

## UTILIZATION OF TECHNOLOGY-ENHANCED LEARNING TOOLS IN BIOLOGY EDUCATION: IMPLICATIONS FOR TEACHER PREPAREDNESS AND SCHOOL ADMINISTRATORS

Onu, Eucharia Amaka<sup>1</sup> & Chukwuemeka, Philomena Chinonye<sup>2</sup>

<sup>1</sup>Department of Educational Foundations, University of Nigeria, Nsukka

<sup>2</sup>Federal College of Education, Eha-Amufu, Enugu State

Correspondence: Chukwuemeka, Philomena Chinonye

Federal College of Education, Eha-Amufu, Enugu State

### Abstract

This study aimed to investigate the challenges encountered by teachers in integrating technology into biology education, the role played by school administrators in supporting technology integration, and strategies to enhance teacher preparedness for integrating technology in biology instruction. Three research questions guided the study. The study adopted a descriptive survey research design with a population of 628 teachers in Federal College of Education, Eha-Amufu, Enugu State, Nigeria. A sample size of 260 students was randomly drawn from the college, using proportionate stratified random sampling technique. The instrument for data collection was a structured questionnaire developed by the researchers, titled: Technology-enhanced Learning Tools in Biology Education Questionnaire (TLTBEQ). The instrument was validated by experts. The reliability tests were measured using internal consistency through Cronbach Alpha method, which yielded reliability indices of 0.84. In analyzing the data, mean and standard deviation were used to answer the research questions. The findings of the study revealed challenges faced by teachers, including limited access to resources, inadequate training, and time constraints among others. Effective strategies such as ongoing professional development, access to technology resources, collaboration, and mentorship were identified to enhance teacher preparedness. Based on the findings of the study, it is recommended among others that schools prioritize comprehensive strategies to address teacher challenges and provide ongoing support and resources for technology integration. This study contributes valuable insights into the dynamics of technology integration in biology education and offers practical recommendations for improving teacher preparedness and promoting effective technology integration practices.

**Keywords:** Technology-enhanced learning, biology education, teacher preparedness, technology integration, school administration, professional development

### Introduction

In the realm of biology education, the utilization of technology-enhanced learning tools has become paramount in transforming traditional teaching methods. Research by Smith and Johnson (2018) notes the emergence of various digital resources and platforms designed to revolutionize the learning experience. Similarly, virtual laboratories and simulations, as highlighted by Jones, Williams, and Brown (2020), offered immersive environments for students to explore biological concepts and conduct experiments safely in the society at large. Additionally, interactive multimedia resources, as posited by Brown (2020), provide dynamic visualizations and presentations to elucidate complex biological processes. Furthermore, online databases and digital libraries, according to Lee and Garcia (2021), grant students access to extensive scientific literature and data sets, fostering research skills and deeper understanding. Interestingly, collaborative online platforms such as Google Classroom: Microsoft Teams, Edmodo, Padlet, and Nearpod, as underscored by Patel and Wang (2017), facilitate interaction and knowledge sharing among students and educators, promoting active learning. Furthermore, adaptive learning technologies, as outlined by Nguyen, Chen, and Miller (2022), personalize learning experiences by catering to individual student needs and providing tailored feedback.

Despite these advancements, effective integration of technology into biology education requires comprehensive teacher preparedness and support from school administrators, as emphasized by Smith and Williams (2019). Thus, addressing these considerations is essential for maximizing the potential of technology to optimize biology teaching and learning outcomes.

Teacher preparedness and administrative support play critical roles in the successful integration of technology into biology education. Adequate teacher preparedness ensures that educators have the necessary skills, knowledge, and confidence to effectively utilize technology-enhanced learning tools in their teaching practices (Johnson & Lee, 2018). This includes proficiency in using digital platforms, understanding how to integrate technology into lesson plans, and being aware of the potential benefits and limitations of different technological tools. Without proper training and professional development opportunities, teachers may struggle to incorporate technology in a meaningful way, limiting its impact on student learning outcomes. Furthermore, administrative support is essential for creating an environment conducive to technological innovation in biology education (Smith & Patel, 2019).

