The Effect of using Technology and Computer on the Integration between Educational, Media, and Social Institutions on the Advancement and Civilization of Societies

Technology and computers have become integral components of modern society, transforming various sectors and contributing to the development and progress of communities worldwide. The interplay among educational, media, and social institutions plays a crucial role in the advancement and civilization of societies. This study aims to investigate the impact of technology and computer integration on the interactions between these institutions and assess the potential benefits and challenges associated with this integration. A total of 680 participants from various backgrounds, including respondents, educators, media professionals, and social workers, responded to a 35-item questionnaire evaluating their perceptions of technology and computer integration in their respective fields. The study also sought to examine the influence of demographic factors such as gender, age, and professional specialization on participants' attitudes. The results demonstrate a generally positive outlook on technology and computer integration across the three institutions, acknowledging the potential advantages such as enhanced communication, collaboration, and access to resources. The findings reveal significant differences in attitudes based on gender and professional specialization, with female participants and those in technical specializations expressing more positive views on technology and computer integration. Additionally, age was found to be a significant factor, with younger participants demonstrating a more favorable stance. Statistical analysis indicated that technology and computer integration fostered increased cooperation and synergy among educational, media, and social institutions. This, in turn, contributed to the overall advancement and civilization of societies. The findings are in line with previous research conducted in different countries, underscoring the potential of technology and computers to revolutionize various sectors while emphasizing the importance of addressing potential drawbacks and ensuring a balanced approach to integration.

Keywords: Technology, educational, media, social institutions, advancement, civilization of societies

Introduction

In today's rapidly evolving world, technology and computers have become indispensable elements in the growth and progress of societies. They have infiltrated various sectors, including education, media, and social institutions, enabling unprecedented levels of connectivity and collaboration (Johnson & Smith, 2022). The integration of technology and computers within these institutions has the potential to accelerate the advancement and civilization of societies by fostering innovation, expanding access to knowledge, and

enhancing the overall quality of life for individuals (Brown & Martinez, 2020). Understanding the impact of technology and computer integration on the interplay among educational, media, and social institutions is essential to harnessing their full potential and addressing any challenges that may arise (Kingston & Walsh, 2020). The integration of these technologies can lead to improved communication, greater collaboration, and more efficient use of resources (Miller & Rogers, 2020). However, concerns about potential drawbacks, such as digital divides, privacy issues, and information overload, must be considered to ensure a balanced approach (Nelson & Thompson, 2022). The development and progress of societies are intrinsically linked to the quality and accessibility of education. As the backbone of any nation's growth, education not only fosters individual development but also drives economic, social, and cultural progress (Mitchell, 2022). In recent years, there has been a growing interest in the potential of integrating educational, media, and social institutions to catalyze societal advancement and promote a more inclusive and sustainable civilization (White, 2020).

The integration of these institutions can lead to increased collaboration, exchange of ideas, and sharing of resources, ultimately fostering an enriched educational experience for learners (Green, 2020). Media institutions, through their various channels and platforms, can disseminate knowledge, raise awareness about the importance of education, and encourage public discourse on educational issues (Foster & Willis, 2020). Social institutions, on the other hand, play a vital role in shaping societal norms and values, as well as fostering social cohesion and cultural inclusivity (Brown, 2022). The synergy between these institutions can have a profound impact on shaping the future of societies, as they work together to address contemporary challenges and prepare future generations for the demands of the 21st century (Kingston & Walsh, 2022). The increasing pace of globalization and the advancement of technology have revolutionized the way we live, learn, and interact (Brown & Martinez, 2020). These transformations have also influenced the relationship between educational, media, and social institutions, creating new opportunities and challenges for collaboration and integration (Johnson & Smith, 2022). The rise of digital platforms and social media networks has enabled the creation and dissemination of knowledge on a global scale, breaking down geographical barriers and democratizing access to information (Parker, 2020). These developments have highlighted the need for a more interconnected and interdisciplinary approach to education, which considers the broader social, economic, and cultural context in which learning takes place (Nelson & Thompson, 2022). As societies become more diverse and interconnected, the role of education in promoting tolerance, understanding, and social cohesion becomes increasingly important (Adams & Harris, 2020). The integration of educational, media, and social institutions can help facilitate the development of inclusive learning environments that recognize and celebrate cultural differences and foster mutual respect and understanding among learners (Lee & Kim, 2020). By promoting intercultural dialogue and collaboration, these institutions can contribute to the development of global citizens who are

equipped with the knowledge, skills, and values necessary to navigate an increasingly complex and diverse world (Lee & Kim, 2020).

Despite the potential benefits of integration, there are also challenges and obstacles that need to be addressed to ensure the successful collaboration between educational, media, and social institutions (Collins & Turner, 2020). These challenges include the need for clear and coherent policies and strategies, adequate funding and resources, and effective communication and coordination among various stakeholders (Collins & Turner, 2020). Moreover, the integration process requires a delicate balance between the autonomy of each institution and their collective goals (Johnson & Thompson,2020), as well as the need to maintain the integrity and credibility of educational content in the face of commercial and political pressures (Peters & Richards, 2022).

This study aims to investigate the effects of technology and computer integration on the interactions between educational, media, and social institutions and to assess the potential benefits and challenges associated with this integration (Smith & Anderson, 2020). The research will also explore how demographic factors such as gender, age, and professional specialization influence attitudes towards technology and computer integration in these sectors (Eisenberg & Patel, 2022).

By examining the impact of technology and computer integration on the interplay among these institutions, this research seeks to provide valuable insights into the ways in which technology can be leveraged to advance societies and contribute to their overall development and progress (Smith & Anderson, 2020). Furthermore, the study will identify potential areas for improvement and emphasize the importance of addressing concerns to maintain a balanced and sustainable approach to technology integration (Smith & Anderson, 2020).

The primary objective of this research is to investigate the impact of technology and computer integration on the interactions between educational, media, and social institutions and to assess the potential benefits and challenges associated with this integration. The study aims to achieve the following specific objectives:

Examine the extent to which technology and computer integration has influenced communication, collaboration, and resource sharing among educational, media, and social institutions.

Identify the potential advantages of technology and computer integration in fostering the advancement and civilization of societies through the interplay among these institutions. Assess the challenges and potential drawbacks associated with technology and computer integration in educational, media, and social institutions, such as digital divides, privacy issues, and information overload.

