

Difference in Male and Female about the Awareness of Educational Technology at B. Ed Level

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Abstract

The purpose of the study was to determine the difference in opinion in male and female teachers about the awareness of educational technology in teaching learning process at B.Ed. level. Population of the study was all teachers of Govt College for Elementary teachers Punjab. Two hundred and fifty teachers including male and female were requested to participate in the study. The data was collected through an instrument developed by the researcher. The questionnaires were based on likert scale. It was validated by three experts. Pilot testing was done before the actual administration of the instrument. Reliability of items was calculated by applying cronbach alpha test on the score of pilot testing. Out of two fifty teachers 87 female and 138 male responded back. To explore the difference between two groups, male and female independent sample t-test was applied. The mean score of male was 35.0435 and mean score of female 31.9655. The p-value was .000. It was highly significant which showed that male have better understanding of the awareness of Educational Technology as compared to female. Finding Study also showed that Educational Technology makes teaching learning process more effective. The study strongly recommends educational technology must be incorporated in teacher training colleges to cope with modern world and to integrate technology in teaching learning process. Refresher courses must be organized specially for female teacher trainers about the awareness of educational technology in teaching learning process at B.Ed level.

Key words: Gender, awareness, Educational Technology, B.Ed level

Introduction

Educational technology has grown tremendously and has penetrated all area of teaching learning.

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Educational technology can bring improvement in educational atmosphere as it has a wider spectrum. (Fred and Ellington, 1999). Educational technology is a set of systematic techniques and practical knowledge for designing, testing and operating school as educational system. (Gagne 1998). According to education policy (1998-2010) much emphasizes is given on utilization of educational technology to make the traditional method more meaningful and affective. Education policy states that, 'lecture method will be replaced by guidance provided through the use of new technology such as computer, TV, satellite and video tapes' considering the importance of educational technology it has been introduced in teacher training curriculum as an important element. As explained above, it looks reasonable, rather essential to make arrangements for the provision of educational technology, as it is an effective way of achieving pre determined goals. In today's competitive age of education teaching and learning is made more effective by the use of various devices and other aids. These aids and devices are provided by educational technology, so its need is increasing by the passage of time. Role of educational technology is very important for the teacher as well for the policy makers in determining educational goals or objectives, testing and instruction, proper use of machinery, selection, production and utilization of audio visual aids and selection of tactics and strategies. Educational technology is not only necessary to meet the teacher needs, but it also has great value for policy makers and planners due to its significant role in education. (Rashid, 1999) Concluding the above discussion it can be stated that with the help of educational technology the teaching learning process can be made more effective and it can make education more productive. The researches made by (Khurshid and Wani 2007; Munis, 2007; Hussain 2004; Mahmood, 2003) in Pakistan inspired me to study gender effects on Effectiveness of Educational Technology in teaching learning process at B.Ed level. These studies showed that male have better concept of awareness of Educational Technology as compared to female due to their wide exposure. Present study was undertaken to explore the awareness of Educational Technology in Teaching Learning Process at B.Ed level. It was

aimed to ascertain the opinion of male and female about the awareness of Educational Technology in Teaching learning Process.

Materials and Methods

The nature of the study was descriptive (survey type). Male and female teachers of Government Colleges for Elementary teachers of Punjab were the population of the study. For drawing unbiased responses from the sample and to ensure that the sample selected was the most representative of the target population, simple random sampling method was used for respondent’s categories of male and female teachers. The sample of the study was composed of: 225 out of 630 teachers of Government College for Elementary Teachers was the sample which was (35 %) of the population of the study. Simple random sampling technique was done. Questionnaire was developed by the researcher at five point rating scale for Teachers of Government College for Elementary Teachers. Construct and Validity was determined through experts from University of Education Lahore, Allama Iqbal Open University Islamabad and Government College for Elementary Teacher Islamabad. Suggestions were accommodated in light of opinion of experts. Applying reliability test item analysis was done. Pilot testing was done at Government College for Elementary Teachers (W) Islamabad and Government College for Elementary Teachers (Male) Rawalpindi before the administration of the tools at large scale to ensure the validity and reliability of research instruments and correction were made on the basis of pilot testing. After incorporating the suggestions received through pilot testing, the questionnaires were revised and finalized. Reliability of instruments was calculated through Cromback Alpha Test on score of pilot testing. Instruments were delivered by to all Government Colleges for Elementary Teachers. A stamped back envelops was also sent. For collection of data personal contacts were made. To find out the difference in opinion about male and female data was analyzed by applying independent sample T Test.