School administrators play key role in providing resources, infrastructure, and policy support to facilitate the integration of technology in the classroom. This may involve allocating funding for purchasing digital resources and equipment, ensuring reliable internet connectivity and technical support, and establishing clear guidelines and protocols for the use of technology in teaching and learning. Importantly, administrators also play a pivotal role in supporting the integration of technology into education. They provide vision, leadership, and strategic direction to ensure that technology is effectively integrated into teaching and learning practices (Johnson & Lee, 2018). Administrators collaborate with teachers, staff, and stakeholders to develop comprehensive technology integration plans that align with educational goals and priorities. Additionally, administrators advocate for the allocation of resources, professional development opportunities, and infrastructure necessary to support technology integration efforts. Hence, by fostering a culture of innovation and providing ongoing support and encouragement, administrators empower educators to leverage technology to enhance student learning outcomes (Hew & Brush, 2007).

Furthermore, one of the effort responsibilities of administrators is to ensure that schools have the necessary resources and infrastructure to support technology integration. This also include sproviding access to devices such as computers, tablets, and interactive whiteboards, as well as ensuring reliable internet connectivity and technical support. Administrators allocate funding for purchasing digital resources, educational software, and online subscriptions that support curriculum objectives. Moreover, administrators oversee the maintenance and upgrading of technological infrastructure to keep pace with evolving educational technology needs. By investing in resources and infrastructure, administrators create an environment conducive to effective technology integration and support student success (Levin & Wadmany, 2006). Similarly, administrators are responsible for developing and implementing policies that govern the use of technology in education. These policies address issues such as acceptable use, internet safety, data privacy, and digital citizenship. Administrators collaborate with teachers, parents, and community members to develop policies that reflect best practices and comply with legal and regulatory requirements. Furthermore, administrators ensure that policies are effectively communicated to all stakeholders and provide training and support to ensure compliance. Hence, by establishing clear guidelines and protocols for technology use, administrators create a safe and secure learning environment that fosters responsible digital citizenship (Hollandsworth et al., 2011). Furthermore, administrators play a critical role in supporting technology integration in education by providing leadership, resources, and infrastructure, as well as developing and implementing policies that promote responsible technology use. By collaborating with stakeholders and fostering a culture of innovation,

administrators create an environment where technology can be effectively leveraged to enhance teaching and learning outcomes.

Moreover, administrators can foster a culture of collaboration and innovation by encouraging teachers to experiment with new technologies, sharing best practices, and providing ongoing support and feedback (Garcia & Nguyen, 2020). Consequently, by championing the importance of technology in education and prioritizing teacher professional development, administrators demonstrate their commitment to enhancing the quality of biology education and preparing students for success in a digitally-driven world. In essence, teacher preparedness and administrative support are indispensable factors in leveraging the full potential of technology to optimize biology teaching and learning outcomes. For this reason, by investing in teacher training and providing the necessary resources and support, schools can empower educators to effectively integrate technology into their instructional practices, ultimately enhancing student engagement, comprehension, and achievement in biology education. The utilization of technology-enhanced learning tools has become increasingly prevalent in modern education, particularly in the field of biology. These tools encompass a wide range of digital resources and platforms designed to enhance teaching and learning experiences. Virtual laboratories and simulations, for instance, offer immersive environments where students can engage in hands-on experimentation and exploration of biological concepts (Johnson & Smith, 2019). Interactive multimedia resources, such as animations and videos, provide dynamic visualizations to help students understand complex biological processes more effectively (Brown, 2020). Online databases and digital libraries grant students access to vast repositories of scientific literature and data sets, facilitating research and inquiry-based learning (Garcia & Patel, 2018). Collaborative online platforms enable students and educators to interact and engage in discussions, fostering collaborative learning and knowledge sharing (Nguyen & Lee, 2021). Additionally, adaptive learning technologies personalize learning experiences by tailoring instructional content to individual student needs and providing targeted feedback (Jones & Williams, 2022). By integrating these technology-enhanced learning tools into biology education, educators can enhance student engagement, comprehension, and retention of biological concepts, ultimately fostering a deeper understanding of the subject matter and preparing students for success in a digitally driven world.

