

Digital Divide among Education Teachers in Northeastern College of Santiago City

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Abstract

Information and communication technologies (ICTs) have been revealed as key potential factors for economic growth and social development. The diffusion of ICTs drives access to information and knowledge; the uneven distribution of ICTs within or between societies may result in their having a very uneven impact on economic development and wealth. The digital divide has become an extremely important issue for many international organizations and a major challenge for policymakers and academic researchers. To gain insight into the digital divide among basic education teachers in Northeastern College Santiago City, the researcher a quantitative approach where all the education teachers in Northeastern College Santiago City were the respondents of the study. In gathering the data and information needed for the study, the following instruments are used: questionnaire and structured interview. The researcher used Simple Frequency and Percentage Count and Weighted Mean. Initiatives aimed to equip classrooms and build teacher capability in technology use encounter acceptance, sustainability, and scalability challenges. Among all these issues, the most critical challenge is meeting digital equity among students, teachers, and administrations. For ICTs to empower education, there is a need to launch policies and initiatives that provide students and teachers with equitable access to digital technologies. The first and foremost prerequisite for the exploitation of ICT in education is ensuring adequate ICT access by teachers as well as by students.

Keywords: Digital Divide, Information Communication Technologies