Results

The present study was designed to thrash out the to explore the awareness of Educational Technology in Teaching Learning Process at B.Ed level. The data were collected through an interview schedule, which was designed for this purpose to cover a sample of 225 respondents (comprising male and female responding). Table 1 indicates that 61 % respondents regarding teachers were male while 38 % were females.

Table 1 Distribution of the respondents according to the sex

Sex	Frequency	Percentage (%)
Male	138	61.1
Female	87	38.9
Total	225	100.0

Data analysis was done; independent sample t-test was applied. The male and female groups are significantly different regarding awareness about educational technology. Summary of t test presented in above table indicates that the majority of the items develop for awareness of Educational technology show p value less than 0.05. Only one item has p-value more than 0.05 level. The item which has p value more than 0.05 shows that female teachers have concept of educational technology but have less understanding that educational technology is helpful in objectives, assessment, curriculum, learning material and making teacher effective as compared to male teachers.. Hence the null hypothesis stating that there is no significant difference between male and female about awareness of educational technology in teaching learning process is rejected at 0.05 level of significance. So there is a difference between male and female teachers about the awareness of educational technology (Table 2). The data also revealed that mean value for males is higher than females therefore it is concluded that males have better awareness about Educational technology than female (Table 3). Fig. 1 depicted the awareness about educational technology is indicated along y axis and male and female teachers are indicated along X-axis Male teachers are indicated by 1 and female teachers are indicated by 2.

On the basis of findings of the study following conclusions are drawn. Concept of Educational Technology is clearer to male teachers as compared to female teachers. Male and female teachers both have awareness of the concept of educational technology. Male teachers have better understanding that Educational Technology supports in developing objectives as compared to female teachers. Male teachers have better understanding that Educational technology makes curriculum effective. Male teachers have better understanding that Educational Technology helps in understanding learning material effectively as compared to female teachers. Male teachers have better understanding that Educational Technology makes assessment effective as compared to female teachers. Male teachers have better understanding that Educational Technology makes teacher effective as compared to female teachers. Male teachers have better understanding that Educational technology play effective role in teaching learning process as compared to female teachers.

Table 2 Difference regarding awareness of Educational Technology

Awareness	Sex	Mean	N	S.D	t value	p-value
Awareness about Course out line of B.Ed	Male	4.2319	138	.82205	4.008	.000
	Female	3.7701	87	.87206		
Awareness about comparison of Course out line of B.Ed	Male	3.4058	138	1.05773	2.022	.044
	Female	3.1149	87	1.03907		
Course out line is better than other institutions.	Male	3.5725	138	.94280	3.833	.000
	Female	3.0920	87	.87114		
Concept of Educational Technology	Male	3.7681	138	.83962	1.179	.240
	Female	3.6437	87	.64658		
Educational technology helps in developing Objectives	Male	3.9855	138	.54015	5.095	.000
	Female	3.5862	87	.62042		
Educational technology helps in developing Curriculum	Principal	4.0652	138	.40447	4.011	.000
	Teachers	3.7471	87	.78085		
	Students					
Educational technology helps in Understanding the Material	Male	3.9348	138	.43909	5.439	.000
	Female	3.5172	87	.71304		
Educational technology helps in Assessment	Male	4.0725	138	.33391	5.387	.000
	Female	3.7126	87	.66312		
Educational technology makes Teacher more effective	Male	4.0072	138	.56019	2.626	.009
	Female	3.7816	87	.072216		

* The mean difference is significant at the .05 level.

