The Computer and the Internet in Favor of Teaching and Learning

Mentor Rrustemaj

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ABSTRACT

The computer, in the beginning of its use, was seen as a passive tool, and not so important, and today it is an integral part of the teaching-learning process. As in all other fields, in the field of education - respectively in the process of teaching - learning, computer and internet play an important role. The latest case, when the Covid - 19 pandemic, has involved almost the whole world, the learning process is carried out at a distance (e - learning), were created, through various platforms, the virtual classrooms and much more, where in the meantime, in addition to other technologies, the computer together with the internet occupied an important place. The following tools were used for data collection: e-mail interview with teachers and electronic questionnaire (Google form) with pupils in two schools, elementary and lower secondary school. So the two hypotheses raised have been validated and tested through the SPSS program.

Key words: The computer; e-learning; Internet; learning; teaching;

INTRODUCTION

Advances, since the beginning of the nineties, in computers, software, telecommunications and digitalization, have led to the transmission of fast data and knowledge throughout the world. (Caslion & Kotler, 2011)

With these words taken from a book in the field of Marketing, by the most eminent professors in this field, we note the importance of using the computer and the Internet. In the field of education, certain computer-based programs and Internet-based programs have made it possible to make teaching attractive and with the student at the center. The computer and the Internet are also of special importance during the learning process with students who have different difficulties in learning, how the word sounds through colors, photos, different videos, sound, etc.

Computer-based and Internet-based programs are used by teachers in the compilation of plans, checklists, lesson management, while through Internet-based programs, the use of various videos related to the topic, various information, the use of different platforms - when it comes to distance learning, and much more. For students, the computer and the Internet help them solve various problems when compiling homework, motivate students by making the subject and topic interesting, etc.

As in any field in which there are advantages and disadvantages, here too we have the positive side as well as the negative side. However, with the help of teachers and parents, a greater management can be achieved in terms of negative phenomena, which as such are evident in children when using the computer and the Internet.

The purpose of the research

This research aims to define the importance of using the computer and the Internet in the teaching-learning process, then what are the disadvantages of using these technologies, as well as their impact on distance learning and media education - all of these based on research questions. And through the raised hypotheses, there will be an attempt to improve practices in schools, bringing data related to the motivation of students during the process of teaching - learning in the ongoing use of these technologies, as well as through certain forms to provide different information about with interactivity during the e-learning process.

LITERATURE REVIEW

The computer and the Internet in the teaching-learning process

The use of computers and the Internet has become an integral part of our daily lives. (Costley, 2014). Due to technological advancements, computers and the Internet cannot be separated from education at this time. Computers and the Internet cannot be separated from education in this time of technological advancement. (Keser, Uzunboylu, & Ozdamli, 2011) . The use of computers and the Internet makes the learning process more interesting and diverse and leads to increased cognitive activity. (Geladze, 2015). PC - Internet relationship in every school, is a reality that became the main engine of change and modernization of our education. (Bushati, 2014). The cooperative learning instructional strategy focuses on getting students to interact with each other in groups in ways that enhance their learning. (Pitler, Ross Hubbell, & Kuhn, 2012). As computers have become a part of students' daily lives, traditional teaching focused on imparting knowledge is no longer stimulating enough. Something had to change, and ICT (computers and the Internet) seemed to be the ideal means of change, as it promised to make teaching and learning more engaging. (Lim & al, 2014). However, we should see the computer and the Internet as a supplement to, not a replacement for, traditional learning. The obligation of teachers is to:

- Identify strategies for gathering information
- Determine the importance of the information they will find
- Develop problem-solving skills
- To evaluate the efficiency and effectiveness of the solutions. (Zdravkova & Josimovski, 2013)

The use of computer programs makes it possible to produce more interesting messages by enlivening their text with pictures, drawings, sounds and videos. A clean message and an attractive design, not only makes the material/message easier to read and understand, but also shows professionalism and commitment. (Gixhari, 2016). Norton and Wiburg (2003) cited in (Marsh, 2014), include the following examples:

- Habits computer programs, to do exercises and practice; habituation programs provide interactive learning programs, usually with immediate feedback on student performance.
- Online access to teaching/learning programs. An example is The Human Race, an interactive website that allows students to enjoy regular physical activity away from their computers.
- Simulations; many educational software publishers produce simulations—students are empowered to "play" with a model or mockup of the subject they're studying and try out the various effects of variables in that model.

Homework reflections, e-portfolio development, projects, quizzes, problem solving, are some of the innovative methods that have been shown to be successful to be implemented during the learning process. Such methods are considered as stimulating and motivating tools for greater engagement of students in the learning process. They enable students to check their understanding, perform specific tasks and at the same time be creative in solving tasks and problems with more general contexts. (Llapashtica – Lipscom, 2020)

Computer and Internet in inclusive education

Often, special educational needs education is left aside due to the difficulty of providing special systems with equipment for children with disabilities of various types. The strategy envisages that, where possible, all options will be explored to provide such equipment, although the cost is often difficult to meet. (MASHT, 2011) For a student with a learning disability whose handwriting cannot be read, computers provide the perfect handwriting, so that student can finally put his ideas on paper (actually on the screen). his. Once the ideas are recorded on the computer, the student can reorganize and improve the content of his or her writing, without the torture of rewriting it by hand. (Woolfolk, 2011). The computer allows overcoming some of the failures that the student usually encounters when working with school tools. The student can complete any activity as a whole with minimal participation of a third person, who will help them while working with the tools. Example: The student with cerebral palsy has difficulty writing with a pencil in the notebook. He experiences obstacles and failures

during the realization of this activity. With the help of assistive devices and the computer regardless of writing, it is faster and happier for the successful completion of the activity. (Hajdari, 2019).

E-learning (distance learning)

In a broad sense, distance learning is often synonymous with online learning, e-learning, correspondence education, distance learning, flexible learning, and massive open online courses (MOOCs). (UNESCO, 2020). Gjokutaj, Hoti & Kadriu (2016) cited in (Azemi, 2020), emphasize that electronic learning (e-learning) is the new way of learning, enabled by communication technology. It refers to the use of electronic devices and today's technologies in teaching and learning processes. Online teaching, or as it is sometimes called distance learning, is accomplished by distributing instruction and instruction via the Internet. (Shatri, 2016). Distance learning is a form of education, which is realized through modern communication technologies, with the aim of learning students located in different places and distances - outside the traditional learning environment (classroom). Distance learning programs enable students and teachers to interact with each other through computer tools, the Internet, artificial satellites, telephones, radios, televisions, and other technologies.(Mexhuani, 2011). According to (ECDL, 2012), the advantages of e-learning are:

- Unlimited access to learning content in terms of time and space,
- Access to standardized and high-quality teaching materials,
- Possibilities of interaction between teachers and students,Etc.

