests.

Table No. 2 Brief of Alignment in Objectives, Hypotheses and Statistical Tests

Research Objectives	Research Hypotheses	Statistical Tests
Objective 1 Analyze the teachers' feedback regarding the training on integration of educational technology at primary school level	H₀₁: There is no significant impact in teachers' feedback regarding the training on integration of educational technology at primary school level.	Cronbach Alpha & Pearson Correlation
Objective 2 Analyze the teachers' feedback regarding on integration of educational technology on the basis of teaching subjects at primary school level.	H₀₂: There is no significant impact in teachers' feedback regarding the training on integration of educational technology on the basis of teaching subjects at primary school level.	ANOVA
Objective 3 Analyze the teachers' feedback regarding on integration of educational technology on gender basis at primary school level.		Independent Sample t-test

To study the correlation and comparison between 17 items or variable, the data of 26 respondents was analysed via SPSS 21. The overall reliability of 17 items is calculated to be 0.75 (Cronbach alpha: 0.75). However, only one item that is relevant to "prior online course

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experience" was not significantly correlated with teachers' feedback, as depicted in Table No. 3. Owing to its insignificance, the item "Have you ever taken an online course or workshop?" will be removed.

Table No. 3 Pearson Correlation of 17 items with primary variable Teachers' Feedback

Item No.	Items Description	Teachers' Feedback
1.	Have you ever taken an online course or workshop?	.300
2.	I had access to technology that allowed me to fully participate in this workshop.	.690**
3.	The workshop was well organized.	.787**
4.	The expectations for workshop participation were clear	.814**
5.	The trainer/instructor was knowledgeable in this content area	.919**
6.	The workshop was aligned with my school's professional development needs or plans	.510**
7.	The topics chosen for discussion were relevant	.867**
8.	The topics chosen for discussion were beneficial	.555**
9.	The workshop goals were clearly stated	.919**
10.	The workshop effectively linked pedagogical skills and content	.493*
11.	How successful was the trainer/instructor at providing helpful feedback?	.709**
12.	How successful was the trainer/instructor at encouraging active participation?	.814**

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13.	How successful was the trainer/instructor at fostering stimulating discussion?	.631**
14.	How successful was the trainer/instructor at setting a welcoming tone for the workshop?	.609**
15.	How successful was the trainer/instructor at keeping discussions on-topic?	.790**
16.	How successful was the trainer/instructor at clearly communicating expectations for activities?	.586**
17.	How successful was the trainer/instructor at being accessible for support?	.919**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

An independent sample t-test was used to analyze the teachers' feedback on the basis of gender, as shown in table no. 4. The results reveal that there was no significant difference between teachers' feedback regarding the online professional development of teachers on educational technology integration at primary school level on the basis of gender.

Table No. 4 Independent sample t-test for comparative analysis of teachers' feedback of N = 26 based on gender

Variable	Group	N	Mean	T	df	Sig.
Teachers' Feedback	Males	8	51.25	-0.31	24	0.976
	Females	18	51.33			

1.8.5 Delimitations

This study was analyzing the teachers' feedback regarding training on educational technology integration FG schools. The training Institute from where the training was conducted is located in Islamabad, the Capital Territory. The study was restricted to FG primary level schools, self-reported feedback of primary level teachers who were enrolled in BETEC course.

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