

The Effect of Technology on Student's Motivation and Knowledge Retention: Oman's Perspective

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Abstract

This qualitative research explores the impact of technology on students' motivation and knowledge retention in Oman. With the increasing integration of digital tools and resources in educational settings, understanding how these technologies affect learning outcomes is crucial. The study employs semi-structured interviews and focus groups with students, teachers, and educational administrators from various schools and universities across Oman to gather in-depth insights. The findings suggest that technology, when effectively utilized, enhances student engagement and motivation by providing interactive and personalized learning experiences. However, challenges such as digital distraction, the quality of educational content, and varying levels of technological proficiency among both students and teachers were also identified. The study also reveals that while technology can support knowledge retention by offering diverse learning modalities and immediate feedback, its effectiveness heavily depends on the pedagogical strategies employed and the technological infrastructure available. This research provides valuable implications for educators and policymakers in Oman, highlighting the need for strategic implementation of technology in education to maximize its benefits for student motivation and learning retention. Future research could further explore specific technological tools or platforms and their differential impact on various learner demographics.

Keywords: Technology, Student Motivation, Knowledge Retention, Oman Education.

Introduction

The integration of technology in education has become a global phenomenon, fundamentally transforming how teaching and learning occur across various contexts (Al Qalhati et al., 2020). In recent years, technology's role in enhancing student motivation and knowledge retention has garnered significant attention, particularly in rapidly developing countries like Oman. As Oman continues to invest in its educational infrastructure and digital capabilities, understanding the effects of technological tools on learning outcomes is crucial. This study aims to examine the impact of technology on students' motivation and knowledge retention

within the Omani educational context, drawing on recent research to provide a comprehensive analysis.

Student motivation is a key determinant of academic success and is influenced by various intrinsic and extrinsic factors (Hossain et al., 2023). Technology has been shown to significantly impact motivation by providing engaging and interactive learning experiences that cater to diverse learning styles (Al-Fraih & Al-Shehri, 2022). In Oman, the traditional education system has often relied on rote memorization and lecture-based instruction, which may not fully engage students or cater to their individual learning preferences (Al-Balushi & Al-Aamri, 2021). The integration of digital tools, such as educational software, multimedia presentations, and gamified learning platforms, offers a more dynamic and personalized approach that can enhance student interest and motivation (Al-Hamadi et al., 2023).

Moreover, technology can support knowledge retention by promoting active learning, where students are actively engaged in the learning process rather than passively receiving information. Research indicates that active learning strategies, such as interactive quizzes, simulations, and collaborative online activities, lead to better retention of knowledge compared to traditional methods (Al-Mukhaini & Al-Khanjari, 2021). In Oman, educational reforms have increasingly emphasized the use of technology to foster a more engaging and effective learning environment. For instance, Al-Mukhaini and Al-Khanjari (2021) found that incorporating interactive digital tools in science classes significantly improved students' understanding and retention of complex concepts.

However, the impact of technology on motivation and knowledge retention is not universally positive and depends on several contextual factors. One challenge is digital distraction, where the proliferation of digital devices and platforms, such as smartphones and social media, can divert students' attention away from learning activities (Al-Shukaili & Al-Kindi, 2022). In Oman, where digital literacy levels vary widely among students and teachers, the risk of technology becoming more of a distraction than a learning aid is a significant concern. Al-Shukaili and Al-Kindi (2022) highlight that without proper guidance and digital discipline, the presence of technology in the classroom can negatively impact student focus and academic performance.

Furthermore, the effectiveness of technology in enhancing motivation and retention is closely linked to the quality of digital content and the pedagogical strategies employed. If technology is used merely to replicate traditional teaching methods without incorporating interactive and innovative elements, it is unlikely to yield significant improvements in learning outcomes (Al-Harthy & Al-Azri, 2023). This finding underscores the importance of aligning technological integration with effective pedagogical practices. In Oman, there is a need for ongoing professional development for educators to ensure they are equipped with the skills and knowledge to leverage technology effectively in their teaching (Al-Harthy & Al-Azri, 2023).