Media education

The term media usually refers to mass media messages communicated through visuals, language, and/or sound that are produced for a remote audience using some form of technology. These include traditional print-based media (eg, books, newspapers, magazines, direct mail); audiovisual media (eg, radio, television, computer games, Internet, blogs, wikis). (Abdurrahmnai, Godole, & Musai, 2011). Media education refers to the use of the media to provide new and correct information, the creation and use of information, communication through traditional and digital media, criticism of the media, the language of the media and its impact on society, the expectations of citizens from the media. and their fair and safe use, etc. The subject of media education includes content related to traditional and digital media, television, radio, film, newspapers, magazines, the Internet, photography, advertising and electronic games, media ethics, etc. (MASHT, 2016). Rumble (1986, 1994) cited in (Rahman, 2014) states that four media namely computer, printer, audio, television are available for learning purposes, in one technological form or another.

What are the negative forms of the impact of the computer and the Internet on students?

Today, in the contemporary standard of families, children have the opportunity to spontaneously recognize the use of the computer and the Internet, even not without consequences, e.g. wasting time in computer games, banal communications, etc. (Brada, 2010). Even worse, your children may unknowingly communicate with online predators, who use the Internet to establish social relationships with vulnerable children, whether they are their peers or an adult they can trust. trust, and later try to convince them to meet directly. (Shumadieva, 2012)

Research questions and hypotheses

1. Does the use of computers and the Internet influence the motivation of students during the teaching-learning process?
2. What is the role of the computer and the Internet in the new forms of teaching-learning (e-education, media education)?
3. What are the negative forms of impact of the computer and the Internet on students?

H1: The use of computers and the Internet increases students' motivation during the teaching-learning process.

H2: E-learning, based on computer and Internet, enables teacher-student interactivity

METHODOLOGY

To carry out this research, we used the documentation analysis method, the descriptive method and the statistical method. Through the documentation analysis method, we have analyzed laws, various research reports and other publications related to the subject in question. Through the method of descriptive analysis, we have analyzed and described the opinions of teachers and students. Through the statistical method, we processed and presented the results obtained from the quantitative and qualitative research. The research was carried out using qualitative and quantitative methodology. For data collection, questionnaires were used electronically compiled through google forms that were used by students and interviews through e-mail for teachers. In this research we deal with the open problem. (Vula, 2016)

The questions in both the questionnaires and the interview are well structured and understandable, so that students and teachers express their opinions clearly and honestly. The questionnaires will be completed individually by the students. Quality, validity, reliability, safety and workability have followed this research. (Vula, 2016)

It was requested by the MDE (Municipal Directorate of Education) in Gjakova, through a request, that I be allowed the possibility of research in the aforementioned schools. Also, through requests, I have addressed the principals of the schools in question where the research will be done, so that I have access for research to the designated staff of teachers and to the students of certain classes. And finally, through a joint request, I addressed the tutor teachers for the classes involved in the research and the teachers involved in the research. During data collection and publication of student results, we have maintained the confidentiality of students and teachers.

Samples

Two schools were selected in the Municipality of Gjakova, (SH.F.M.U. "8 Dëshmorët" and SH.F.M.U. "Ukshin Miftari") where students from the VIIth, VIIIth and IXth grades were included in the research, as well as a part of the staff of teachers who develop the teaching process in these classes. (there are a total of 120 students and 10 teachers). In the third phase, the data collected through the questionnaires by the students and the interviews by the teachers were analyzed and then the answers were systematized through the SPSS package and the obtained results were weighted in a tabular and graphic manner.

Table 1. Descriptive characteristics of the sample or participants (teachers participating in the research)

School	Municipality	Number of teachers	Gender F/M
8 Dëshmorët	Gjakova	5	1/4
Ukshin Miftari	Gjakova	5	3/2
SUM		10	

Table 2. Sample distribution per student.

School	Class VII	Class VIII	Class IX
8 Dëshmorët	25	21	21
Ukshin Miftari	12	19	22
SUM	37	40	43

Instruments

In this research we used the survey technique and as the main measuring instruments are: interviews for teachers and questionnaires for students, which were compiled to collect information related to the fact that the use of the computer and the Internet increases the motivation of students during the teaching process - learning, and E-learning, based on computers and the Internet, enables teacher-student interactivity.

Procedures

Quantitative data were collected through questionnaires compiled for students, while qualitative data were collected through interviews conducted with teachers and through researched literature. In the first phase of the implementation of the research, I talked with the principals of the selected schools and after their approval, I started the application of the research in order to make it as successful as possible and to collect data. In time, I informed the teachers and students about the purpose of the research and they showed their willingness to be part of the research. In the second phase, I distributed the questionnaires to the classes selected for research, where through the questionnaire for the students and the interview for the teachers, an assessment was obtained on the use of Google Sites and interactive platforms in the learning process. After completing the questionnaires with students, the next part was the interview with the teachers of both schools. In the third phase, I analyzed the data collected through questionnaires and interviews, then I systematized the answers with the Microsoft Excel program and presented the obtained results graphically, while testing and validating the hypotheses was done with the SPSS application program

Data Analysis and Results

Analysis is a process of working with data to gather data, describe, and explain the data in relation to the questions or hypothesis of the research project. (Matthews & Ross, 2010) We analyzed the data with the SPSS program and with the T-test or Independence Samples Test, which compared two independent samples. So the two independent samples T-test compares two different groups of samples, where the members of the two groups are separated from each other.

There are mainly three main types of statistical tests for one or two samples:

Statistical test T in one sample (One Sample t - test)

Statistical test T of independent samples (independent samples t - test)

Statistical test T of dependent (paired) samples (Depend (paired) Samples test) (Krasniqi, 2012) The most used test during applications is the test of two independent samples, which we used in this research.