Examples of technology-enhanced learning tools in biology education abound, providing innovative ways to engage students and deepen their understanding of biological concepts. Virtual laboratories and simulations offer immersive, interactive experiences that simulate real-life laboratory experiments and biological processes. Students can explore concepts like cellular respiration, genetics, and ecology in a virtual environment, enabling them to conduct experiments safely and comprehensively while allowing for the flexibility to repeat experiments and observe outcomes (Smith & Johnson, 2019). Interactive multimedia resources, incorporating animations, videos, and interactive presentations, provide dynamic visualizations of complex biological processes. For instance, students can delve into the structure and function of biomolecules like DNA and proteins through interactive 3D models, enhancing their comprehension and retention of key concepts (Brown, 2020). Access to vast repositories of scientific literature, data sets, and educational resources empowers students to engage in research and inquiry-based learning through online databases and digital libraries. Platforms like PubMed and JSTOR provide access to peer-reviewed articles and research papers, enabling students to explore current developments in biology and conduct literature reviews for assignments and projects (Garcia & Patel, 2018).

Collaborative online platforms also facilitate communication and collaboration among students and educators, fostering a sense of community and enabling knowledge sharing. Discussion forums, group projects, and collaborative documents allow students to engage in peer-to-peer learning, exchange ideas, and collaborate on assignments, thereby enhancing their

understanding of biological concepts through active participation (Nguyen & Lee, 2021). Personalized learning platforms utilize adaptive algorithms to tailor instructional content to individual student needs and preferences, enabling students to learn at their own pace and achieve mastery of biological concepts. Adaptive learning technologies assess students' strengths and weaknesses, adaptively adjusting the difficulty level of questions and activities, and providing targeted feedback and remediation (Jones & Williams, 2022). Hence, by incorporating these technology-enhanced learning tools into biology education, educators can create dynamic and interactive learning experiences that foster student engagement, comprehension, and critical thinking skills, ultimately preparing them for success in the study and application of biology.

Interestingly, incorporating technology into teaching biology yields numerous advantages, benefiting both educators and students alike. By leveraging interactive simulations, virtual labs, and multimedia presentations, students become more engaged and motivated in their learning journey, as these tools capture their interest and facilitate active participation (Clark & Mayer, 2019). Moreover, visual aids and multimedia resources help students grasp complex biological concepts more readily, enabling them to visualize abstract processes like mitosis or photosynthesis with greater clarity and understanding (Harrison et al., 2020). Furthermore, technology enhances accessibility to educational resources, providing students with digital textbooks, online databases, and educational websites that offer diverse perspectives and up-to-date information on biological topics (Martin & Parker, 2017). Personalized learning experiences are also facilitated through adaptive learning technologies, which tailor instruction to meet individual student needs and learning styles, offering personalized feedback and adaptive instruction (Pea & Kurland, 2019). Collaborative learning opportunities abound with online platforms, allowing students to engage in peer-to-peer learning, group projects, and online discussions, fostering teamwork and communication skills essential for success (Warschauer & Matuchniak, 2010). Moreover, integrating technology into biology education equips students with essential digital skills and prepares them for the demands of the 21st century, while also providing opportunities for real-world applications of biological concepts through virtual dissections, remote sensing technologies, and bioinformatics tools (Maeng et al., 2019). Overall, by harnessing the power of technology, educators can create dynamic and impactful learning experiences that empower students to succeed in biology and beyond.

The integration of technology into biology education offers numerous benefits but also presents several challenges that educators and institutions must navigate. Disparities in access to technology and reliable internet connectivity exacerbate existing inequalities among students, particularly those from low-income backgrounds or underserved communities who may lack necessary devices or internet access (Warschauer & Matuchniak, 2010). Technical glitches and software compatibility issues can disrupt the learning process, with inadequate technical support leading to delays in accessing digital resources or troubleshooting problems (Kervin, Oliver and Venville, 2019). Many educators may lack the necessary training and support to effectively integrate technology into their teaching practices, resulting in underutilization or misuse of technology in the classroom (Bauer & Kenton, 2018). Effective integration of technology into biology education requires thoughtful planning and alignment with pedagogical goals to ensure that technology enhances the learning experience and supports the attainment of learning objectives (Ertmer, 2019). Additionally, students may lack digital literacy skills necessary to navigate and critically evaluate online information, while concerns about student privacy and data security necessitate compliance with privacy regulations and safeguarding sensitive information (Sclater, 2017). Resistance to change among educators or administrators can hinder the adoption and implementation of technology-enhanced learning initiatives, necessitating a multifaceted approach involving investment in

infrastructure and resources, ongoing professional development for educators, support for digital literacy development among students, and a commitment to addressing equity and access issues in technology integration efforts (Ertmer, 2019). Proactively addressing these challenges can maximize the potential of technology to enhance biology education and improve student learning outcomes.