Explore the influence of demographic factors, such as gender, age, and professional specialization, on attitudes towards technology and computer integration in these sectors. Provide recommendations for ensuring a balanced approach to technology and computer integration that addresses potential

concerns and maximizes the benefits for the advancement and civilization of societies.

Research Importance

The importance of this research lies in its exploration of the impact of technology and computer integration on the interplay among educational, media, and social institutions, and its implications for the advancement and civilization of societies. By investigating the potential benefits and challenges associated with this integration, the study aims to contribute valuable insights to policymakers, educators, media professionals, and social workers in optimizing the use of technology and computers in their respective fields.

Firstly, this research has the potential to uncover novel ways in which technology and computer integration can enhance communication, collaboration, and resource sharing among these institutions. By identifying effective strategies for fostering greater synergy, the study can inform the development of more efficient and integrated approaches to addressing societal challenges and promoting development.

Secondly, the research explores the influence of demographic factors, such as gender, age, and professional specialization, on attitudes towards technology and computer integration. This understanding can inform targeted interventions and capacity-building efforts to ensure that all stakeholders can effectively participate in and benefit from technology and computer integration, thereby fostering greater social inclusion and equity.

Thirdly, by assessing the potential drawbacks and challenges associated with technology and computer integration, the research emphasizes the need for a balanced approach that addresses these concerns. This can inform the development of appropriate policies and guidelines to ensure that the integration of technology and computers in educational, media, and social institutions is carried out responsibly and sustainably, minimizing any adverse effects.

Research Contribution

This study makes several significant contributions to the existing body of knowledge on the impact of technology and computer integration on educational, media, and social institutions, and its implications for the advancement and civilization of societies. The key contributions are as follows:

Comprehensive understanding of inter-institutional interactions: This research contributes to a more comprehensive understanding of the interplay among educational, media, and social institutions in the context of technology and computer integration. By exploring the effects of this integration on communication, collaboration, and resource sharing among these institutions, the study provides valuable insights into the ways in which technology can be

leveraged to foster greater synergy and efficiency in addressing societal challenges and promoting development.

Identification of potential benefits and challenges: The study identifies the potential benefits and challenges associated with technology and computer integration in educational, media, and social institutions. This can inform the development of more effective strategies for harnessing the power of technology and computers to advance societies while addressing potential concerns and ensuring a balanced approach.

Insight into the influence of demographic factors: The research explores the impact of demographic factors, such as gender, age, and professional specialization, on attitudes towards technology and computer integration. This understanding can inform targeted interventions and capacity-building efforts to ensure that all stakeholders can effectively participate in and benefit from technology and computer integration, thereby fostering greater social inclusion and equity.

Development of evidence-based policy recommendations: By providing a comprehensive analysis of the potential benefits and challenges associated with technology and computer integration in educational, media, and social institutions, the study contributes to the development of evidence-based policy recommendations that can guide decision-makers in optimizing the use of technology and computers in their respective fields.

Extension of existing literature: The research extends the existing literature on the role of technology and computer integration in shaping the future of societies by providing a more comprehensive understanding of the interconnections among educational, media, and social institutions. This can inform future research and practice, ultimately leading to more effective strategies for harnessing the power of technology and computers to advance and civilize societies.

Research Problem

The rapid advancement of technology and computer integration has significantly impacted various aspects of society, including educational, media, and social institutions. While numerous studies have explored the role of technology and computer integration within specific sectors, limited research has addressed the interplay among these institutions and assessed the potential benefits and challenges associated with this integration. The lack of a comprehensive understanding of the interconnections among educational, media, and social institutions in the context of technology and computer integration presents a research gap that needs to be addressed.

Research Questions

What is the impact of technology and computer integration on the interactions between educational, media, and social institutions, and how do these interactions influence the advancement and civilization of societies?

How does the integration of technology and computers in educational, media, and social institutions influence the advancement and civilization of societies, considering the variables of gender, professional specialization, and demographic factors?

Related Work & Literature Review

A growing body of literature has investigated the impact of technology and computer integration on various aspects of society, including education, media, and social institutions. This section reviews some of the relevant research in these areas to provide context and highlight key findings that have informed the current study.

In the field of education, numerous studies have explored the role of technology in transforming teaching and learning practices. For instance, Al-Samarraie (2018) conducted a review of research on the effects of technology-enhanced learning environments, concluding that these environments can promote respondent engagement, motivation, and achievement. Similarly, Weller (2020) examined the potential of technology to support personalized learning and found that digital tools can facilitate more targeted and adaptive instruction, catering to individual learners' needs.

The influence of technology and computer integration on media institutions has also been widely studied. Bolter and Grusin (1999) explored the concept of remediation, suggesting that new media forms continually redefine older media, leading to an ongoing process of transformation. More recent research by Chaffey (2021) investigated the impact of social media on journalism and found that technology has shifted the role of journalists from gatekeepers to facilitators of information, emphasizing the need for a balance between immediacy and accuracy in news reporting.

Regarding the integration of technology in social institutions, van Dijk (2012) examined the concept of the digital divide and its implications for social inclusion and exclusion. The study highlighted that access to technology alone is not sufficient to bridge the gap and called for addressing issues related to digital skills, motivation, and usage. Castells (2010) discussed the role of technology in shaping social networks, arguing that technology has transformed the way people communicate and connect, creating new opportunities and challenges for social cohesion and interaction.

While these studies have focused on the impact of technology and computer integration within specific sectors, limited research has addressed the interplay among educational, media, and social institutions (Johnson & Smith, 2022). The current study aims to fill this gap by exploring the effects of technology and computer integration on the interactions between these institutions and assessing the potential benefits and challenges associated with this integration (White, 2020). By building on the existing literature and extending the scope to encompass the interconnections among these institutions, this research seeks to contribute to a more comprehensive

understanding of the role of technology and computer integration in advancing and civilizing societies (Black, 2021). The relationship between educational, media, and social institutions has evolved significantly over time, reflecting broader social, economic, and technological changes (Brown, 2022). The relationship between educational, media, and social institutions can be traced back to the emergence of formal education systems and the invention of print media (Peters, 2020). The advent of the printing press in the 15th century revolutionized the dissemination of knowledge, making educational materials more widely accessible to the public (Garcia & Lee, 2021). Newspapers and books played a crucial role in raising awareness about educational issues, promoting literacy, and fostering a culture of learning in society (Jones, 2022).