Results From The Interview With Teachers

Teachers included in the research were 10 (ten)

Figure 1. Structure of the sample by gender

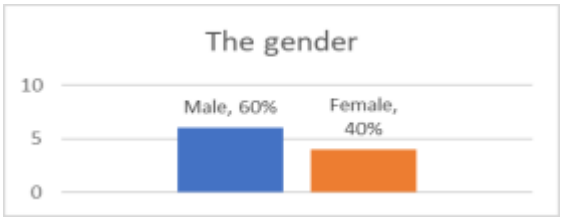


Figure 2. Level of studies

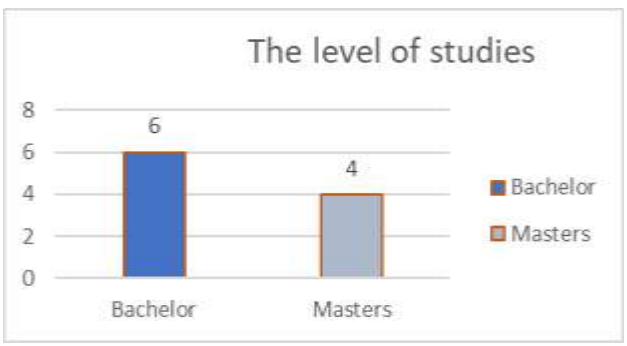
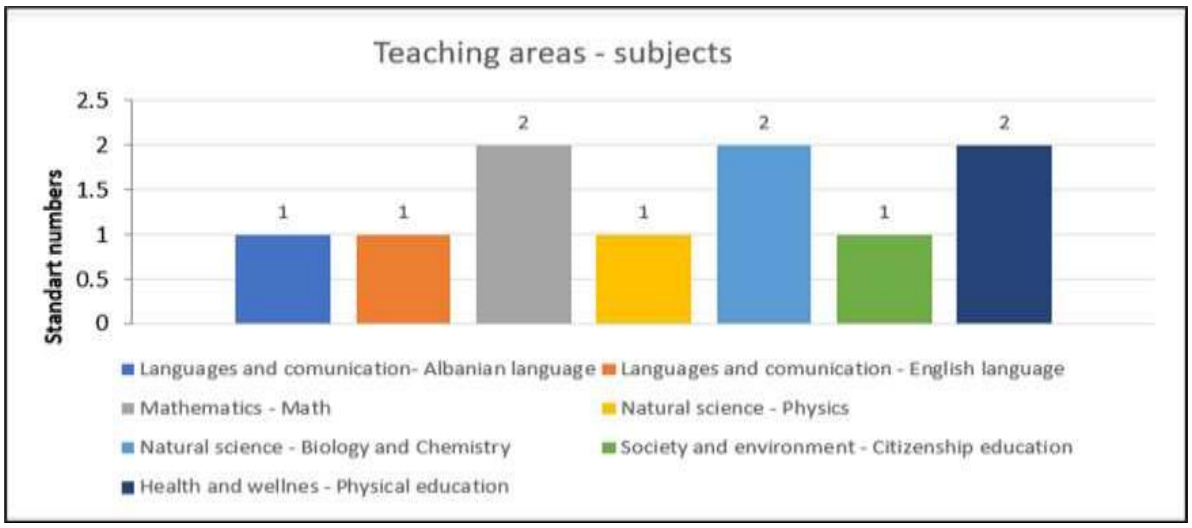


Figure 3. The division of teachers according to the field of teaching – subject



The answers received from the teachers related to the question: Do you think that the integration of technology (computer and internet) in the classroom affects the increase of motivation among students?

The teachers in both schools participating in the research agree with the fact that the computer and the Internet influence the increase of motivation in students, while we have different and interesting answers, where the reasoning of the answers is related to several processes such as interest, influences on the results of learning, online research, student attitudes including motivation, success and self-confidence, online research, tangible teaching by alluding to pictures, events and activities, interaction and effective teaching – all based on the use of the internet and computer in the teaching-learning process.

The answers received from the teachers regarding the question: Using computer programs (Access, Excel, PowerPoint, Word and One note), do you think they can be used as simulators on the one hand and as interactive on the other hand, during the learning process?

Teachers agree that the use of advanced computer programs can be used as stimulating and interactive on the other hand, while some teachers are more specific when they relate the effectiveness of these programs to the learning outcome, different presentations, calculations, etc.

Answers received from teachers regarding the question: Do you think that technology in the classroom, in addition to textbooks, makes learning more attractive for the student?

Teachers support technology in the classroom (computer and internet), not neglecting textbooks. As a support of technology in the classroom, in addition to the textbook, teachers take as an example the combination of techniques, activities and various events through the computer and the Internet, then various researches and up to the advancement of students for the future.

The answers received from the teachers related to the question: Do you agree that Multimedia (computer and Internet) very easily attract the attention of students due to the large number (wealth) of pictures and sounds that make the lesson more fun and thus enable for students to learn the learning content more easily?

The teachers in their answers agree with that of Multimedia in this case - the computer and the Internet have an impact on entertaining and facilitating the learning process for students, where as an example they mention the case with different photos and videos, better kept in mind as and much easier understanding of the lesson.

The answers received from the teachers regarding the question: Do you think that working in groups affects the increase of teacher-student interactivity during the process of distance learning (e-learning)?

One teacher is skeptical about this question in the framework of the learning process in Kosovo, while others relate the work in groups to some component factors, where as such they lead to the increase of teacher-student

interactivity during the e-learning process. Among these factors we distinguish: the division of tasks and responsibilities, being active, achieving results, expressing ideas and even teacher-student communication

Answers received by teachers regarding the question: E-mail, forums and social networks enable teacher-student interactivity during the teaching-learning process.

Regarding this question, a teacher is skeptical based on his experience, while others affirm the fact that E-mail, forums and social networks influence the teacher-student interactivity, where as such they relate it to the information about the lesson. and learning activities, tasks, ideas and up to teacher-student discussion.

Answers received from teachers regarding the question: Do you have anything else to say...?

Two teachers have declared NO, while the others have expressed their ideas, among other things they emphasize the importance of technology - computers and the Internet - in the teaching-learning process, among other things we have: The Connection of Technology, in this case, has to do with the constructivist approach, the results required for the subject, quality improvement, engagement in contemporary society, as well as effective teaching.

Results of data analysis from the student questionnaire

The number of students involved in the research was 120 students, and they answered the questions of the questionnaire through Google Form, that is, electronically.

Figure 4. Sample of students by gender.

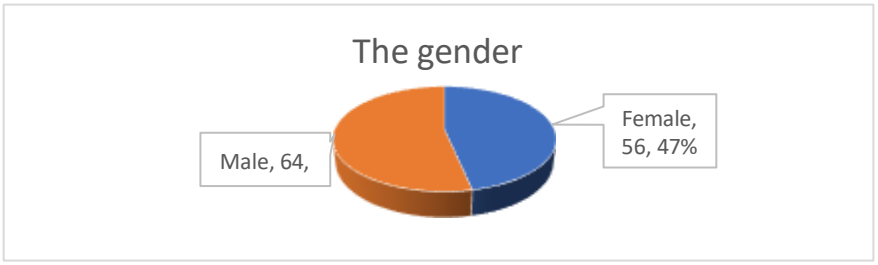


Figure 5. Distribution of the sample of students divided by class.