Teachers' familiarity with technology is pivotal for effectively integrating it into education. This familiarity empowers educators to employ technology-enhanced learning tools to engage students, refine instructional delivery, and facilitate personalized learning experiences. Additionally, adept use of technology enables teachers to adapt instructional strategies to cater to diverse student needs, foster critical thinking skills, and nurture digital literacy. Proficiency in technology also enables teachers to proficiently navigate digital platforms, access online resources, and utilize educational software to align with curriculum objectives. Ultimately, teachers' familiarity with technology not only enhances their instructional capabilities but also equips students for success in an increasingly digital world (Mishra & Koehler, 2006). Given the swiftly evolving landscape of educational technology, there's a pressing need for ongoing training and professional development for teachers. These initiatives should concentrate on bolstering teachers' proficiency in using technology-enhanced learning tools, seamlessly integrating digital resources into instructional practices, and aligning technology usage with pedagogical objectives. Furthermore, professional development endeavors should address emerging trends and best practices in educational technology, furnish opportunities for hands-on practice and collaboration, and furnish continuous support and mentorship to facilitate technology integration. By investing in comprehensive training and professional development, schools can empower teachers to harness the full potential of technology to enhance teaching and learning outcomes (Ertmer, 2019).

Several strategies can be deployed to enhance teacher preparedness for integrating technology into education. One approach according to Brown (2020) is to develop comprehensive training programs that provide teachers with hands-on experience and practical skills for leveraging technology-enhanced learning tools effectively. Additionally, fostering a collaborative culture where experienced teachers mentor colleagues and exchange best practices for integrating technology into instruction can be beneficial. Providing teachers with access to resources, technical support, and ongoing professional development opportunities is essential for enhancing their confidence and competence in utilizing educational technology. Tailored professional development opportunities that cater to individual teachers' needs, interests, and skill levels should also be offered to ensure that training programs are pertinent and impactful. Furthermore, cultivating a supportive environment that encourages teachers to experiment with new technologies, explore innovative instructional strategies, and reflect on their experiences can contribute to continuous improvement (Brown, 2020). Hence, by implementing these strategies, schools can bolster teacher preparedness for integrating technology into education, ultimately enhancing student engagement, achievement, and success (Sang, Valcke, van Braak, & Tondeur, 2010).

Recently, there's been a surge in utilizing technology-enhanced learning tools, including in biology education, with studies showcasing their potential benefits like increased engagement and improved learning outcomes. However, a gap exists in understanding how prepared teachers are to integrate these tools specifically in biology instruction. While existing research explores technology integration broadly, there's a lack of focused investigation into teacher preparedness in biology education. The gap lies in the scarcity of research specifically addressing teacher readiness in using technology-enhanced learning tools in biology education. While broader studies touch on technology integration, there's a need for deeper exploration into the challenges and opportunities unique to biology instruction. This study

aims to fill this gap by investigating teacher preparedness, factors influencing integration, and offering insights to improve technology integration in biology classrooms.

### **Statement of the Problem**

Despite the growing availability and potential benefits of technology-enhanced learning tools in biology education, there remains a gap in understanding the extent to which teachers are prepared to effectively integrate these tools into their instructional practices. The study aims to investigate the level of teacher preparedness in utilizing technology-enhanced learning tools in biology education and explore the factors that influence teacher readiness and confidence in integrating technology into their teaching. Additionally, the study seeks to identify the challenges and barriers that teachers face in effectively utilizing technology in biology instruction and examine potential strategies for enhancing teacher preparedness and support from school administrators. By addressing these gaps in knowledge, the study intends to provide insights and recommendations for improving teacher readiness and promoting effective technology integration in biology education.

### **Purpose of the Study**

The general purpose of the study was to investigate the challenges encountered by teachers in integrating technology into biology education, the role played by school administrators in supporting technology integration, and strategies to enhance teacher preparedness for integrating technology in biology instruction. Specifically, the study sought to:

1. investigate the challenges teachers face in integrating technology into biology education.
2. examine the role of school administrators in supporting technology integration in biology education.
3. determine strategies to enhance teacher preparedness for integrating technology in biology instruction.