The digital divide presents another challenge to the effective use of technology in education. In Oman, there is a noticeable disparity in access to digital resources between urban and rural areas, which can lead to unequal learning opportunities (Al-Farsi et al., 2022). While urban schools may have access to advanced digital tools and high-speed internet, schools in remote regions may struggle with limited resources and connectivity issues. This divide not only

affects students' access to technology but also their ability to benefit from digital learning opportunities. Addressing these disparities is crucial to ensuring equitable educational outcomes for all students in Oman (Al-Farsi et al., 2022).

The role of teachers in successfully integrating technology into the classroom cannot be overstated. Teachers need to be well-trained in digital literacy and innovative pedagogical strategies to effectively use technology as a tool for enhancing learning (Al-Balushi & Al-Aamri, 2021). In Oman, initiatives such as ongoing professional development programs are essential to support teachers in adapting to new technologies and creating engaging digital learning environments (Al-Balushi & Al-Aamri, 2021; Al Qalhati et al., 2020). Al-Hamadi et al. (2023) emphasize that teachers who are confident and competent in using digital tools are more likely to create positive and productive learning experiences that enhance both student motivation and knowledge retention.

Problem Statement

The integration of technology in education has the potential to significantly enhance learning experiences, motivation, and knowledge retention among students. However, the impact of technology on these educational outcomes is complex and context-dependent, particularly in countries like Oman, where educational reforms are ongoing, and digital infrastructure varies widely. Recent studies have highlighted both the benefits and challenges associated with technology use in classrooms, pointing to a critical need for more localized research to understand its effects on student motivation and knowledge retention within specific contexts (Al-Harthy & Al-Azri, 2023; Al-Hamadi et al., 2023).

In Oman, the government and educational institutions are increasingly investing in digital tools and resources as part of their efforts to modernize education and prepare students for a technology-driven world. However, the extent to which these technological interventions positively influence student motivation and knowledge retention remains under-explored. According to Al-Harthy and Al-Azri (2023), while technology can create engaging and interactive learning environments that potentially increase motivation, its effectiveness is often hampered by a lack of alignment with appropriate pedagogical strategies. Similarly, Al-Hamadi et al. (2023) argue that without proper training and support for teachers, the integration of technology can lead to suboptimal outcomes, including increased digital distractions and superficial learning.

Moreover, the issue of digital inequality is a significant barrier to the effective use of technology in education. In Oman, there is a disparity in access to technological resources between urban and rural areas, which creates an unequal playing field for students (Al-Farsi et al., 2023). This digital divide not only affects access to learning tools but also influences the overall impact of technology on student learning outcomes. For instance, students in well-resourced urban schools may benefit from advanced digital tools and high-speed internet, while those in rural areas may struggle with limited access and connectivity, leading to varying levels of motivation and knowledge retention.

Additionally, the rapid integration of technology in education raises concerns about digital distraction. The prevalence of smartphones, social media, and other digital platforms can divert students' attention away from learning activities, thereby negatively impacting motivation and retention (Al-Harthy & Al-Azri, 2023). Teachers in Oman have reported difficulties managing these distractions and have called for clearer guidelines and support to

effectively integrate technology into their teaching practices (Al-Hamadi et al., 2023; Javed et al., 2020).

Given these challenges, there is a pressing need for research that examines the specific effects of technology on student motivation and knowledge retention in Oman. This research should consider the unique educational context, including cultural factors, digital literacy levels, and existing educational practices. Understanding these dynamics is essential for developing strategies to optimize the use of technology in Omani classrooms and enhance its positive impact on student learning outcomes.

Limitations

The reliance on in-depth interviews may introduce subjective biases, as participants' perceptions and experiences can vary widely. The purposive sampling method, while ensuring relevant insights, may limit the generalizability of the findings to broader populations. Additionally, cultural and contextual differences might affect the comparability of data across diverse educational settings. Finally, the qualitative nature of the study means that it cannot quantify the extent of each factor's impact, necessitating further quantitative research for a comprehensive analysis.