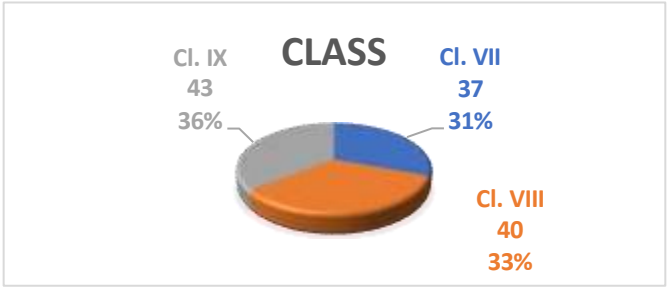
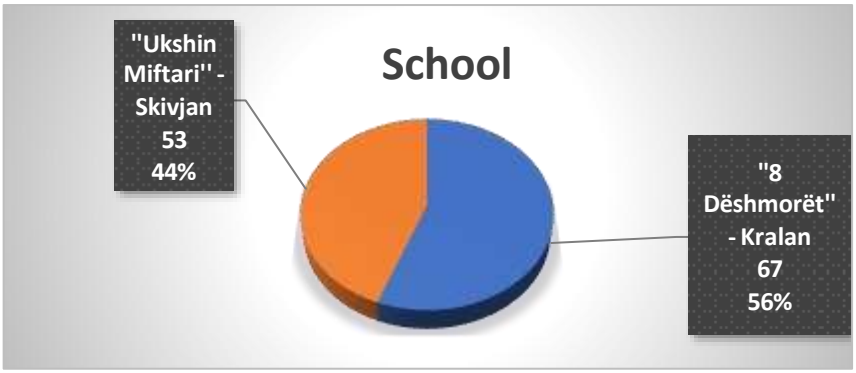


Figure 6. Sample of participants divided by school.



In the question posed to the students about what they mean by Technology, among other things, in the teaching-learning process, the students mostly clicked on the computer (with 75 participants - 64.t%) and the Internet (with 82 participants - 70.7%), while in a smaller percentage we have answers for the laptop – 54.3%, applications – 44.8% and platforms with 52.6%.

Figure 7. Students' opinion regarding what they mean by Technology in the classroom.

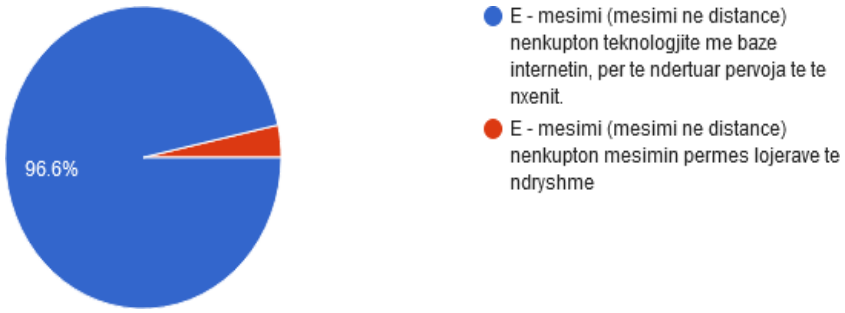
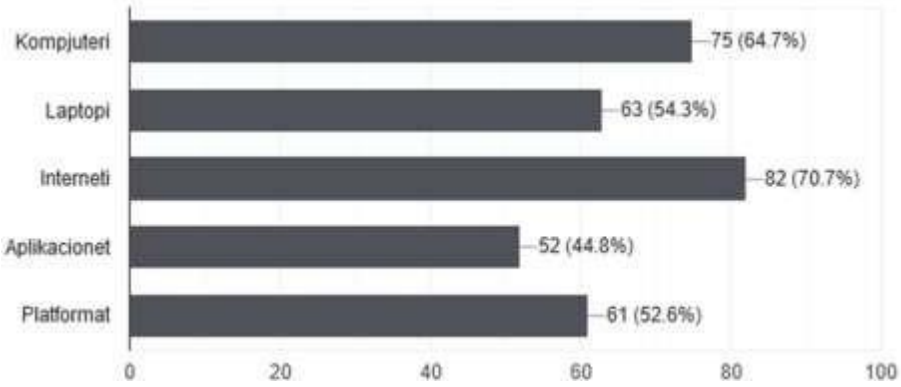


Figure 8. Students' opinion regarding e-learning.

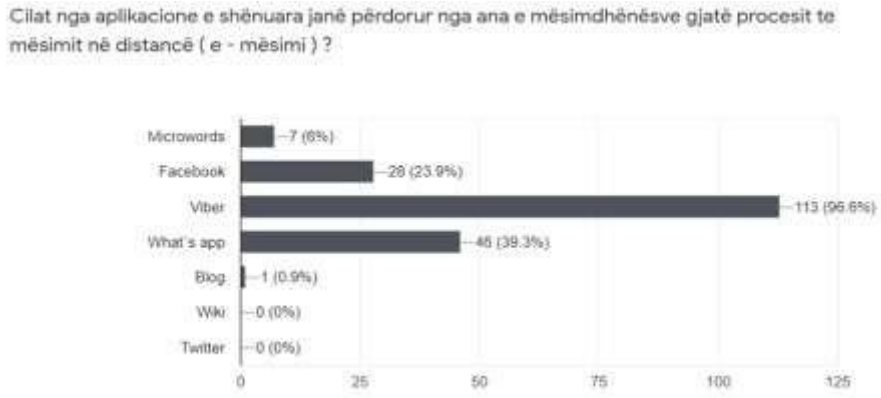


In the question presented, enabling them to choose one of the two possible options, regarding what they mean by e-learning, 97.4% of them answered yes right – so e-learning means internet-based technologies to build learning experiences.

Figure 9. Students' opinion regarding communication during e-learning.

In the aforementioned question, students from both participating schools answered in both formats, although the Synchronous format received a larger percentage. In principle, both communication formats are possible, as long as students have responded based on their own experiences.

Figure 10. Students' opinion regarding the use of applications during the e-learning process.