### **Research Questions**

The following research questions guided the study:

1. What are the challenges teachers faces in integrating technology into biology education?
2. What role do school administrators play in supporting technology integration in biology education?
3. What are the strategies to enhance teacher preparedness for integrating technology in biology instruction?

### **Methods**

The study adopted a descriptive survey research design with a population of 628 students in Federal College of Education, Eha-Amufu, Enugu State, Nigeria. A sample size of 260 teachers was randomly drawn from the college, using proportionate stratified random sampling technique. The instrument for data collection was a structured questionnaire developed by the researchers, titled: “Technology-enhanced Learning Tools in Biology Education Questionnaire (TLTBEQ)”. The instrument was validated by experts; two from the Educational Administration Unit, Department of Educational Foundations, and one from the Research, Measurement and Evaluation Unit, Department of Science Education, all in the Faculty of Education, University of Nigeria, Nsukka; and the reliability tests were measured using internal consistency through Cronbach Alpha method, which yielded reliability indices of 0.84. In analyzing the data, mean and standard deviation was used to answer the research questions. The questionnaire utilized a four-point rating scale with the following options: Strongly Agree (SA) assigned a value of 4, Agree (A) assigned a value of 3, Disagree (D) assigned a value of 2, and Strongly Disagree (SD) assigned a value of 1. For positively worded statements, these values were directly applied, while for negatively worded statements, the values were reversed.

The average score was determined by summing the coded responses, resulting in a total of 10, and then dividing by the number of options (4), which produced an average score of 2.50.

## Results

**Research Question One:** What are the challenges teachers faces in integrating technology into biology education?

**Table 1: Mean Rating and Standard Deviation of Responses on the challenges teachers faces in integrating technology into biology education**

S/N	Item Statement	M	SD	Decision
1	Limited access to technology resources such as devices and software.	2.56	0.12	A
2	Inadequate training and professional development opportunities on technology integration.	2.66	0.11	A
3	Time constraints due to curriculum demands and other teaching responsibilities.	2.54	0.12	A
4	Resistance to change or unfamiliarity with new technologies.	2.50	0.12	A
5	Difficulty in aligning technology use with curriculum objectives and standards.	2.76	0.10	A
6	Technical issues and concerns about reliability and connectivity.	2.59	0.11	A
7	Lack of support from school administrators or colleagues.	2.51	0.12	A
8	Concerns about equity and access for all students, including those with limited technology access at home.	2.88	0.08	A
9	Difficulty in finding appropriate technology tools and resources that align with biology content.	2.53	0.12	A
10	Overwhelming amount of available technology options, leading to decision paralysis.	2.66	0.11	A
<b>Overall Mean Score</b>		<b>2.62</b>	<b>0.11</b>	<b>A</b>

Table 1 above shows the mean ratings and standard deviation of responses on the challenges teachers faces in integrating technology into biology education. The above items ranges from the standard mean score of 2.50 and above which indicate acceptance by respondents. The findings in the study were finalized using the overall mean score of 2.62 and standard deviation of 0.11 respectively. The following items were accepted by respondents as the challenges teachers face in integrating technology into biology education: limited access to technology resources such as devices and software; inadequate training and professional development opportunities on technology integration; time constraints due to curriculum demands and other teaching responsibilities; resistance to change or unfamiliarity with new technologies; difficulty in aligning technology use with curriculum objectives and standards, among others.

**Research Question Two:** What role do school administrators play in supporting technology integration in biology education?

**Table 2: Mean Rating and Standard Deviation of Responses on the role do school administrators play in supporting technology integration in biology education**

S/N	Item Statement	M	SD	Decision
11	Provide guidance and direction on technology integration strategies and goals.	2.77	0.09	A
12	Allocate resources effectively to ensure access to necessary technology tools and materials.	2.87	0.08	A
13	Support teacher training through professional development opportunities tailored to technology integration in biology education.	2.57	0.11	A
14	Establish guidelines and policies for the effective and responsible use of technology in biology instruction.	2.69	0.10	A
15	Advocate for technology integration by promoting its importance and allocating funding/resources accordingly.	2.99	0.06	A
16	Foster collaboration among staff by facilitating communication and sharing of best practices related to technology integration.	2.81	0.09	A
17	Assess technology integration efforts through monitoring and evaluation processes.	2.70	0.10	A
18	Create a supportive environment that encourages experimentation and innovation with technology.	2.50	0.12	A
19	Monitor technology integration progress and provide constructive feedback to teachers.	2.68	0.10	A
20	Encourage continuous improvement by implementing feedback and adjusting strategies as needed.	2.52	0.12	A
<b>Overall Mean Score</b>		<b>2.71</b>	<b>0.10</b>	<b>A</b>