Literature Review

The integration of technology in education has become a focal point for researchers globally, especially concerning its effects on student motivation and knowledge retention. In Oman, this topic has gained increasing attention as educational institutions seek to leverage technology to enhance learning outcomes. Recent studies highlight both the potential benefits and challenges of technology use in the classroom, providing a nuanced understanding of its impact on student motivation and knowledge retention.

Several studies have demonstrated that technology can significantly enhance student motivation by providing interactive and engaging learning experiences. Al-Fraih and Al-Shehri (2022) found that gamified learning platforms in Omani schools increased student motivation and engagement, leading to improved academic performance. Similarly, Al-Balushi and Al-Aamri (2021) observed that multimedia tools and interactive applications helped sustain students' interest in learning, particularly in subjects like science and mathematics, which are often perceived as challenging. These findings align with global research that suggests technology can cater to diverse learning styles, making education more inclusive and engaging (Jones & Adams, 2021).

However, the effectiveness of technology in enhancing motivation is not universally accepted. Al-Harthy and Al-Azri (2023) argue that the impact of technology on motivation is contingent upon its alignment with pedagogical practices. Their study in Omani schools revealed that when technology is integrated without appropriate pedagogical strategies, it can lead to superficial engagement rather than deep learning. This perspective is supported by Al-Hamadi et al. (2023), who emphasize the need for teacher training in digital literacy to ensure technology is used effectively to promote student motivation and engagement.

Knowledge retention, another critical aspect of learning, is also influenced by the use of technology. Research by Al-Mukhaini and Al-Khanjari (2021) found that the use of interactive digital tools in Omani classrooms improved knowledge retention by facilitating active learning. Active learning strategies, such as online quizzes and simulations, encourage students to apply knowledge, leading to better retention. Al-Harthy and Al-Azri (2023) further

highlight that technology can provide immediate feedback, which reinforces learning and enhances memory retention.

Despite these benefits, challenges remain. One significant concern is digital distraction, which can negatively affect both motivation and retention. Al-Shukaili and Al-Kindi (2022) noted that the presence of digital devices in classrooms often leads to distractions, with students spending more time on non-educational activities. This is corroborated by international research suggesting that digital distractions are a growing issue in technologically enhanced learning environments (Smith et al., 2020). Moreover, the digital divide in Oman presents another barrier to effective technology integration. Al-Farsi et al. (2022) discuss how disparities in access to technology between urban and rural areas can lead to unequal educational opportunities, affecting motivation and knowledge retention.

Another aspect highlighted in the literature is the role of teachers in facilitating technology integration. Effective use of technology in education is heavily dependent on the skills and attitudes of educators. According to Al-Hamadi et al. (2023), many teachers in Oman lack the necessary training and support to integrate technology effectively, which can hinder its potential benefits. This finding is consistent with research from other contexts, which suggests that teacher preparedness is a critical factor in the success of technology-enhanced learning (Lee & Lee, 2021).

The literature also points to the need for a more strategic approach to technology integration in education. Al-Farsi et al. (2023) recommend that policymakers in Oman develop comprehensive strategies that address both the opportunities and challenges of technology use in education. This includes investing in digital infrastructure, providing professional development for teachers, and developing guidelines to manage digital distractions. Such measures are crucial for maximizing the benefits of technology while mitigating its drawbacks. Overall, the literature suggests that while technology has the potential to enhance student motivation and knowledge retention, its effectiveness is influenced by several factors, including pedagogical alignment, teacher preparedness, and digital equity. Future research should focus on exploring these dynamics further, particularly in the context of Oman, to develop a more nuanced understanding of how to optimize technology use in education.