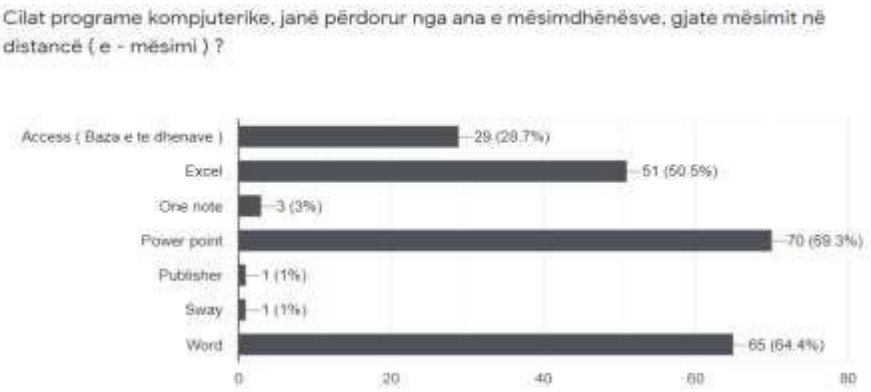
Regarding the question of which of the applications were used during the learning process (e-learning), the students answered with: 6% - Microwords, 23.9% Facebook, 96.6% Viber, 39.3% What's app, 0.6% Blog, while Wiki and Twitter with 0%.

Here it can be seen that the Viber application has a wider use compared to other applications.

Figure 11. Students' opinion regarding the use of platforms during the e-learning process.

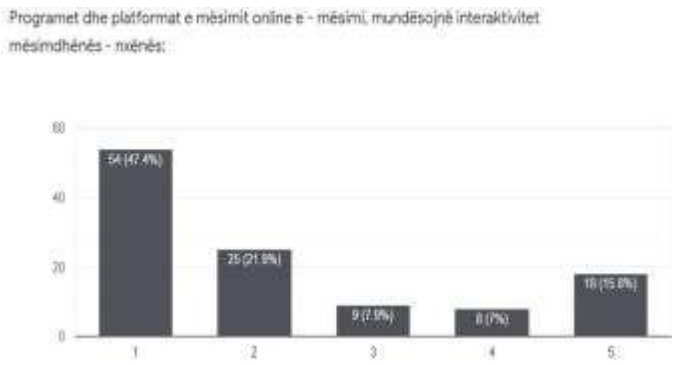
Regarding which platforms were used during the distance learning process, students responded with: 94.9% Zoom, 3.4% School Me education, 19.7% Busulla.com, M3 e-learning with 0%, 7.7% Microsoft Teams, 47.9 % Google Classroom and 82.9% Edmodo. From this we see that in terms of platforms, Zoom has a greater use, then the Edmodo platform follows, then the Google Classroom platform, then the Compass, Microsoft Team, School Me and M3 e-learning platforms, which as such have not been used at all .

Figure 12. Students' opinion regarding the use of computer programs used by teachers during the e-learning process.



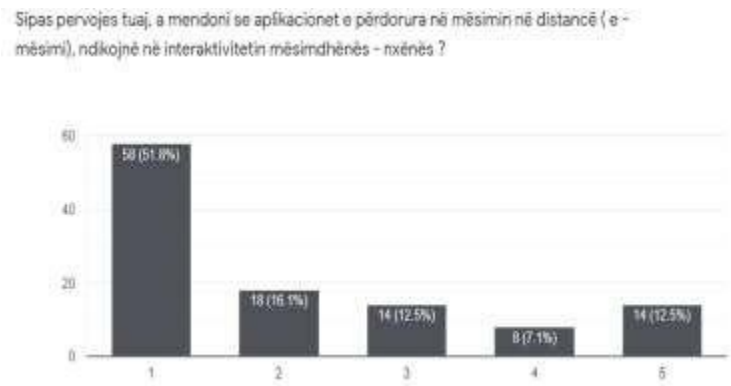
Regarding the computer programs used by teachers during the e-learning process, the opinion of the students is: 28.7% Database, 50.5% Excel, 3% One note, 69.3% Power Point, 1% Publisher, 1% Say , and 64.4% Word. From this it can be seen that the most used computer programs are Power Point, Word and Excel with 69.3%, 64.4%, and 50.5% respectively. Whereas in a smaller percentage we have the Database program with 28.7%, One note with 3%, and the Publisher and Sway programs with 1% each.

Figure 13. Students' opinion regarding the programs and applications related to the process of interactivity during the e-learning process.



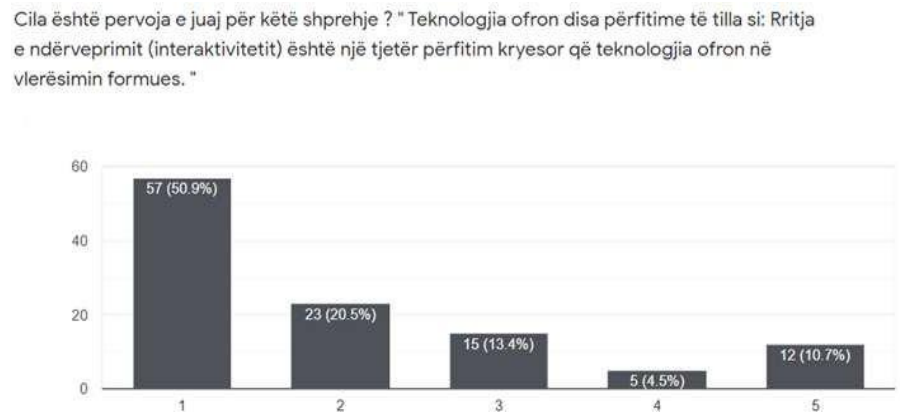
In the aforementioned question, using the Likert Scale 1 - 5 (Completely agree - I do not agree at all), the students' answers were such that 47.4% completely agree, while 15.8% of the students answered that they do not agree at all. From this we see that online learning programs and platforms enable teacher-student interactivity.

Figure 14. Students' opinion regarding the use of applications during e-learning.



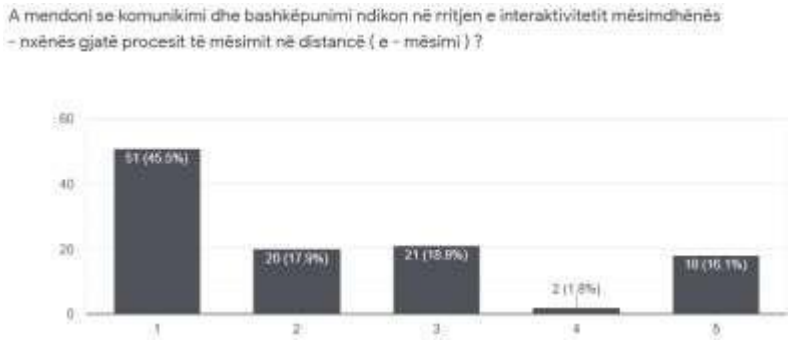
In the aforementioned question, using the Likert Scale 1 - 5 (Completely agree - I do not agree at all), the answers of the students were such that 51.8% completely agree, while 12.5% of the students answered that they do not agree at all. From this we see that the applications used in e-learning affect teacher-student interactivity.