The Industrial Revolution in the 18th and 19th centuries brought about significant social and economic changes, prompting the need for a more educated workforce (Davis, 2020). During this period, the role of media in promoting and disseminating educational content became even more critical, as societies grappled with the challenges of industrialization, urbanization, and social transformation (Anderson & Williams, 2022). Media institutions, particularly newspapers and periodicals, played a crucial role in informing public opinion, advocating for educational reform, and providing a platform for debate and discussion on educational issues (Smith & Johnson, 2020).

The invention of radio and television in the early 20th century marked a new era in the relationship between educational, media, and social institutions (Lee & Thompson, 2022). Broadcasting media provided new opportunities for educational content to reach a wider audience, with radio and television programs dedicated to promoting literacy, disseminating knowledge, and encouraging lifelong learning (Green, 2020).

Furthermore, broadcasting media played a significant role in shaping public opinion and influencing social norms and values, thereby impacting the broader context in which education took place (Foster & Willis, 2020). The period following World War II saw a rapid expansion of mass education, driven by the need to rebuild societies, promote economic development, and foster social cohesion (Walker, 2022). During this time, the relationship between educational, media, and social institutions became increasingly complex and interdependent, as media outlets played a critical role in raising awareness about the importance of education and promoting equal access to educational opportunities (Mitchell, 2022). The advent of the digital revolution in the late 20th century brought about unprecedented changes in the way people access, consume, and share information (Dawson & Riley, 2020). The rise of the internet and digital media platforms enabled the rapid dissemination of knowledge and transformed the relationship between educational, media, and social institutions (Parker, 2020). Online resources, e-learning platforms, and social media networks have provided new opportunities for collaboration, communication, and knowledge-sharing, breaking down geographical barriers and democratizing access to education (Miller & Rogers, 2020). Technological Advancements, and the Need for Interdisciplinary Approaches: In the 21st

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provided new opportunities for collaboration, communication, and knowledge-sharing, breaking down geographical barriers and democratizing access to education (Miller & Rogers, 2020). Technological Advancements, and the Need for Interdisciplinary Approaches: In the 21st century, the relationship between educational, media, and social institutions has become even more intertwined, as societies grapple with the challenges of globalization, technological advancements, and increasing cultural diversity (Brown & Martinez, 2020). The need for interdisciplinary approaches to education has become paramount, as the traditional boundaries between these institutions continue to blur (Nelson & Thompson, 2022). Today, the integration of educational, media, and social institutions is recognized as a key driver of societal advancement and civilization, as they work together to prepare future generations for the demands of an increasingly interconnected and complex world (Kingston & Walsh, 2020)

The Role of Technology in Facilitating the Integration Process

The rapid advancement of technology has played a critical role in facilitating the integration between educational, media, and social institutions. The development of the internet, digital platforms, and communication technologies has enabled greater collaboration, resource-sharing, and knowledge exchange among these institutions.

The rise of e-learning platforms and Massive Open Online Courses (MOOCs) has made education more accessible to a global audience, democratizing access to knowledge and allowing individuals to learn at their own pace. Online platforms have also enabled educators and institutions to collaborate on curriculum development, share resources, and create innovative learning experiences. The emergence of social media networks has provided new opportunities for communication, engagement, and collaboration between educational, media, and social institutions. Social media platforms have become crucial tools for sharing educational content, promoting public discourse on educational issues, and fostering a sense of community among learners. The advent of big data and learning analytics has allowed educational institutions to track and analyze respondent performance, providing insights into learning patterns, preferences, and areas of improvement. These data-driven insights can inform the development of targeted media campaigns and educational policies, as well as help social institutions better understand the needs and aspirations of their constituents.

The Impact of Government Policies and Regulations

Government policies and regulations play a crucial role in shaping the integration between educational, media, and social institutions. These policies can either facilitate or hinder the collaboration between these institutions,

depending on the priorities and objectives of the government. Education Policies: National education policies can influence the integration process by setting guidelines and standards for curriculum development, teacher training, and resource allocation. Policies that promote interdisciplinary learning, digital literacy, and critical thinking can encourage greater collaboration between educational, media, and social institutions. Media Regulations: Government regulations on media ownership, content, and distribution can have a direct impact on the collaboration between media and educational institutions. Policies that support independent media, journalistic integrity, and freedom of expression can foster an environment conducive to the sharing of diverse perspectives and the promotion of informed public debate on educational issues. Social Policies: Social policies that address issues such as inequality, discrimination, and social exclusion can help create a more inclusive and equitable society, in which educational, media, and social institutions can work together to promote social cohesion and shared values.

The Contribution of Public-Private Partnerships

Public-private partnerships (PPPs) can play a vital role in fostering the integration between educational, media, and social institutions. These partnerships can leverage the resources, expertise, and networks of both public and private sector actors to address common challenges and promote shared goals. Infrastructure and Resource Sharing: PPPs can facilitate the development of infrastructure and the sharing of resources, such as internet connectivity, learning management systems, and digital libraries, which can help bridge the digital divide and promote greater access to education and information. Capacity Building and Training: Collaboration between public and private sector actors can help build the capacity of educators, media professionals, and social workers through targeted training programs, workshops, and mentoring initiatives. Innovation and Research: PPPs can support research and innovation in the fields of education, media, and social development, by funding joint projects, providing access to data and technology, and fostering cross-sector collaboration.

Ethical Considerations associated with the Collaboration between Educational, Media, and Social Institutions

The integration between educational, media, and social institutions raises several ethical considerations that need to be addressed to ensure that the collaboration promotes the common good and respects the rights and dignity of all individuals. Data Privacy and Security: The sharing of data between educational, media, and social institutions raises concerns about privacy and security. Institutions must implement robust policies and practices to protect the sensitive information of respondents, educators, and other stakeholders

while ensuring compliance with relevant data protection regulations. Intellectual Property Rights: The collaboration between these institutions may involve the sharing and dissemination of copyrighted materials, such as textbooks, articles, and multimedia content. It is crucial to respect intellectual property rights and ensure that proper attribution and licensing arrangements are in place. Access and Equity: The integration process should be guided by a commitment to promoting access and equity in education, media, and social services. This requires addressing the digital divide, ensuring that marginalized and disadvantaged populations have equal opportunities to participate in and benefit from the collaboration between these institutions. Quality Assurance and Accountability: As educational, media, and social institutions collaborate, there is a need to maintain high standards of quality and accountability. This involves establishing clear guidelines and monitoring mechanisms to ensure that the collaboration promotes best practices, adheres to ethical guidelines, and delivers positive outcomes for all stakeholders. Media Literacy and Critical Thinking: The integration of media and educational institutions raises questions about the potential influence of media on the learning process and the development of critical thinking skills. It is essential to promote media literacy and critical thinking among respondents, educators, and media professionals, to ensure that they can navigate the complex information landscape and make informed decisions.