The impact of technology on student motivation and knowledge retention has been extensively studied globally, with significant insights emerging from Oman and other GCC (Gulf Cooperation Council) countries. In Oman, the increasing integration of technology in education aims to enhance learning outcomes and prepare students for a technology-driven world. However, understanding the specific effects of technological tools on student motivation and knowledge retention requires examining both local and regional perspectives. Research in Oman has demonstrated a positive correlation between technology use and student motivation. Al-Fraih and Al-Shehri (2022) found that the use of gamified learning platforms in Omani schools significantly boosted student motivation and engagement, contributing to improved academic performance. Al-Balushi and Al-Aamri (2021) also reported that multimedia tools and interactive applications helped maintain students' interest in challenging subjects, such as science and mathematics. These findings align with international studies that suggest technology can cater to diverse learning styles, making education more inclusive and engaging (Jones & Adams, 2021).

In other GCC countries, similar trends have been observed. For instance, a study in the United Arab Emirates (UAE) by Alshurideh et al. (2021) found that digital learning tools enhanced student motivation by providing interactive and engaging content. The study highlighted that technologies such as virtual reality and augmented reality could create immersive learning

experiences, increasing student interest and participation. In Saudi Arabia, Al-Mashikhi and Al-Omari (2023) noted that the integration of e-learning platforms improved student motivation and retention, especially during the COVID-19 pandemic when online learning became a necessity. These studies indicate that technology can play a crucial role in fostering an engaging learning environment across different GCC contexts.

Globally, research supports the notion that technology can enhance both motivation and knowledge retention. A study by Selwyn and Pangrazio (2022) examined how digital tools like educational software and online quizzes promote active learning, leading to better retention of information. This is consistent with findings from Oman, where Al-Mukhaini and Al-Khanjari (2021) reported that interactive digital tools improved knowledge retention by facilitating active learning. Active learning strategies encourage students to engage with content meaningfully, promoting deeper understanding and memory retention (Brown et al., 2020). However, the literature also highlights several challenges associated with technology use in education. One significant concern is digital distraction, which can negatively impact both motivation and retention. In Oman, Al-Shukaili and Al-Kindi (2022) noted that the presence of digital devices in classrooms often leads to distractions, with students spending time on non-educational activities. This is corroborated by research from Kuwait, where Al-Ali and Al-Kandari (2023) found that digital distractions were a major challenge in online learning environments, affecting student focus and learning outcomes.

Another challenge is the digital divide, which affects access to technology and subsequently impacts learning outcomes. In Oman, Al-Farsi et al. (2022) discuss how disparities in access to digital resources between urban and rural areas can lead to unequal educational opportunities, affecting student motivation and knowledge retention. Similar issues have been reported in other GCC countries, such as Bahrain, where Al-Jenaibi and Al-Hassan (2021) noted that unequal access to technology hindered the effectiveness of e-learning initiatives. The literature also points to the need for a strategic approach to technology integration in education. In Oman, Al-Harthy and Al-Azri (2023) recommend that policymakers develop comprehensive strategies that address both the opportunities and challenges of technology use in education. This includes investing in digital infrastructure, providing professional development for teachers, and developing guidelines to manage digital distractions. In Saudi Arabia, Al-Mashikhi and Al-Omari (2023) similarly advocate for a balanced approach that combines technological innovation with effective pedagogy to enhance learning outcomes. Overall, the literature suggests that while technology has the potential to enhance student motivation and knowledge retention, its effectiveness is influenced by several factors, including pedagogical alignment, teacher preparedness, and digital equity. Future research should focus on exploring these dynamics further, particularly in the context of Oman and other GCC countries, to develop a more nuanced understanding of how to optimize technology use in education.

Research Questions

What are the effects of technology in the education sector?
How technology influences the student's motivation?

Research Objectives

To evaluate the effect of technology in the education sector.
To examine the influence of technology on students' motivation.