Figure 14. Students' opinion on increasing interactivity when using technology**.**



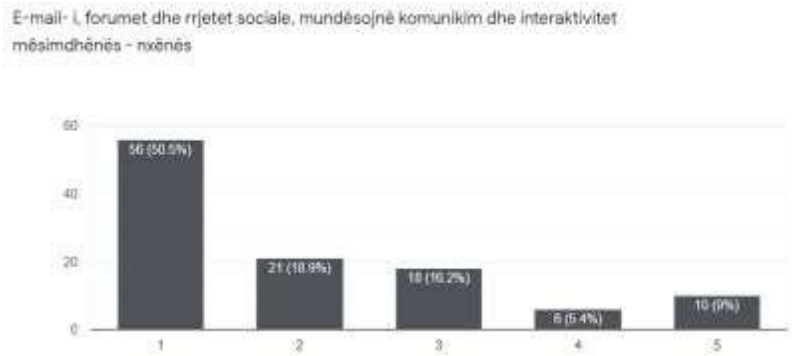
In the aforementioned question, using the Likert Scale 1 - 5 (I completely agree - I do not agree at all), the answers of the students were such that 50.9% completely agree, while 10.7% of the students answered that they do not agree at all. From this we see that technology affects the increase of interactivity during formative assessment.

Figure 15. Students' opinion on communication and cooperation during the e-learning process.



In the aforementioned question, using the Likert Scale 1 - 5 (Completely agree - I do not agree at all), the answers of the students were such that 45.5% completely agree, while 16.1% of the students answered that they do not agree at all. From this we see that communication and cooperation influence the increase of teacher-student interactivity during the e-learning process.

Figure 16. Students' opinion about E-mail, forums and social networks during the teaching-learning process.



In the aforementioned question, using the Likert Scale 1 - 5 (Completely agree - I do not agree at all), the answers of the students were such that 50.5% completely agree, while 9% of the students answered that they do not agree at all.

From this we see that E-mail, forums and social networks enable teacher-student communication and interactivity.

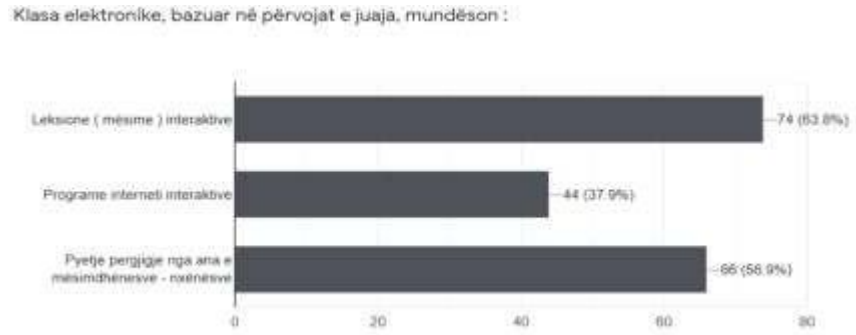
Figure 17. Students' opinion regarding the comparison between distance learning and lectures in large courses.

In the aforementioned question, using the Likert Scale 1 - 5 (I completely agree - I do not agree at all), the answers of the students were such that 39.15% completely agree, while 16.4% of the students answered that they do not agree at all. From this we see that during the e-learning process there is more interaction between students and teachers besides lectures in large courses.

Figure 18. The opinion of the students regarding the work of the teachers while using the applications.

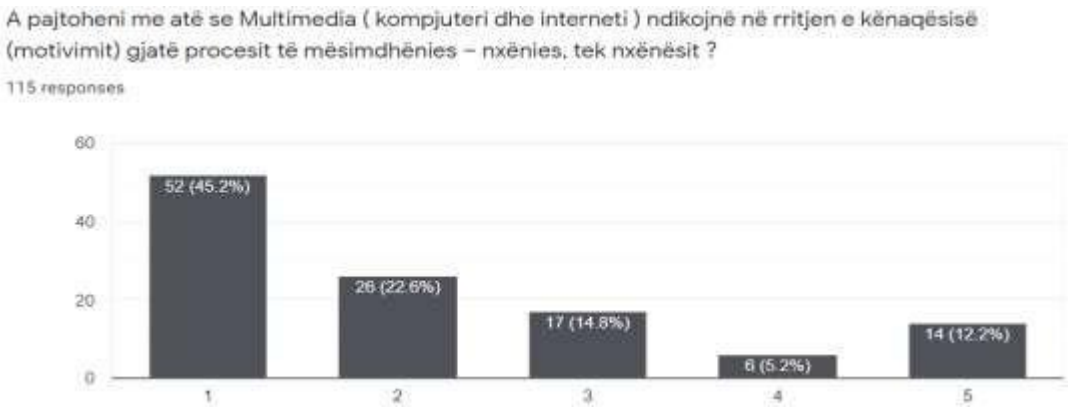
In the aforementioned question, using the Likert scale 1 - 5 (I completely agree - I do not agree at all), the students' answers were such that 54% completely agree, while 9.7% of the students answered that they do not agree at all. From this we see that teachers, through different platforms, give feedback information, related to lessons and tasks in achieving results.

Figure 19. Students' opinion on the electronic classroom.



