Mixed Methods

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Introduction

All social groups and ethnic groups should be able to access an equitable education. More times than not African Americans, Hispanic Americans, and other communities of color are underserved by school districts across the country. One specific school district whose students are savvy but educationally challenged will be allowed to engage in educational technology because of financial contributions. Nonetheless, most students from the communities mentioned have a slighter chance to own a computer and have access to the internet. However, lacking access to technology causes provocations for students during class. Disparities in access to information and communication technologies can exacerbate existing educational inequalities. Students without internet access at home may struggle to complete web-based assignments making it hard to acquire digital literacy skills. Even though. Technology integration is constantly developing attempting to build a technological way of life for students, teachers, and administrators.

Generally, receiving school funding affects poverty-stricken individuals differently than more affluent people. The funding provided from property taxes is lower which hampers investment in technology in schools encompassing the impoverished.

Statement of Problem

Diverse communities are more disquieted about access to technology in their districts, they are apprehensive about how technology is integrated in schools, and the impactful effects on student outcomes.

Purpose of the study

With all intensive purposes, this study elaborates on the social economic impact that causes a gap in learning derived from the lack of technological services, and the effect it has on student outcomes in diverse communities.

Theoretical Framework

The continuous effects of lacking technological services on diverse communities can devastate educational systems just as global warming is disastrous to the world. Everything within both spheres will have a slow and ultimate ruination.

Because technology is changing so vastly the classroom is the ideal place for students to get their feet wet adapting to these changes. Being able to reinforce the knowledge learned in a formal classroom setting makes it inevitable to be able to have an internet connection at home. Every student within every school system needs to be technologically connected. The knowledge gap developed between the haves and the have-nots eventually causes issues with lifelong learning. As technology integration endlessly expands everyone needs to be engaged. Especially the young, because they are going to be the ones who will take technology further into the future, and all of them need

to be inclusive, “If we want to make the communities stronger, we should study their assets, resources, and talents”, (Block, P., 2008). This is why internet service needs to be available to all students in every school district.

The quality of life can be measured by how well students from marginalized communities do in school. As a whole, “research studies have provided concrete examples of classroom environments in which technology has made a positive difference in the learning outcomes of students at risk of failing courses and dropping out”, Technology can close achievement gaps, improve learning | Stanford GSE . Nonetheless, in 2013 just over a decade ago different ethnicities all over America were having difficulties accessing internet service at home as shown in Chart 1 below.

Children lacking internet service at home in 2013. Complements of the PEW Research Center.

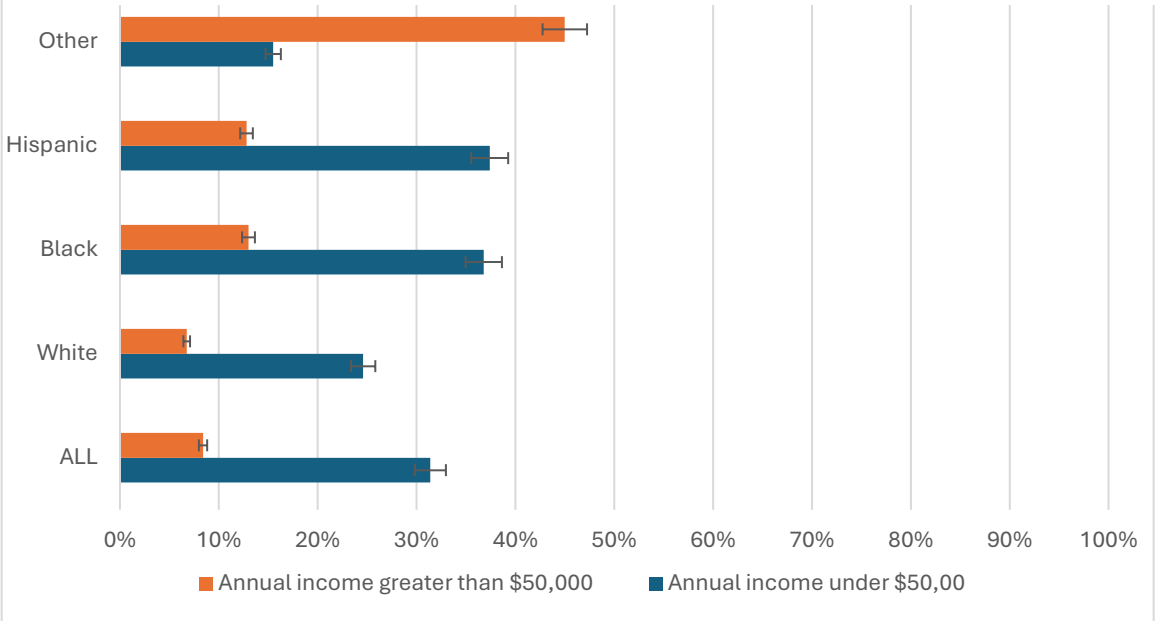

Chart 1

Five years later in 2018, venturing away from ethnic differences and exploring where children 5 – 17 live, having internet service referencing their poverty levels are shown in