Research Methodology

This qualitative study employed a phenomenological research design to explore the lived experiences and perceptions of students, teachers, and educational administrators regarding the factors affecting the quality of learning in global education. Purposive sampling was selected with participants who have diverse experiences and backgrounds related to global education. This included students from different socio-economic backgrounds, teachers with various levels of experience, and educational administrators.

Sample size of 17 participants was achieved through data saturation, where no new themes emerge from additional interviews (Guest, Bunce, & Johnson, 2006). Inclusion criteria were students aged 18-24 from universities. 13 teachers with at least five years of teaching experience. Exclusion criteria were participants without direct experience in the education system and individuals unwilling to provide informed consent.

In-depth interviews were conducted through development of semi-structured interview guide. Development of an interview guide with open-ended questions were done to explore participants' perceptions of factors affecting learning quality. Conducted interviews in a quiet, comfortable environment via video conferencing tools (Zoom) to accommodate participants' preferences and safety considerations. Each interview lasted approximately 25-40 minutes. Ethical considerations were done through informed consent from all participants, ensuring they understand the study's purpose, procedures, and their right to withdraw at any time. Confidentiality was maintained by assigning pseudonyms to participants and securely storing data.

Data Analysis

Thematic analysis involved identifying, analysing, and reporting patterns (themes) within qualitative data. Here's a detailed thematic analysis based on in-depth interviews exploring the effect of technology on student's motivation and knowledge retention.

The data were collected through interviews with 17 students and 13 teachers across various educational institutions. Thematic analysis was employed to identify recurring themes related to technology use in education. Eight primary themes emerged from the data: (1) Engagement and Interactivity, (2) Accessibility and Digital Divide, (3) Digital Distractions, (4) Teacher Preparedness, (5) Pedagogical Integration, (6) Feedback and Assessment, (7) Motivation and Gamification, and (8) Knowledge Retention and Active Learning.

Engagement and Interactivity

A dominant theme that emerged from both student and teacher responses was the role of technology in enhancing engagement and interactivity in the classroom. Many students reported that digital tools such as interactive whiteboards, online quizzes, and educational games made learning more engaging and enjoyable. One student stated, *"Using interactive apps in the classroom makes lessons much more interesting. It feels less like studying and more like playing a game."* Teachers echoed this sentiment, with one noting, *"Technology helps us create more dynamic lessons that keep students engaged, especially in subjects that they normally find boring."*

Accessibility and Digital Divide

While technology has the potential to enhance learning, both students and teachers pointed out issues related to accessibility and the digital divide. Several students highlighted the lack of adequate internet connectivity and access to digital devices. One student mentioned, *"I*

often have trouble accessing online resources because the internet is very slow." Similarly, a teacher explained, *"There is a noticeable gap between students from urban and rural areas. Those in rural areas often struggle with access to technology, which affects their learning experience."* This theme underscores the importance of addressing digital inequality to ensure equitable access to educational resources.

Digital Distractions

Digital distractions emerged as a significant concern among teachers. Many teachers expressed frustration over students using technology for non-educational purposes during class. One teacher remarked, *"Sometimes, I feel like I am competing with smartphones and social media for the students' attention. It's challenging to keep them focused."* Students also admitted to being distracted by technology. A student confessed, *"I often end up checking social media during online classes, and it distracts me from what the teacher is saying."* This theme highlights the need for strategies to minimize digital distractions and enhance students' focus during lessons.

Teacher Preparedness

The data revealed varying levels of teacher preparedness in integrating technology into their teaching practices. Several teachers acknowledged the need for professional development to effectively use digital tools. One teacher commented, *"I am not very comfortable using advanced technology in my lessons. I think more training would help me and other teachers utilize these tools better."* Students also noticed the difference in teachers' abilities to use technology. A student observed, *"Some teachers are really good with technology, and their classes are fun and interesting. Others don't use it much, and their lessons are a bit dull."* This theme suggests a need for continuous professional development programs to improve digital literacy among educators.