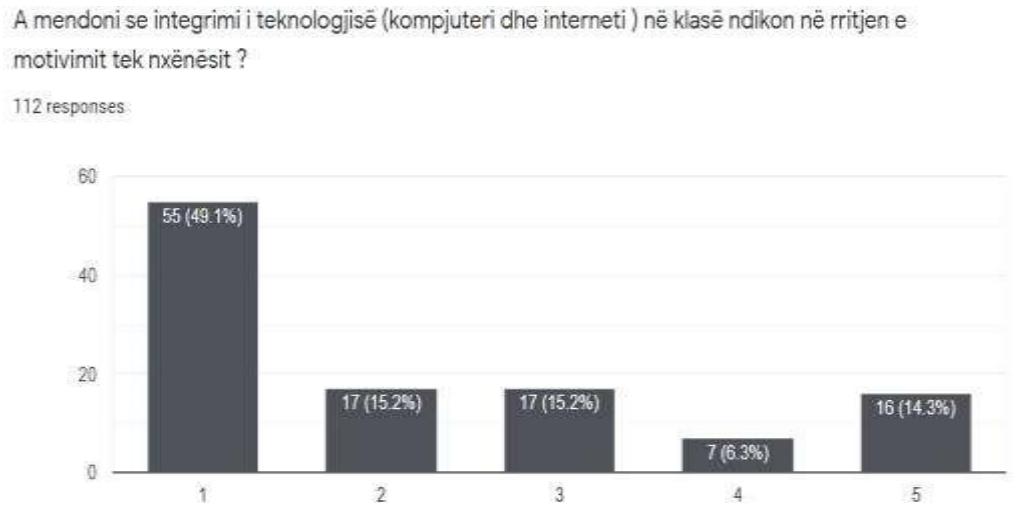
In the aforementioned question regarding the electronic class, within the three ready answers, we see that the students in the largest percentage have chosen the option Interactive lectures with 63.8%, and the option Questions - answers by teachers - students with 56.9 %, while the Interactive Internet Programs option received a smaller percentage, i.e. 37.9%. From this we see that the electronic class enables interactivity either through interactive lessons, or even between the teacher and the student.

Figure 20. Students' opinion regarding Multimedia in increasing student motivation.



In the aforementioned question, using the Likert Scale 1 - 5 (I completely agree - I do not agree at all), the answers of the students were such that 45.2% completely agree, while 12.2% of the students responded that they do not agree at all. From this we see that Multimedia (computer and Internet) affects the increase of satisfaction among students during the teaching-learning process.

Figure 21. Students' opinion about the integration of technology in the classroom.



In the aforementioned question, using the Likert Scale 1 - 5 (Completely agree - I do not agree at all), the students' answers were such that 49.1% completely agree, while 14.3% of the students answered that they do not agree at all. From this we see that the integration of technology in the classroom affects the motivation of students during the teaching-learning process.

Hypothesis testing

We have presented the results of the main hypothesis through the T test as follows:

H1: The use of computers and the Internet increases students' motivation during the teaching-learning process.

Ho: Computer and Internet use does not increase or affect at all student motivation during the teaching-learning process.

Table 3. Analysis of data from the test of two independent samples T-Test

Independent samples test										
		Levene's Test for Equality of Variances		T-test for Equal Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Average difference	Standard error difference	The lowest	Higher
Multimedia (computer and internet) influence the increase in satisfaction (motivation) during the teaching-learning process among students.	Assumed unequal variances	33.765	.000	-2.608	118	.010	-93.670	35.913	-164.786	-22.553
	Unequal unposed variances			-2.317	52.002	.024	-93.670	40.423	-174.785	-12.555

The integration of technology (computers and the internet) in the classroom increases student motivation.	Assumed unequal variances	33.765	.000	-2.608	118	.010	-93.670	35.913	-164.786	-22.553
	Unequal unposed variances			-2.317	52.002	.024	-93.670	40.423	-174.785	-12.555

In table 3, it can be seen that the table contains two groups of analyses, where the first assumes the matching of variances, while the second assumes the discrepancy or inequality of variances. Two-tailed p-value is 0.024, which is less than 0.05, but higher than 0.01. Therefore we can reject the null hypothesis of 0.05 level of significance, which means that the mean of significance in both schools isignificantly different from each other. Even in the case of the second independent variable, we have a p-value of 0.024, which is less than 0.05, but higher than 0.010.

So, according to the results of the T-test, the null hypothesis is rejected and the first hypothesis is confirmed, that "The use of the computer and the Internet increases the motivation of students during the teaching-learning process".

Testing the second hypothesis

H2: E-learning, based on computer and Internet, enables teacher-student interactivity.

Ho: E-learning, based on computers and the Internet, does not enable teacher-student interactivity.

Table 4. Testing of the T-test in the second Hypothesis

Independent samples test										
		Levene's Test for Equality of Variances		T-test for Equal Means						
		F	Sig.	t	df	Sig. (2-tailed)	Average difference	Standard error difference	95% Confidence Interval of the Difference	
									The lowest	Higher
Online learning programs and platforms, e-learning, enable teacher-student interactivity.	Assumed unequal variances	43.740	.000	-2.926	118	.004	-113.769	38.884	-190.769	-36.769
	Unequal unposed variances			-2.599	52.001	.012	-113.769	43.767	-201.595	-25.943
E-mail, forums and social networks enable teacher-student communication and interactivity.	Assumed unequal variances	42.443	.000	-2.871	118	.005	-135.137	47.065	-228.339	-41.935
	Unequal unposed variances			-2.614	61.421	.011	-135.137	51.699	-238.500	-31.773

In table 4, it can be seen that the table contains two groups of analyses, where the first assumes the matching of variances, while the second assumes the discrepancy or inequality of variances.

Two-tailed p-value is 0.012, which is less than 0.05, but higher than 0.004.

Therefore we can reject the null hypothesis of 0.05 level of significance, which means that the mean of significance in both schools is significantly different from each other.

Even in the case of the second independent variable, we have a p-value of 0.011, which is less than 0.05, but higher than 0.005.

Therefore we can reject the null hypothesis of 0.05 level of significance, which means that the mean of significance in both schools is significantly different from each other.

So, according to the results of the t-test, the null hypothesis is rejected and the first hypothesis is confirmed, that "e-learning, based on computers and the internet, enables teacher-student interactivity".

DISCUSSION

According to this research and according to studies done by different authors, the use of computers and the Internet has a positive effect on teachers and students during the teaching-learning process. The technologies in question help teachers to facilitate the performance of educational work, while students, in addition to helping them complete their tasks, give them work satisfaction, motivating them, then simulating them, and even influencing their creativity. during educational work.

The research questions we have answered are:

1. Does the use of computers and the Internet influence the motivation of students during the teaching-learning process?

The answers to the first question can be found in the interview with the teacher (in question no. 1 and 4) and in the questionnaire with students (in question no. 15 and 16), which we have presented as follows:

Teachers: In the first question, we have: The teachers in both schools participating in the research agree with the fact that the computer and the Internet influence the increase of motivation in students, while we have different and interesting answers, where the reasoning of the answers is related to several processes such as .sh, interest, impacts on learning outcomes, online research, student attitudes including motivation, success and confidence, online research, tangible teaching by alluding to pictures, events and activities, interaction and effective teaching – all these being based on the use of the Internet and the computer in the teaching-learning process**.** And, in the second question, we have: The teachers in their answers agree with that of Multimedia in this case - the computer and the Internet, have an impact on entertaining and facilitating the learning process for students, where as an example they mention the case of photos, videos different, better retention and much easier understanding of the lesson.