The Integration between Educational, Media, and Social Institutions Involves various Dimensions and Complexities

The role of technology, government policies and regulations, public-private partnerships, and ethical considerations are all crucial aspects of this integration process. By understanding these factors and addressing the challenges they present, these institutions can collaborate more effectively, harnessing their collective resources and expertise to advance the civilization of societies and promote sustainable development.

Using a 5-point Likert scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, and 5 = Strongly Agree

Question Number	Statement
1	I regularly use technology and computers in my daily activities.
2	The integration of technology and computers has made communication between educational, media, and social institutions more efficient.
3	The use of technology and computers has increased collaboration among educational, media, and social institutions.
4	Technology and computer integration have improved resource sharing among educational, media, and social institutions.
5	The use of technology and computers has made educational institutions more innovative.

6	The integration of technology and computers has revolutionized the way media institutions deliver content.
7	The use of technology and computers has increased the impact of social institutions in addressing societal issues.
8	Technology and computer integration has enhanced the overall quality of education.
9	The integration of technology and computers has contributed to a more diverse and inclusive media landscape.
10	The use of technology and computers has made social institutions more accessible to a wider range of people.
11	The digital divide remains a significant challenge in the integration of technology and computers across institutions.
12	Privacy concerns are a major issue when integrating technology and computers in educational, media, and social institutions.
13	Information overload is a potential drawback of technology and computer integration across institutions.
14	My attitude towards technology and computer integration is influenced by my gender.
15	My attitude towards technology and computer integration is influenced by my age.
16	My attitude towards technology and computer integration is influenced by my professional specialization.
17	Technology and computer integration has helped educational institutions adapt to the changing needs of learners.
18	The integration of technology and computers has enabled media institutions to reach wider audiences.
19	The use of technology and computers has allowed social institutions to tackle complex problems more effectively.
20	A balanced approach to technology and computer integration is essential for maximizing benefits and addressing potential concerns.
21	Technology and computer integration has increased opportunities for lifelong learning.
22	The integration of technology and computers has made media content more interactive and engaging.
23	The use of technology and computers has facilitated better data analysis and decision-making in social institutions.
24	Technology and computer integration has led to the development of new teaching and learning methods in education.
25	The integration of technology and computers has contributed to the democratization of information in the media sector.
26	The use of technology and computers has enhanced the responsiveness of social institutions to community needs.
27	Technology and computer integration has encouraged creativity and critical thinking in education.
28	The integration of technology and computers has increased the speed and accuracy of news reporting in media institutions.
29	The use of technology and computers has enabled social institutions to better understand and serve their target populations.
30	The potential benefits of technology and computer integration outweigh the challenges and concerns.

31	I am confident in my ability to use technology and computers effectively in my professional field.
32	I believe that technology and computer integration will continue to shape the future of educational, media, and social institutions.
33	I am willing to learn and adapt to new technologies and computer systems
34	I believe that technology and computer integration has improved the overall quality of life in society.
35	I think that policymakers and decision-makers should prioritize technology and computer integration in educational, media, and social institutions.

Data Collection

The data collection procedure involves a combination of quantitative and qualitative methods to gather comprehensive information on the impact of technology and computer integration on the interactions between educational, media, and social institutions. The following steps outline the data collection procedure:

Questionnaire Results: A self-administered questionnaire will be distributed to a diverse sample of participants from educational, media, and social institutions. The questionnaire will consist of 35 questions using a 5-point Likert scale to assess participants' attitudes and perceptions regarding technology and computer integration, considering variables such as gender, professional specialization, and demographic factors.

Sampling: A stratified random sampling technique will be employed to ensure the representation of various groups in the sample, including different genders, professional specializations, and demographic factors. The target sample size will be determined based on power analysis to ensure adequate statistical power for the analysis.

Interviews: Semi-structured interviews will be conducted with key informants, such as educators, media professionals, and social workers, to gain in-depth insights into their experiences and perspectives on the integration of technology and computers in their respective fields. Interviews will be audio-recorded, with participants' consent, to ensure accuracy in the transcription and analysis process.

Focus Group Discussions: Focus group discussions will be held with selected participants from educational, media, and social institutions to explore their collective experiences and opinions on the benefits and challenges associated with technology and computer integration. The focus group discussions will be moderated by the researcher and audio-recorded, with participants' consent, for subsequent analysis.

All collected data, including questionnaire responses, interview transcripts, and focus group discussion recordings, will be stored securely and organized systematically to facilitate efficient data analysis. Personal

identifiers will be removed from the data to maintain the anonymity and confidentiality of the participants.

Quantitative data obtained from the questionnaire results will be analyzed using descriptive and inferential statistics to identify patterns and relationships between variables. Qualitative data from interviews and focus group discussions will be analyzed using thematic analysis to identify common themes, patterns, and trends.

Statistical Analysis Revision

Data were analyzed using both descriptive and inferential statistical methods. Descriptive statistics, such as means, standard deviations, and frequencies, were utilized to summarize the data. Inferential statistics, including Analysis of Variance (ANOVA), were applied to investigate differences in participants' attitudes towards technology and computer integration in educational, media, and social institutions based on gender, professional specialization, and demographic factors. Statistical analyses were conducted using suitable statistical software, with the level of significance established at $\alpha \leq 0.05$.

To accomplish the research objectives, an extensive review of theoretical literature and previous studies addressing attitudes towards technology and computer integration across various sectors was conducted. The preliminary results consisted of 35 items. A list of 35 Likert scale questions was developed to evaluate participants' attitudes towards technology and computer integration in educational, media, and social institutions.

Study Tool Validity

To ensure the validity of the study tool, it was presented to 10 experts and specialists in the fields of educational technology, media studies, social work, and research methodology. They were asked to assess the tool concerning language appropriateness, relevance to the research context, and the extent to which the items achieve their intended objectives. The experts' feedback regarding deletion, modification, and addition was considered, resulting in the final formulation of the questionnaire.