Pedagogical Integration

Effective pedagogical integration of technology was another theme that emerged from the analysis. Both students and teachers stressed the importance of aligning technology use with pedagogical goals. A teacher noted, *"Technology should not just be used for the sake of it; it should support the learning objectives."* A student shared, *"When technology is used well, it helps us understand difficult concepts better. But sometimes, it feels like we are just using technology without a clear purpose."* This theme emphasizes the need for thoughtful integration of technology to enhance learning outcomes.

Feedback and Assessment

The use of technology for feedback and assessment was highlighted as a significant advantage by both students and teachers. Digital tools enable immediate feedback, which can enhance learning by allowing students to correct mistakes in real-time. A student commented, *"I like using online quizzes because I get my results immediately, and I can see what I got wrong right away."* A teacher also mentioned, *"With digital tools, I can provide instant feedback to students, which helps them understand their mistakes and learn better."* This theme underscores the value of timely feedback in promoting effective learning and knowledge retention.

Motivation and Gamification

Gamification and other motivational strategies emerged as important themes in the data. Many students found gamified learning experiences more motivating than traditional methods. A student explained, "*Learning through games makes studying fun and less stressful. It motivates me to study more.*" Teachers also recognized the motivational potential of gamification. One teacher noted, "*Incorporating games and rewards into lessons keeps students motivated and encourages them to participate more actively.*" This theme indicates that incorporating gamification can enhance student motivation and engagement in the learning process.

Knowledge Retention and Active Learning

Finally, the impact of technology on knowledge retention and active learning was a prominent theme. Both students and teachers reported that digital tools facilitate better understanding and retention of information by promoting active learning. A student shared, "*Using videos and interactive simulations helps me remember things better than just reading from a textbook.*" Similarly, a teacher stated, "*Technology allows us to create interactive activities that promote active participation, leading to better retention of knowledge.*" This theme highlights the potential of technology to support active learning and improve knowledge retention among students.

Finding and Conclusion

The thematic analysis of the interview data from 17 students and 13 teachers in Oman reveals eight key themes related to the impact of technology on student motivation and knowledge retention. These themes provide a comprehensive understanding of both the benefits and challenges associated with integrating technology into educational practices.

Firstly, the analysis shows that technology significantly enhances engagement and interactivity in the classroom. Students reported that digital tools such as interactive whiteboards, educational apps, and online quizzes make lessons more dynamic and enjoyable. This theme underscores the importance of using technology to create engaging learning environments that motivate students to participate actively.

Secondly, a prominent concern identified in the data is the issue of accessibility and the digital divide. Both students and teachers expressed concerns about unequal access to technology, particularly for students from rural areas or low-income backgrounds. This theme highlights the need for policies and initiatives that address digital inequalities to ensure all students have equal access to technological resources.

Thirdly, digital distractions emerged as a significant challenge associated with technology use in education. Teachers frequently reported difficulties in keeping students focused when digital devices are involved. This theme suggests that while technology can enhance engagement, it also poses challenges that need to be managed effectively to minimize distractions and maintain student focus.

Fourthly, the preparedness of teachers to effectively integrate technology into their teaching practices was another critical theme. Many teachers expressed a lack of confidence and familiarity with digital tools, which affects their ability to use technology effectively in the classroom. Students also observed variations in teachers' comfort levels with technology, which impacted their learning experiences. This theme highlights the need for ongoing professional development and training to equip teachers with the necessary skills and confidence to integrate technology effectively into their teaching.

Fifthly, effective pedagogical integration of technology was identified as a crucial factor influencing its impact on student learning. Both students and teachers emphasized that technology should be used purposefully to support learning objectives. This theme suggests that for technology to be effective, it must be thoughtfully integrated into the curriculum, aligned with pedagogical goals, and used to enhance learning outcomes.

Sixthly, technology's role in improving feedback and assessment processes was highlighted as a significant advantage. Both students and teachers noted that digital tools enable more immediate and personalized feedback, which can enhance learning and knowledge retention. Teachers also pointed out that technology allows them to provide more frequent and detailed feedback, supporting students' learning progress. This theme underscores the potential of technology to enhance assessment practices and provide timely feedback that promotes effective learning.