Table 3 Difference regarding awareness of Educational Technology between male and female teachers

Awareness	Sex	Mean	N	S.D	F	p-value
Awareness about ET	Male	35.0435	138	3.53475	7.31	.000
	Female	31.9655	87	2.57198		

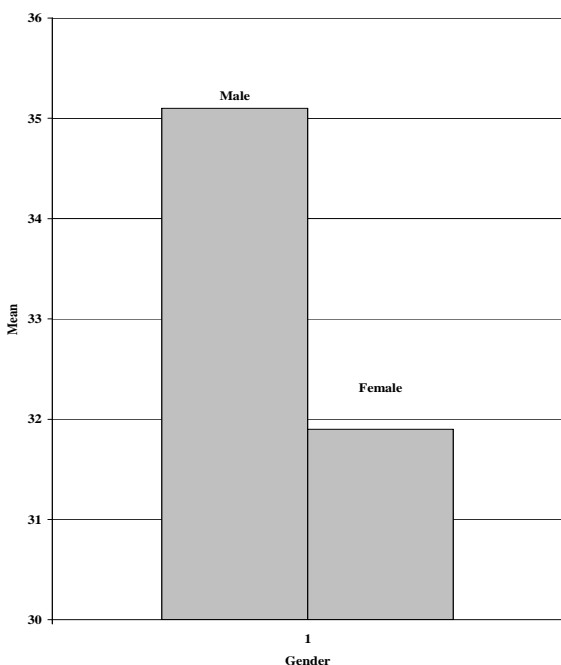


Fig. 1 Difference in opinion between male and female teachers awareness of Educational technology

Discussion

Results of the study showed that male teachers have better understanding about awareness of educational technology as compared to females teachers .Male and female teachers both are aware about the of concept of educational technology but female have less understanding that educational technology is helpful in objectives, assessment, curriculum, learning material and making teacher effective as compared to female teachers. Literature review showed the same results as evidences by (Kulik, 2002; Coppola, 2005; Fox 2005) in the developed countries and (Shakoor, 2001 and Gillani, 2006). in Pakistan. The hypothesis stating that there is no difference among male and female teachers about awareness of E.T was rejected 0.05 level of significance .This indicated that there is a difference about awareness between the categories of respondents. Results show that male teachers are more aware about E.T as compared to female teachers. This difference may be concluded due to the reason from the demographic information that majority of the male teachers are highly qualified and have M.Phill or Ph.D degrees. They have more exposure and broader spectrum as compared to female. Further male have more access to technology as compared to female (Gunn, 2005) Much importance has been given to E.T in developed

country but in Pakistan still it require serious consideration and attention to promote Educational technology to fulfill the need and requirement of modern world and to cop with the developed countries as evident from the research finding that the technology gap between developing and advance countries is increasing during the last decades due to technology. Wah (2001) And using technology in any form will not necessary improve education but its informed implementation will improve teaching learning process. (Deubael, 2007) .So policy makers and stakeholders should make serious consideration towards this aspect.

Recommendations

The findings of the study provide enough suggestions for changes and improvements in teacher training institution with the use of Educational Technology. In order to promote Educational Technology in teaching learning process training should be provided to teachers specially the female teachers. Advance and modern technologies should be introduced in national and international scenario. Training must be provided to teachers specially female teachers for effective implementation of E.T. Refresher courses and workshop must be organized in this important area. Teacher capacity building specially for female teachers must be increased in use of Educational technology.

Conclusions

On the basis of findings of the study following conclusions are drawn. Concept of Educational Technology is clear to all categories of respondents. Educational Technology supports in developing objectives. Educational technology makes curriculum effective. Educational Technology helps in understanding learning material effectively. Educational Technology makes assessment effective. Educational Technology makes teacher effective.

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