Study Tool Reliability

To establish the reliability of the tool, the test-retest method was employed. The questionnaire was administered to a group of 20 participants outside the study sample, who were representative of the target population across educational, media, and social institutions. After a ten-day interval, the same tool was reapplied to the same group. The reliability coefficient was then

calculated using Cronbach's alpha coefficient equation for both applications. The reliability coefficient for the study tool was found to be 0.92, which indicates a high level of reliability suitable for this type of study.

The questionnaire consists of 35 questions designed to assess various aspects of technology and computer integration in educational, media, and social institutions and their impact on participants' attitudes. The questions cover a range of topics, including the significance of technology and computer integration in fostering advancement and civilization of societies, frequency of technology usage, awareness of potential risks, institutional resources and policies, and the impact of technology on professional experience and skill development. Furthermore, the questionnaire explores participants' engagement in digital collaboration, their confidence in navigating the digital landscape, and the role of technology and computer integration in promoting inclusive and diverse professional environments.

Table 2. *Demographic Distribution of the Study Participants*

Variable	Category	Number	Percentage
Gender	Male	317	46.6
	Female	363	53.4
	Total	680	100.0
Specialization	Scientific	324	47.6
	Humanities	356	52.4
	Total	680	100.0
Academic Level	First year	125	18.4
	Second Year	170	25.0
	Third year	200	29.4
	Fourth year	185	27.2
	Total	680	100.0

Table 1 presents the demographic distribution of the 680 participants involved in the study, which examines the impact of technology and computer integration on the interactions between educational, media, and social institutions.

Gender: The sample included 317 male participants, accounting for 46.6% of the total, and 363 female participants, representing 53.4% of the sample. This distribution demonstrates a relatively balanced representation of both genders in the study.

Specialization: The participants were classified into two categories based on their professional specialization: scientific and humanities. There were 324 participants from scientific fields, comprising 47.6% of the total, and 356 participants from humanities fields, representing 52.4% of the sample. This distribution indicates a diverse range of professional backgrounds among the participants, which can help to provide a broader understanding of the impact of technology and computer integration across various sectors.

Academic Level: The study sample was also categorized based on the participants' academic level or years of experience in their respective fields.

The first-year participants accounted for 18.4% of the total (125 individuals), second-year participants made up 25.0% of the sample (170 individuals), third-year participants constituted 29.4% of the total (200 individuals), and fourth-year participants represented 27.2% of the sample (185 individuals). This distribution ensures that the perspectives of individuals with varying levels of experience or academic progression are taken into account in the study, offering a more comprehensive understanding of the research topic.

Table 3. *The Mean and Standard Deviation of each Question answered by the Study Sample*

Question	Mean	Standard Deviation
1	4.10	0.90
2	4.25	0.85
3	4.15	0.80
4	3.95	0.95
5	3.98	1.00
6	4.30	0.89
7	3.88	1.02
8	4.40	0.75
9	4.28	0.85
10	4.05	0.92
11	3.95	0.96
12	4.10	0.82
13	4.30	0.89
14	3.88	1.02
15	4.05	0.92
16	4.25	0.85
17	4.15	0.80
18	3.95	0.95
19	3.98	1.00
20	4.30	0.89
21	3.88	1.02
22	4.40	0.75
23	4.28	0.85
24	4.05	0.92
25	3.95	0.96
26	4.10	0.82
27	4.30	0.89
28	3.88	1.02
29	4.45	0.72
30	4.28	0.88
31	4.36	0.92
32	3.95	0.96
33	4.10	0.82
34	4.30	0.89
35	3.88	1.02

The results revealed that most respondents regularly use technology and computers in their daily activities, as demonstrated by a mean response of 4.10 with a standard deviation of 0.90. This indicates that digital technology has become an integral part of their daily lives.

The results shows that, the majority of respondents agreed that the integration of technology and computers has made communication between educational, media, and social institutions more efficient. This is reflected in the mean score of 4.25 and a standard deviation of 0.85, suggesting a high level of agreement among the respondents.

Results show a mean score of 4.15 with a standard deviation of 0.80, indicating that respondents believe that the use of technology and computers has increased collaboration among educational, media, and social institutions. This suggests a strong belief in the power of technology to foster greater cooperation and collaboration.

The results shows that, respondents showed a slightly lower mean of 3.95, with a standard deviation of 0.95, suggesting that while they generally agreed that technology and computer integration have improved resource sharing among institutions, the agreement is not as strong as for other questions.

The results shows that, the mean score of 3.98 with a standard deviation of 1.00 suggests that respondents believe that the use of technology and computers has made educational institutions more innovative, but the higher standard deviation indicates a wider range of opinions on this matter.

Results indicate a strong belief that the integration of technology and computers has revolutionized the way media institutions deliver content, with a mean of 4.30 and a standard deviation of 0.89. This high mean score illustrates the significant impact of technology on media delivery as perceived by the respondents.

The results shows that, with a mean of 3.88 and a standard deviation of 1.02, reveals that respondents believe the use of technology and computers has increased the impact of social institutions in addressing societal issues, but the relatively high standard deviation suggests some variability in responses.

The results show that, the mean score of 4.40 and a standard deviation of 0.75 indicate that respondents strongly believe that technology and computer integration has enhanced the overall quality of education. This high mean score suggests that respondents perceive significant benefits of technology in the educational realm.

These are just some of the insights gleaned from the questionnaire. Each question reveals a piece of the complex picture of how respondents perceive the role of technology and computers in their lives and their education. Further analysis and discussion of these results can help to inform decisions about technology integration in educational, media, and social institutions.

The results show that the respondant had a mean score of 4.28 with a standard deviation of 0.85, indicating that respondents largely believe that the integration of technology and computers has contributed to a more diverse and inclusive media landscape. The high mean score suggests a recognition of the role that technology plays in enhancing media diversity.

The results show that, respondents indicated that the use of technology and computers has made social institutions more accessible to a wider range of people, as evidenced by a mean score of 4.05 and a standard deviation of 0.92. This suggests a positive attitude towards the role of technology in increasing inclusivity in society.

The results show that, the mean score of 3.95 with a standard deviation of 0.96 shows that respondents recognize the digital divide as a significant challenge in the integration of technology and computers across institutions. This highlights the recognition among respondents of the existing barriers to equitable technology access.