Children 5 to 17 with internet service by home locale in 2018. Complements of NCES

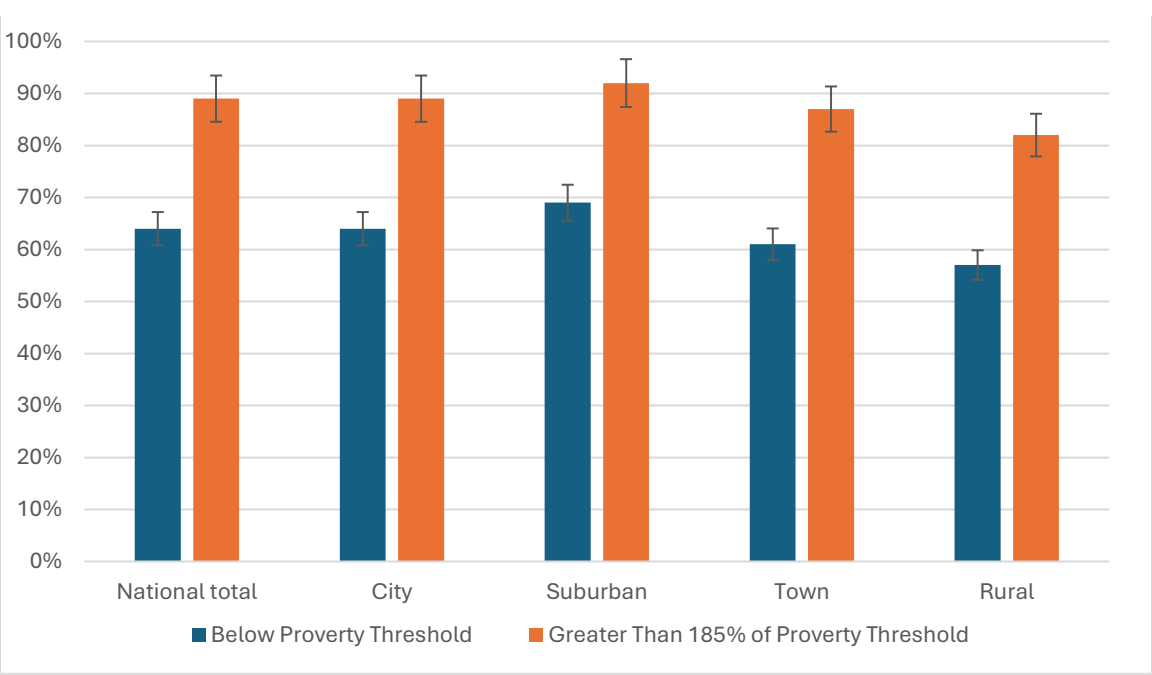

Table 2.

Null Hypothesis

It isn't impracticable for every student in every household to have internet access; particularly in rural areas where the internet signals are disruptive.

Research Hypothesis

Advancement in technology reaches everywhere at the speed of light. Keeping up with these advancements is crucial for school children everywhere. Funding to ensure that every student has access to internet service should be provided in ways that no criteria are set for any school district.

Qualitative Research Questions

Will communities be stronger by ensuring that in every possible way, students have internet access?

Does funding have to be the only way to ensure students without internet access are provided with the necessities needed for technological know-how?

Research Design

Convergence of narrative qualitative data with tables showing nominal and ordinal data delivered in this mixed method research methodology.

Limitations

How does this study help school districts identify that the quality of community building is front and center when their students have internet access?

Delimitations

The variables that merge the qualitative and quantitative data are strong communities and internet access; incorporated in the theoretical framework and qualitative research sections above.

Assumptions

Financial contributions aren't the only way to solve the problem of not having internet service.

Summation

Understanding the community and focusing on the welfare of every student. Finding efficient ways to ensure that every student who needs to be technologically engaged has internet access.

> “The essence of community building is not economic prosperity of political discourse or the capacity of leadership; it is citizens’ willingness to own up to their contribution, to be humble, to choose accountability, and to have faith in their own capacity to make authentic promises to create the alternative future”, (Block, P., 2008 pg. 48).

Marginalized communities have been overlooked long enough. It’s the right time in history to build insurance that outcomes for every student's future and allows equal access to technology.

References

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