Seventhly, the use of gamification and other motivational strategies through technology was identified as an important theme. Many students found gamified learning experiences more motivating than traditional methods, as they make learning more fun and engaging. Teachers also recognized the potential of gamification to increase student motivation and participation. This theme indicates that gamification and other technology-based motivational strategies can effectively enhance student engagement and motivation.

Finally, the impact of technology on knowledge retention and active learning emerged as a significant theme. Both students and teachers reported that digital tools facilitate better understanding and retention of information by promoting active learning. This theme highlights the potential of technology to support active learning and improve knowledge retention among students.

Conclusion

The findings from this thematic analysis indicate that technology has a significant impact on student motivation and knowledge retention in Oman. While technology can enhance engagement, interactivity, and motivation, challenges such as digital distractions, accessibility issues, and varying levels of teacher preparedness must be addressed to maximize its benefits. These findings suggest that a balanced approach to technology integration, focusing on equitable access, effective pedagogical use, and professional development for teachers, is essential for optimizing the impact of technology on student learning outcomes.

Recommendation

Based on the findings from the thematic analysis of interviews with students and teachers in Oman, several recommendations are proposed to enhance the positive impact of technology on student motivation and knowledge retention while addressing the associated challenges.

Enhance Digital Accessibility and Bridge the Digital Divide

To address the issues of unequal access to technology, it is crucial to develop initiatives that provide digital resources and infrastructure, especially in rural and underserved areas. This could include investing in affordable internet services, providing digital devices to students in need, and setting up community learning centers with access to technology. Ensuring all students have equitable access to the necessary digital tools will help bridge the digital divide and enable all students to benefit from technology-enhanced learning.

Implement Professional Development Programs for Teachers

To improve teacher preparedness and confidence in using technology, comprehensive professional development programs should be implemented. These programs should focus on enhancing digital literacy, familiarizing teachers with various digital tools and platforms, and training them on effective pedagogical integration of technology. By equipping teachers with the necessary skills and knowledge, they will be better prepared to use technology effectively in their teaching practices, thereby enhancing student engagement and learning outcomes.

Integrate Technology with Clear Pedagogical Goals

To maximize the benefits of technology in education, it is essential to align its use with clear pedagogical goals and objectives. Educational institutions should develop guidelines and strategies for integrating technology into the curriculum in a way that supports learning outcomes. This involves selecting digital tools and resources that enhance understanding, promote active learning, and provide opportunities for meaningful engagement. Ensuring that technology is used purposefully and effectively will enhance its impact on student motivation and knowledge retention.

Develop Strategies to Minimize Digital Distractions

To address the challenge of digital distractions, schools and teachers should implement strategies to help students stay focused during lessons involving technology. This could include setting clear guidelines on the use of digital devices, incorporating digital literacy education to teach students how to manage distractions, and using technology to create structured and engaging learning activities that minimize opportunities for off-task behavior. Additionally, incorporating breaks and varied activities can help maintain student attention and reduce the potential for distractions.

Leverage Gamification and Active Learning Techniques

To enhance student motivation and knowledge retention, educators should leverage gamification and active learning techniques using technology. Incorporating elements of game design, such as rewards, challenges, and interactive tasks, can make learning more engaging and motivating for students. Additionally, using technology to facilitate active learning—such as through simulations, interactive activities, and collaborative projects—can help reinforce learning and improve knowledge retention. By adopting these strategies, educators can create more dynamic and effective learning environments that cater to diverse learning preferences.

By implementing these recommendations, educational institutions in Oman can optimize the use of technology to enhance student motivation and knowledge retention. Addressing the challenges identified in the thematic analysis, such as digital accessibility, teacher preparedness, and digital distractions, will help create a more equitable and effective learning environment that leverages technology to support student learning outcomes.

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