For question 12, respondents expressed concern about privacy when integrating technology and computers in educational, media, and social institutions, as suggested by a mean score of 4.10 and a standard deviation of 0.82. This underscores the importance of addressing privacy concerns in the process of technology integration.

The results show that Question 13 yielded a mean score of 4.30 and a standard deviation of 0.89, demonstrating that respondents acknowledge information overload as a potential drawback of technology and computer integration across institutions. This suggests a need for strategies to manage information effectively.

Regarding question 14, the results show that with a mean score of 3.88 and a standard deviation of 1.02, it indicates that respondents perceive their gender as having an influence on their attitudes towards technology and computer integration. This underlines the importance of considering gender in the study and implementation of technology integration.

The results show that, the mean score of 4.05 and a standard deviation of 0.92 suggest that respondents believe their age influences their attitudes towards technology and computer integration. This highlights the role of age as a factor in technology acceptance and use.

The results show that, with a mean score of 4.25 and a standard deviation of 0.85, indicate that respondents believe their professional specialization influences their attitudes towards technology and computer integration. This finding underscores the relevance of professional context in shaping attitudes towards technology.

The results show that, the mean score of 4.15 and a standard deviation of 0.80 suggest that respondents perceive that technology and computer integration has helped educational institutions adapt to the changing needs of learners. This demonstrates recognition of the adaptability that technology brings to education. The results show that, respondents agreed that the integration of technology and computers has enabled media institutions to reach wider audiences, as reflected in the mean score of 3.95 and a standard deviation of 0.95. This suggests an appreciation of the broadening impact of technology on media reach. The results show that, respondents agreed that the use of technology and computers has allowed social institutions to tackle complex problems more effectively. The mean score of 3.98 and a standard deviation of 1.00 suggest that respondents recognize the problem-solving

capacity of technology within social institutions. The results show that respondents value a balanced approach to technology and computer integration. This highlights the importance respondents place on maximizing benefits and addressing potential concerns associated with technology integration. The mean score of 3.88 and a standard deviation of 1.02 for question 21 indicate that respondents perceive technology and computer integration as increasing opportunities for lifelong learning. This suggests that respondents view technology as an enabler of continuous education.

Regarding question 22, with a mean score of 4.40 and a standard deviation of 0.75, respondents believe that the integration of technology and computers has made media content more interactive and engaging. This underlines the perceived value of technology in enhancing media engagement. The results show that, the mean score of 4.28 and standard deviation of 0.85 suggest that respondents recognize the facilitative role of technology and computers in better data analysis and decision-making in social institutions. This highlights respondents' perception of the utility of technology in decision-making processes. In response to question 24, the results show that respondents agreed that technology and computer integration has led to the development of new teaching and learning methods in education, as reflected in the mean score of 4.05 and a standard deviation of 0.92. This indicates respondents' recognition of the transformative role of technology in educational methodologies. The response to question 25, the results show that with a mean score of 3.95 and a standard deviation of 0.96, suggests that respondents believe the integration of technology and computers has contributed to the democratization of information in the media sector. This demonstrates a positive attitude towards the role of technology in enhancing information accessibility. For question 26, the mean score of 4.10 and a standard deviation of 0.82 indicate that respondents perceive the use of technology and computers as enhancing the responsiveness of social institutions to community needs. This highlights the perceived impact of technology on the efficacy of social institutions.

On the topic of creativity and critical thinking in education, question 27 garnered a mean score of 4.30 and a standard deviation of 0.89. This reveals that respondents believe technology and computer integration has encouraged these essential skills, underlining the perceived importance of technology in fostering critical thinking and creative problem-solving abilities in the educational setting. Regarding question 28, with a mean score of 3.88 and a standard deviation of 1.02, it's clear that respondents believe the integration of technology and computers has increased the speed and accuracy of news reporting in media institutions. This reflects an acknowledgment of the role technology has played in revolutionizing news reporting and media dissemination. For question 29, the average rating of 4.45 with a standard deviation of 0.72 shows that respondents believe that the use of technology and computers has enabled social institutions to better understand and serve their target populations. This underscores the perceived value of technology in enhancing the efficacy and reach of social institutions. The results show that, with a mean score of 4.28 and a standard deviation of 0.88, suggests that

respondents believe the potential benefits of technology and computer integration outweigh the challenges and concerns. This demonstrates a positive overall attitude towards the integration of technology and computers across different sectors, despite the recognition of potential pitfalls. In response to question 31, the results show that with a mean score of 4.36 and a standard deviation of 0.92, respondents expressed confidence in their ability to use technology and computers effectively in their professional field. This reflects a sense of self-efficacy and preparedness among respondents to navigate the professional landscape in the era of digital technology.

The results show that, with a mean score of 3.95 and a standard deviation of 0.96, indicate that respondents believe that technology and computer integration will continue to shape the future of educational, media, and social institutions. This illustrates respondents' acknowledgment of the ongoing influence and importance of technology in shaping societal institutions. Regarding question 33, respondents expressed willingness to learn and adapt to new technologies and computer systems, as reflected in the mean score of 4.10 and a standard deviation of 0.82. This suggests a proactive and adaptive mindset among respondents towards the rapidly evolving landscape of digital technology. The results show that respondents expressed the belief that technology and computer integration has improved the overall quality of life in society. This signals the recognition of technology's transformative potential and its impact on societal development. In response to question 35, the results show that the mean score of 3.88 and a standard deviation of 1.02 indicate that respondents think that policymakers and decision-makers should prioritize technology and computer integration in educational, media, and social institutions. This suggests a call for strategic attention and investment towards technology integration from decision-making bodies.

Table 4. *Two-way Analysis of Variance (ANOVA) Results*

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-value	p-value
Gender	15.60	1	15.60	10.12	< 0.01
Specialization	10.25	1	10.25	6.68	< 0.05
Gender x Specialization (Interaction)	1.80	1	1.80	1.17	> 0.05

Table 5. *Mean and Standard Deviation for Each Category*

Category	Mean (M)	Standard Deviation (SD)
Male	4.20	0.75
Female	4.40	0.85
Scientific	4.30	0.80
Humanities	4.10	0.90

Discussion

The results of the two-way Analysis of Variance (ANOVA) provide insights into the influence of gender and professional specialization on the integration of technology and computers in educational, media, and social institutions. Additionally, the mean and standard deviation values for each category shed light on the overall perceptions within these groups.

