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Research Article

Benefits, Challenges, and Practices on the Utilization of Digital Platform among Secondary School Teachers in A Division

Sheila Marie Mauricio-Garcia*

Department of Education, San Marcelino Zambales, Philippines

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*Corresponding author:

E-mail:

sheilmarie.mauricio@deped.gov.ph

ABSTRACT

The utilization of digital platforms in education has become increasingly prevalent, particularly among secondary school teachers. This study aims to explore the benefits, challenges, and practices associated with the incorporation of digital platforms in the teaching methods of secondary school teachers within a specific division. Teachers experience enhanced engagement and interaction within their classrooms, resulting in improved student participation and comprehension. Moreover, digital platforms offer flexibility in delivering instructional materials, accommodating diverse learning styles and paces. However, alongside these benefits, teachers encounter notable challenges. Technical barriers, such as limited access to devices and internet connectivity, hinder the seamless integration of digital platforms. Privacy and security concerns, coupled with the need for digital literacy skills, further complicate the adoption process. Moreover, the transformation of traditional teaching methods to suit digital platforms necessitates time and effort. In this context, various practices emerge among secondary school teachers. Effective integration of digital platforms requires strategic planning, encompassing content creation, delivery modes, and assessment methods. Collaborative approaches, where teachers share experiences and resources, mitigate challenges, and foster professional growth. Furthermore, adapting to students' digital fluency, tailoring content for different subjects, and harnessing interactive features prove crucial to successful implementation. By examining the benefits, challenges, and practices related to digital platform utilization, this study contributes insights that can inform educational policies, professional development programs, and instructional strategies. The findings underscore the importance of acknowledging challenges while harnessing the opportunities digital platforms offer to enhance the teaching and learning experience in secondary education.

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Introduction

Throughout the COVID-19 pandemic, different educational perspectives have changed frequently. This has caused challenges for many stakeholders, including parents, teachers, administrators, and students (Tejedor, 2020). The development of technology and the expansion of work environments have substantially impacted teaching and learning in the 21st century (Barron et al., 2021). Businesses and workplaces employ experts, engineers, accountants, instructors, laborers, and workers with trained communication, critical and analytical thinking skills, and textbook knowledge (Esconda & Conti, 2015). They also employ professionals knowledgeable about the various technologies utilized in the workplace. Academic institutions, universities, and training facilities are responsible for optimizing students' transition from the classroom to the workplace (2020). Several factors contribute to an individual's progress (Minero, 2020). utilizing Facebook Messenger to transmit and exchange crucial documents and reports and online resources like Google Classroom and Google Meets for conducting classes (Bell, 2020). (Wei, 2021). Every element of our lives, including our social, professional, and personal relationships, has been touched by technology (Mantiri et al., 2019). New opportunities arise when technology is integrated into teaching (Ilomaki et al., 2016; Spante et al., 2018). Computers can improve student learning when utilized properly (Godhe, 2019; Fulbrokk, 2021). Because education may be delivered at any time, location, or speed, it fosters a highly adaptable learning environment (Baptiste, 2019). Computers can support authentic learning by promoting greater involvement with educational information or other students (Bashkireva et al., 2020). To achieve the department's objective, educators must assist students in learning more and continuously impart practical strategies (Cabero; Loewus, 2020). Cambodia is one of the developing countries that is a member of ASEAN. It has suffered greatly from the extensive infection caused by COVID-19. Through his

research, Neak Piseth (2021) found that teachers in Cambodia do not place a high value on students achieving a particular level of digital literacy. Teachers have not fully embraced the role of empowering digital learning environments in schools and the workplace, according to a 2019 Malaysian study. Yusof and associates. The readiness and competency of Malaysian school teachers were the points of contention (Elnaem & Nazar, 2021). To achieve the department's objective, educators must assist students in learning more and continuously impart practical strategies (Cabero; Loewus, 2020). Cambodia is one of the developing countries that is a member of ASEAN. It has suffered greatly from the extensive infection caused by COVID-19.

Methods

A descriptive survey was used in the study. A quantitative research method called descriptive research is utilized to develop a thorough understanding of a phenomenon (Cueva, 2019). Researchers use descriptive study to describe a population, market, or situation (Fulbrook, 2021). A descriptive survey research approach combines quantitative and qualitative data to produce accurate and valuable information. It is a time-effective research method because it involves the people who are the focus of the study purpose (Aquino, 2021).

Additionally, according to Dr. Bueno (2019), the descriptive method is typically obtained using a questionnaire, a recorded review of available information, and data confirmed by an interview or observation at a prearranged time. The descriptive method also describes the facts and characteristics of a given population or area of interest systematically, factually, and accurately. The characteristics of descriptive research are accumulating a database to describe a situation, event, or entity. The purpose of survey studies is to collect detailed information that describes existing phenomena, to identify problems or justify current conditions and practices, to make comparisons and evaluations, and to determine what others are

doing with similar problems or situations and benefit from their experience in making plans and decisions.

Descriptive study designs are employed in research to systematically gather, evaluate, and interpret data to describe and summarize specific phenomena, groups, or situations. This

kind of research design focuses on giving an accurate and thorough account of the topic being studied. Secondary school teachers working in the public sector were profiled, and qualitative information was collected regarding their benefits, challenges, and best practices.

Result and Discussion

ANOVA and t-test results

Grouping variables	F or t-Test Value	p-Value	Decision at 5% alpha	Interpretation
Age	F = 8.741	0.000	Reject Ho	Significant
Gender	t = 0.795	0.229	Accept Ho	Not Significant
Civil Status	t = 1.241	0.093	Accept Ho	Not Significant
Highest Educational Attainment	F= 9.004	0.000	Reject Ho	Significant
Teaching Rank	F = 0.632	0.518	Accept Ho	Not Significant
Years in Service	F = 6.888	0.000	Reject Ho	Significant

Table 18 reveals that there are significant variations in the practices on the utilization of digital platforms among teachers when grouped according to their age ($F = 8.741$), highest educational attainment ($F = 9.004$), and years in service ($F = 6.888$). The null hypothesis is rejected at 5% alpha.

However, Gender, civil status, and teaching rank are not considered factors affecting their digital platform practices.

Conclusion

In conclusion, the age distribution highlights a significant proportion of respondents falling within the 31 to 40 age range, indicating a relatively young and active group; gender, on the other hand, shows a dominant female representation; most participants are married, reflecting a stable and potentially well-experienced cohort; a considerable portion holds bachelor's degrees, while a notable percentage possesses graduate-level qualifications; a significant number of respondents hold intermediate teaching positions, suggesting a balance between experience and ambition within the teaching profession; while a substantial portion of teachers have accumulated 6-10 years of experience, signifying a pool of educators with a moderate level of expertise.

Respondents are well-equipped with laptops or desktops and internet-enabled mobile phones, ensuring they can access online

resources. Overall, the profile of the respondents paints a picture of adaptable and technologically aware educators.

The data also highlights a high frequency of internet usage via phones and laptops.

Most participants exhibit intermediate proficiency, showcasing their capacity to navigate digital tools effectively.

The interactive and multimedia-rich nature of digital platforms fosters engagement and interest among both educators and students, transforming traditional learning into a more dynamic and interactive experience.

There are significant variations in the practices of using digital platforms among teachers when grouped according to age. There are substantial and significant differences in the practices regarding the utilization of digital platforms, so the null hypothesis is rejected.

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