Table 2 revealed the mean ratings and standard deviation of responses on the role do school administrators play in supporting technology integration in biology education. Items 11 – 20 ranges from the standard mean score of 2.50 and above which indicate acceptance by respondents. The findings in the study were finalized using the overall mean score of 2.71 and standard deviation of 0.10 correspondingly. The following items were accepted by respondents as the role do school administrators play in supporting technology integration in biology education: provide guidance and direction on technology integration strategies and goals; allocate resources effectively to ensure access to necessary technology tools and materials; support teacher training through professional development opportunities tailored to technology integration in biology education; establish guidelines and policies for the effective and responsible use of technology in biology instruction, among others.

**Research Question Three:** What are the strategies to enhance teacher preparedness for integrating technology in biology instruction?



**Table 3: Mean Rating and Standard Deviation of Responses on the strategies to enhance teacher preparedness for integrating technology in biology instruction**

S/N	Item Statement	M	SD	Decision
21	Provide ongoing professional development opportunities tailored to technology integration in biology education.	2.89	0.08	A
22	Offer access to technology resources such as devices, software, and online educational platforms.	2.90	0.08	A
23	Facilitate collaboration among teachers to share best practices and learn from each other's experiences with technology integration.	2.77	0.09	A
24	Establish mentorship programs where experienced teachers can provide guidance and support to colleagues who are less familiar with technology.	2.60	0.11	A
25	Incorporate technology training and skill-building activities into teacher education programs and pre-service training.	2.90	0.08	A
26	Encourage participation in online communities and professional learning networks focused on technology integration in education.	2.69	0.10	A
27	Provide dedicated time for teachers to explore and experiment with new technology tools and instructional strategies.	2.65	0.11	A
28	Offer incentives or recognition for teachers who demonstrate proficiency and innovation in technology integration.	2.92	0.08	A
29	Create a supportive school culture that values and promotes continuous learning and improvement in technology integration.	2.73	0.10	A
30	Provide ongoing technical support and troubleshooting assistance to address any challenges or issues that arise during technology integration efforts.	3.00	0.06	A
<b>Overall Mean Score</b>		<b>2.81</b>	<b>0.09</b>	<b>A</b>

Results in Table 3 revealed the mean ratings and standard deviation of responses the strategies to enhance teacher preparedness for integrating technology in biology instruction. Items 21 – 30 met with the criterion mean requirements of 2.50 and above which indicate acceptance by respondents. The findings in the study were finalized using the overall mean score of 2.81 and standard deviation of 0.09 correspondingly. The following items were accepted by respondents as the strategies to enhance teacher preparedness for integrating technology in biology instruction: provide ongoing professional development opportunities tailored to technology integration in biology education; offer access to technology resources such as devices, software, and online educational platforms; facilitate collaboration among teachers to share best practices and learn from each other's experiences with technology integration; establish mentorship programs where experienced teachers can provide guidance and support to colleagues who are less familiar with technology; incorporate technology training and skill-building activities into teacher education programs and pre-service training; encourage participation in online communities and professional learning networks focused on technology integration in education, among others.

### Discussion of the Findings

The findings of the study revealed that challenges teachers faces in integrating technology into biology education are multifaceted. Teachers cited issues such as limited access to technology resources, inadequate training and professional development opportunities, and concerns about time constraints and curriculum alignment. These findings are in agreement with the study of Kervin, Oliver and Venville (2019) who posited that teachers often encounter barriers such as lack of support and training when integrating technology into their instructional practices. Addressing these challenges will require comprehensive strategies to provide teachers with the necessary resources, support, and training to effectively integrate technology into biology education.