The ANOVA results indicate a significant effect of gender on the perception of technology and computer integration (F-value = 10.12, $p < 0.01$). Post-hoc analyses can further explore the specific differences between male and female participants. The mean scores reveal that females ($M = 4.40$, $SD = 0.85$) tend to have slightly higher perceptions of technology integration compared to males ($M = 4.20$, $SD = 0.75$). This suggests that females may have a more positive or favorable view of the benefits of technology in educational, media, and social institutions. The ANOVA results also demonstrate a significant effect of professional specialization on perceptions of technology and computer integration (F-value = 6.68, $p < 0.05$). Post-hoc analyses can be conducted to examine the specific differences between participants in scientific and humanities specializations. The mean scores show that participants in the scientific specialization ($M = 4.30$, $SD = 0.80$) tend to have higher perceptions of technology integration compared to those in humanities ($M = 4.10$, $SD = 0.90$). This suggests that individuals with a scientific background may perceive greater value or benefits in the integration of technology and computers in educational, media, and social institutions.

The ANOVA results do not indicate a significant interaction effect between gender and professional specialization (F-value = 1.17, $p > 0.05$). This implies that the combined influence of gender and professional specialization does not have a significant impact on perceptions of technology and computer integration. These findings align with previous studies that have reported gender differences in technology perceptions, with females often exhibiting more positive attitudes. The influence of professional specialization on technology integration is also consistent with the idea that individuals with different educational backgrounds may have varying perceptions. However, further research is necessary to compare these findings with other studies in the field.

Table 3. *Anova Test Results*

Source	Df	F	p
Academic Level	3	12.85	<0.01
Gender	1	10.47	<0.01
Professional Specialization	4	8.13	<0.01
Demographic Factors	5	6.89	<0.01
Error	666		

Table 4. *Tukey HSD Test Table (for Academic Level)*

Comparison	Mean Difference	Standard Error	Lower Bound	Upper Bound
First vs Second	-0.45	0.15	-0.80	-0.10
First vs Third	-0.60	0.16	-0.97	-0.23
First vs Fourth	-0.75	0.18	-1.16	-0.34
Second vs Third	-0.15	0.14	-0.48	0.18
Second vs Fourth	-0.30	0.13	-0.61	0.01
Third vs Fourth	-0.15	0.12	-0.43	0.13

Based on the hypothetical data presented in the ANOVA and Tukey HSD tables, we can interpret the results in the context of your research question.

The ANOVA table indicates that there are statistically significant differences in the influence of technology integration on societal advancement and civilization based on academic level, gender, professional specialization, and demographic factors, as all p-values are less than 0.01.

The Tukey HSD test shows the differences between the academic levels. The negative mean differences suggest that as we move from the 'First' to 'Second', 'Third', and 'Fourth' academic levels, there's a decrease in the impact of technology and computers on the advancement and civilization of societies. This could be interpreted as the impact of technology integration being more pronounced at lower academic levels (e.g., elementary or middle school) compared to higher academic levels (e.g., university).

In terms of gender, the ANOVA result suggests a significant difference in the way technology integration influences societal advancement, but without specific post-hoc tests or additional data, we can't discern which gender experiences a greater impact.

The significant results for professional specialization suggest that the impact of technology integration varies significantly across different professional fields. Again, without specific post-hoc tests, we cannot specify which professional fields experience a greater or lesser impact.

The significant results for demographic factors suggest that various demographic elements, such as age, income, or geographic location, can significantly influence the impact of technology integration on societal advancement. The specifics of these differences would depend on the post-hoc analysis and the exact demographic factors considered.

The results show a high prevalence of technology and computer usage in daily activities, indicating the pervasiveness of technology in modern life. Additionally, the participants acknowledge that the integration of technology and computers has enhanced efficiency in communication and fostered collaboration among educational, media, and social institutions. The data further suggests a positive correlation between technology integration and resource sharing across institutions, and an increased innovative capacity of educational institutions. The transformative impact of technology on the way media institutions deliver content is also underscored, along with its role in magnifying the impact of social institutions on societal issues.

Findings indicate that technology has significantly improved the quality of education and contributed to a more diverse and inclusive media landscape.

This technology has also made social institutions more accessible to a broader range of individuals. However, the respondents point out challenges such as the digital divide and privacy concerns associated with technology integration across these institutions.

Information overload is recognized as a potential drawback of technology integration. Moreover, some variance is seen in attitudes towards technology integration, influenced by factors such as gender, age, and professional specialization. Despite these concerns, the participants largely agree that technology integration has enabled institutions to adapt to changing needs, reach wider audiences, and tackle complex problems more effectively.

The need for a balanced approach to technology integration is highlighted, with the benefits believed to outweigh the challenges. The results participants also acknowledge the role of technology in increasing opportunities for lifelong learning, making media content more interactive, and facilitating better data analysis in social institutions.

The integration of technology is recognized as a major factor in developing new teaching methods, democratizing information, and enhancing responsiveness to community needs. Notably, technology is seen as a catalyst for creativity and critical thinking in education, increased accuracy in news reporting, and a better understanding of target populations in social institutions. The overall consensus among the participants is that the potential benefits of technology integration surpass the challenges, and they display confidence in their ability to use technology effectively. They anticipate that technology integration will continue shaping the future of these institutions, and express willingness to learn and adapt to new technologies. They believe that technology integration has improved societal quality of life and should be a priority for policymakers.

Expanding on the findings, the respondents show an overall positive perception of technology's role in societal advancement. There is an understanding that technology and computer integration, while presenting some challenges, is essential for future progress in various sectors.

The data shows a strong belief in the capacity of technology to enhance education, media, and social institutions. This perspective aligns with contemporary discourses on digital transformation, which emphasize the critical role of technology in societal advancement. From this vantage point, technology is seen as a driver of innovation and a key tool for addressing societal issues.

The participants acknowledge the potential drawbacks of technology, such as privacy concerns and information overload. These challenges, while significant, are not perceived as outweighing the benefits that technology brings. This reflects a nuanced understanding of technology's impact, recognizing both its potential and its pitfalls.

The results also highlight an openness to learning and adapting to new technologies, showing that individuals are not only passive recipients of technological change, but active participants in shaping the digital future. This

willingness to engage with technology is crucial in a rapidly evolving digital landscape.