Students: Using the Likert Scale 1 - 5 (I completely agree - I do not agree at all), the answers of the students were such that 45.2% completely agree, while 12.2% of the students answered that they do not agree at all. From this we see that Multimedia (computer and Internet) affects the increase of satisfaction among students during the teaching-learning process, while using the Likert Scale 1 - 5 (Completely agree - I do not agree at all), the students' answers were such that 49.1% completely agree, while 14.3% of the students answered that they do not agree at all. From this we see that the integration of technology in the classroom affects the motivation of students during the teaching-learning process

2. What is the role of the computer and the Internet in the new forms of teaching-learning (e-education, media education)?

The answers to this question can be found in the interview with the teacher (in question 6) and in the questionnaire with students (in questions 7 and 8), which we have presented as follows:

Teachers: Regarding this question, one teacher is skeptical based on his experience, while others affirm the fact that E-mail, forums and social networks influence the teacher-student interactivity, where as such they relate it to information about lesson and learning activities, tasks, ideas and up to teacher-student discussion**.**

Students: In the answer related to the first question, we have: Using the Likert scale 1 - 5 (I completely agree - I do not agree at all), the answers of the students were such that 47.4% completely agree, while 15.8% were answered by the students regarding with the fact that they do not agree at all. From this we see that online learning programs and platforms enable teacher-student interactivity. And in the answer received from the next question, we have: using the Likert scale 1 - 5 (I completely agree - I do not agree at all), the students' answers

were such that 51.8% completely agree, while 12.5% of the students answered about that they do not agree at all. From this we see that the applications used in e-learning affect teacher-student interactivity**.**

RECOMMENDATION

Recommendations for teachers

We recommend teachers to use the computer and the Internet during different stages of the teaching process. The reason for the use of these technologies in the teaching process in general is because their work is facilitated on the one hand, including the creation of lists for students, the creation of different presentations, the formation of different electronic classes, etc. On the other hand, it is possible to apply teaching methods from those centered on the teacher to those centered on the student, creating an environment as suitable as possible and not making the learning process boring. During the use of these technologies, synchronous and asynchronous communication is enabled, where in fact communication represents the main link in the learning process and education in general.

From these surveys, it can be seen that in both school institutions, the use of computers and the Internet during the e-learning process is such that it affects the increase of teacher-student interactivity.

The research hypotheses for which we received answers are:

H1: The use of computers and the Internet increases students' motivation during the teaching-learning process.

The verification of hypothesis H1 can be found in the questionnaire with students (in question no. 15 and in question no. 16), verified in the SPSS program with the T-test analysis, which we have presented as follows: "The result of the significant S2B ($p = 0.010$) indicates that the main hypothesis H1 is confirmed because its value is less than 0.05 and is within the 95% confidence interval. So, in both educational institutions, using the Likert scale from 1 - 5 (I completely agree - I do not agree at all), 52 or 45.2% respectively 55 or 49.1% of the students completely agree that the computer and the Internet increase the motivation of students during the process of teaching - learning, while 14 or 12.2% respectively 16 or 14.3% do not agree at all regarding the raised hypothesis."

The second hypothesis:

H2: E-learning, based on computer and Internet, enables teacher-student interactivity

The verification of the second hypothesis H2 is found in the questionnaire with students (in question no. 8 and in question no. 12), verified in the SPSS program with the T-test analysis, which we have presented as follows: "The result of the significant S2B ($p = 0.010$) indicates that the main hypothesis H2 is confirmed because its value is less than 0.05 and is within the 95% confidence interval. So, in both educational institutions, using the Likert scale from 1 - 5 (I completely agree - I do not agree at all), 54 or 47.4% respectively 56 or 50.5% of the students completely agree that the computer and the Internet increase the motivation of students during the process of teaching - learning, while 18 or 15.8% respectively 10 or 9% do not agree at all with the raised hypothesis."

CONCLUSION

According to research data, it turns out that computers and the internet are integral parts of the teaching and learning process. Based on the research instruments, we see that the computer and the internet offer satisfaction and facilitation during the work of teachers in carrying out the tasks of the third, including photos, videos, animations, etc. Meanwhile, among students, we see that these two technologies have the effect of increasing motivation during the realization of their tasks within the framework of the teaching-learning process.

Computer programs (Word, Excel, Power Point...) are of particular importance, based on data collected from interviews with teachers.

The above-mentioned programs serve teachers to create tables, various presentations, calculations, conversations, feedback, activity, internet research..., and as such enable them to shorten time, make work more interesting, more understandable, etc.

Meanwhile, these programs serve students to complete tasks, making their work easier, while having fun at the same time.

Regarding platforms and applications, teachers and students agree that these internet-based technologies offer interactivity during the teaching and learning process.

Here, feedback during assessment, mutual communication, personalized notifications, etc. are taken as a basis.

Among teachers, we have encountered the expression interest, self-confidence, which as such affect the increase in motivation among students during their work in the accomplishment of tasks in general.

Likewise, e-mail, forums, social networks, regarding their use in the teaching and learning process, we see that both teachers and students have a positive perception, always alluding to interactivity between teachers and students.

Based on the hypotheses raised, we conclude that both hyposes have been confirmed, and that the computer and the internet affect the increase in motivation and enable teaching interactivity - students.

In general, this study provides a real overview of the importance of using computer and internet in the teaching and teaching process. In general, this study provides a true picture of the importance of using computers and the Internet in teaching and learning.

Although these two technologies (computers and the Internet) are not the latest - innovative technologies, their importance in the teaching - learning process is still very important, and as such will be in the future!

Innovative technologies are welcome in the teaching - learning process, but as such they will always have their initial basis in computers and the Internet!

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AUTHOR BIOGRAPHIES

Gjakovë, Kosovo, 09.10.1981

Master Degree: Master of subject teaching with specialization in Technology and ICT, University of Prishtina, Faculty of Education, Prishtina - Kosovo, 2022

Bachelor Degree: Technology – Computer Science, University of Prishtina, Faculty of Education, Gjakova- Kosovo, 2011.

Gjakovë, Kosovo, 09.10.1981

Master Degree: Master of subject teaching with specialization in Technology and ICT, University of Prishtina, Faculty of Education, Prishtina - Kosovo, 2022

Bachelor Degree: Technology – Computer Science, University of Prishtina, Faculty of Education, Gjakova - Kosovo, 2011.