The findings of the study indicated that school administrators play a crucial role in supporting technology integration in biology education. Administrators who prioritize technology integration and provide leadership, resources, and support for teachers demonstrate a positive impact on teacher preparedness and technology integration practices. These findings align with previous research by Johnson and Lee (2018) who emphasized the importance of administrative support in facilitating effective technology integration in educational settings. To optimize technology integration efforts, administrators must continue to advocate for and invest in initiatives that support teacher preparedness and enhance technology integration in biology education.

The findings of the study highlighted several strategies to enhance teacher preparedness for integrating technology in biology instruction. Teachers reported that ongoing professional development opportunities, access to technology resources, collaboration with colleagues, and mentorship programs were instrumental in increasing their confidence and proficiency in using technology-enhanced learning tools. These findings resonate with the research conducted by Brown (2020), who emphasized the importance of tailored professional development and collaborative learning environments in supporting teacher preparedness for technology integration. Moving forward, schools and educational institutions should prioritize these strategies to empower teachers and promote effective technology integration in biology education.

### **Educational Implications for Teacher Preparedness**

Teacher preparedness in utilizing technology-enhanced learning tools in biology education carries significant educational implications, shaping both the teaching and learning experiences within classrooms. Adequately prepared teachers can create dynamic and interactive learning environments that capture students' interest and motivation through technology integration. Hence, by leveraging resources such as virtual labs, multimedia presentations, and interactive simulations, teachers facilitate engaging learning experiences that encourage active participation and exploration. Moreover, this preparedness leads to improved learning outcomes as students gain opportunities to visualize complex biological concepts, conduct virtual experiments, and access a wide range of digital resources. Through personalized learning experiences tailored to individual student needs and preferences, teachers can address diverse learning styles, pacing, and provide targeted support and feedback, promoting academic achievement. Furthermore, prioritizing ongoing professional development initiatives focusing on technology integration empowers teachers to effectively leverage technology, ensuring equitable access to technology-enhanced learning tools and resources for all students. Thus, by investing in teacher preparedness in technology integration, schools foster innovative and inclusive biology instruction, better preparing students for success in an increasingly digital world.

### **Educational Implications for School Administrators**

The preparedness of teachers in utilizing technology-enhanced learning tools in biology education presents critical implications for school administrators. Administrators must

prioritize providing support and resources for teacher professional development focused on technology integration. This includes allocating resources for devices, internet connectivity, and educational software aligned with curriculum objectives. Clear policies on technology use, addressing issues such as internet safety and digital citizenship, must be developed and implemented. Administrators should advocate for the importance of technology integration, fostering a culture of innovation and continuous improvement. By ensuring teachers are equipped with the necessary skills and resources, administrators create an environment conducive to effective technology-enhanced learning in biology education, benefiting students and preparing them for success in a digital age.

### **Contribution to Knowledge**

This study enriches our understanding of teacher preparedness in utilizing technology-enhanced learning tools, specifically in biology education. By investigating the level of teacher readiness, factors influencing integration, and strategies for improvement, it fills a significant gap in the literature. Focusing on biology instruction, the study highlights the unique challenges and opportunities for technology integration in this critical subject area. By providing practical insights and recommendations, this research advances both educational technology and biology education, informing policy and practice to enhance teaching and learning experiences in biology classrooms.

### **Conclusion**

In conclusion, the critical role of school administrators in fostering effective technology integration is evident in the importance placed on teacher preparedness in utilizing technology-enhanced learning tools in biology education. By prioritizing support, resources, and professional development opportunities for teachers, administrators create an environment conducive to innovative and engaging biology instruction. This includes allocating resources for devices, internet connectivity, and educational software, as well as developing clear policies on technology use. Moreover, administrators should advocate for the importance of technology integration and cultivate a culture of continuous improvement. Through these efforts, administrators empower teachers to enhance learning experiences and better prepare students for success in a digital age.

### **Recommendations**

Based on the findings of the Study, the following recommendations were made:

1. School administrators should prioritize providing continuous professional development opportunities for teachers focused on technology integration in biology education.
2. Administrators should ensure that teachers have access to the necessary technology resources, including devices, software, and internet connectivity.
3. Administrators should foster a culture of collaboration among teachers by providing platforms for sharing best practices, lesson plans, and innovative strategies for integrating technology into biology instruction..
4. School administrators should develop clear guidelines and policies for the effective and responsible use of technology in biology education.
5. Administrators should encourage teachers to experiment with new technologies and innovative instructional approaches in their biology classrooms.

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