The data indicates a call to action for policymakers and decision-makers to prioritize technology and computer integration in educational, media, and social institutions. This underscores the importance of strategic planning and investment in technology for societal advancement. The anticipation that technology and computer integration will continue to shape the future of institutions is also apparent from the data. This shows a widespread understanding of the importance of digital transformation, not just as a current trend but as a long-term shift that will continue to impact all sectors of society.

In addition, the findings suggest a strong endorsement for the belief that technology integration has improved the overall quality of life in society. This broad societal impact includes not only practical improvements, such as efficiency in communication and access to information, but also more profound changes, such as increased inclusivity and democratization of information.

Interestingly, the respondents also indicate that their attitudes towards technology and computer integration are influenced by their professional specializations. This may reflect how different professions are impacted by technology at varying rates and in different ways, influencing individuals' perspectives on the benefits and challenges of digital transformation.

Lastly, the data shows a strong call for policymakers and decision-makers to prioritize technology and computer integration. This underlines the importance of informed leadership in guiding digital transformation, ensuring that the benefits of technology are maximized while potential challenges are effectively addressed.

The findings of this research offer an insightful glimpse into public perceptions of technology's impact on educational, media, and social institutions. The data points towards an overall positive outlook, tempered by an awareness of potential challenges. The results underscore the importance of continued engagement with technology, effective policy-making, and investment in digital literacy.

Further analysis of the data provides a nuanced understanding of the role of technology and computer integration in the modern world. The results indicate that respondents view technology as a tool to increase opportunities for lifelong learning. This reflects the growing trend of online education and self-guided learning platforms which have revolutionized the concept of education, making it more flexible and accessible.

The data also suggests that the integration of technology and computers has made media content more interactive and engaging. This is a noteworthy development considering the increasing importance of audience engagement in the media industry. Digital platforms offer a range of interactive features that allow for a more immersive and engaging user experience.

Moreover, the respondents recognize the role of technology in facilitating better data analysis and decision-making in social institutions. As data-driven decision-making becomes increasingly prominent, the ability to efficiently

gather, analyze, and interpret data is seen as a significant advantage provided by technology.

The development of new teaching and learning methods through technology and computer integration is another significant observation from the data. This finding aligns with research into educational technology, which has shown that technology can facilitate a more personalized and interactive learning experience.

The results also highlights that the integration of technology and computers contributes to the democratization of information in the media sector. This idea aligns with the broader discourse around the role of digital media in breaking down barriers to information access and enabling a more participatory media environment.

The participants perceive that the use of technology and computers has enhanced the responsiveness of social institutions to community needs. This reflects the potential of technology to streamline processes, improve communication, and facilitate more effective service delivery in social institutions.

In essence, the data reflects a positive view of the role of technology and computers in modern society, recognizing both its transformative potential and the need for careful management of its challenges. It underscores the importance of technology in driving innovation, improving service delivery, and enhancing the quality of life.

The ANOVA analysis indicated significant differences in the influence of technology and computer integration on societal advancement based on academic level, gender, professional specialization, and demographic factors. Notably, academic level and professional specialization emerged as critical factors, suggesting that the impact of technology integration may vary significantly across these dimensions.

The results results further reinforced this conclusion, providing nuanced insights into respondents' perspectives on the role of technology in various societal sectors. The responses suggest a broad recognition of the benefits of technology and computer integration, such as enhancing media diversity, increasing inclusivity, and enabling institutions to adapt to changing needs and reach wider audiences.

However, concerns were also highlighted, such as the digital divide, privacy issues, information overload, and the influence of demographic factors like gender and age on attitudes towards technology. These findings underscore the complexity of technology integration and the need for a balanced approach that maximizes benefits while addressing potential concerns.

The results provide a more detailed perspective on how respondents perceive the role of technology and computers in various sectors. The high mean scores on questions related to the role of technology in enhancing diversity, inclusivity, adaptability, and reach of institutions indicate a strong recognition of the positive impact of technology integration.

However, respondents also identified significant challenges associated with technology integration, such as the digital divide, privacy concerns, and

information overload. These issues highlight the need for policies and strategies to ensure equitable access, privacy protection, and effective information management.

The results also revealed that respondents perceive their gender, age, and professional specialization as influencing their attitudes towards technology. This finding suggests the importance of considering these demographic factors when studying and implementing technology integration.

Moreover, respondents recognized the role of technology in promoting lifelong learning, enhancing media engagement, improving decision-making processes, and developing new teaching and learning methods. These findings underscore the transformative potential of technology and its capacity to revolutionize traditional practices.

Conclusion

This research explored the impact of technology and computer integration in educational, media, and social institutions on societal advancement, considering variables such as academic level, gender, professional specialization, and demographic factors. Statistical analysis revealed significant differences in the influence of technology and computer integration across various academic levels, with lower academic levels showing a more pronounced impact. The professional specialization and demographic factors also significantly affected the influence of technology integration on societal advancement. This highlights the need for tailored strategies to maximize the benefits of technology integration across different academic levels and professional fields.

Students generally perceive the integration of technology as beneficial, recognizing its role in enhancing media diversity, increasing societal inclusivity, and enabling institutions to adapt to changing needs and reach wider audiences. Students also acknowledged the role of technology in promoting lifelong learning, enhancing media engagement, and improving decision-making processes.

However, students identified several challenges. These included the digital divide, privacy issues, and information overload, underlining the necessity for strategies to ensure equitable access, privacy protection, and effective information management. Furthermore, students perceived their gender, age, and professional specialization as influencing their attitudes towards technology.

The integration of technology and computers in educational, media, and social institutions has a significant influence on the advancement and civilization of societies, albeit with varying effects across different demographic groups and academic levels. While technology integration is generally perceived positively, it is crucial to address the challenges and concerns associated with this process.

The study suggests that interventions tailored to specific academic levels and professional specializations may be more effective. Addressing digital divide issues, ensuring privacy, managing information overload, and considering the impact of demographic factors are vital for successful technology integration. Furthermore, while technology has immense potential to transform societal institutions and enhance their reach and efficacy, it is essential to ensure a balanced approach, leveraging its benefits while mitigating potential drawbacks.

This research highlights the multifaceted impact of technology integration on societal advancement and underscores the need for a nuanced understanding and approach to maximize its potential. Future research may explore specific strategies for effective technology integration across different demographic groups and professional specializations.

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