# AWARENESS OF TECHNOLOGY BASED LEARNING AMONG THE URDU MEDIUM SCHOOL STUDENTS

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## Abstract

*Educational Technology has reformed the whole education system. It is the need of the time that education system should focus on providing quality education to the students. Educational technology has revolutionized the teaching learning process and has increased the scope of teachers' functions such as management of resources and management of learning. The present study was conducted to determine the level of awareness of the students studying in Urdu medium schools of Hyderabad city (India) with regard to technology integration in the learning process. It also sought to investigate if there is any significant association of Technology awareness of the students with Gender and the type of school (Private, government aided and government) in which they study. Survey method was adopted for the study, in which the researcher constructed and developed mixed interview schedule to gather the data from the field. 14 Urdu medium schools were selected by simple random sampling technique, among which 12 were government schools, 2 each were private schools and government aided schools. The data obtained from the students were carefully analyzed using MS Excel, SPSS. To test the association between the variables, chi square test was performed using the Minitab software. The finding of the study reveals that the most of the school students have moderate level of awareness towards regarding the technology integration in the learning process. Chi Square analysis of the tabulated data showed that the technology awareness of the students and Gender is not statistically significantly associated with each other; however there is statistically significant association between the technology awareness of the students with the type of schools in which they study.*

***Key Words:*** *Technology awareness, Urdu medium schools, Gender, Type of school, Computer software program, e-library.*

## INTRODUCTION:

Educational Technology has reformed the whole education system. In this technology driven world where it has become an indispensible part of our everyday life, one even cannot imagine to leave it outside the class. Learning through technology has become the part of our lifestyle. Today's generation especially the students are engaging themselves with technology constantly outside the classroom. However it is seen that they rarely use those technologies in their learning. It is observed that students finds learning more interesting and effective if they are exposed to suitable technology during the teaching learning processes. Technology facilitates learning by doing, self-directed instructions, problem solving and promotes

analytical and critical thinking among students. Technology enhances the interaction between the teachers and the students, thus making teaching and learning more meaningful and entertaining.

Although there is a huge demand for technology usage in every aspect of education, significant challenges are stopping its widespread effective implementation and execution. Educators confront with various challenges in technology integrated teaching learning process. Most of the researchers concluded that although few challenges are systematized and few are associated with the technology themselves, educators and education planners plays a significant role in this.It is often seen that both the learners and the educators lacks the proper knowledge and training in dealing with new tools and technologies that are being widely used in the present classroom teaching. Unless and until the students feel comfortable and confident while dealing with technology, abundance availability of educational technology is of no use. The use educational technology in the learning process still remains a big challenge. The technology integration in the classroom transaction is very low despite of the fact that many schools have ready access to technology. The lack of trained teachers, a supportive policy environment and pedagogical beliefs of teachers proves to be a big challenge in technology integrated classroom.

In the present study, the researcher attempts to determine the technology awareness based on learning of the students studying in Urdu medium schools. In the present context, the researcher has defined learning based technology as the basic technologies which are being frequently used in the teaching learning processes in Indian schools. It included the knowledge about computers, smart phones, smart classroom, virtual classroom, internet, facebook, WhatsApp, You Tube, google search, power point, MS-Word, MS-Excel, learning app, Electronic Mail (E-mail) that helps the students in applying them for wide range of learning process in addition to their personal use.

**REVIEW LITERATURE**

A study on awareness of ICT among secondary schools students conducted by Mailavelan & Baskaran (2018) reported that most of the secondary school students had moderate level of awareness towards ICT. It also reported that there was no significant difference between the two factors namely; male and female students, Tamil and English medium school students with respect to ICT awareness. However significant difference was observed among rural and urban school students and among government and private school students. Another study on

Awareness on Technology based education by the student teachers (Amutha & Kennedy, 2015) revealed that although there was no significant difference in intellectual domain of student teachers based on gender, but significant difference was observed in emotional domain. Also no significant difference was observed among students with regard to educational qualification (UG and PG) and type of family (Nuclear and Joint) based on intellectual and emotional domains. Shakya & Kumar (2017) carried out a survey on Computer awareness among teacher trainees of Bilaspur, Chhattisgarh: A field survey. It was reported that the science teacher trainees and arts teacher trainees showed equal performance. No significant difference was seen between male and female teacher trainees' computer awareness, but the computer awareness of urban teacher trainees was found to be significantly better than the rural teacher trainees.

Babu (2013) inferred through a study on "ICT and CCE Awareness Among Secondary School Students" that awareness towards ICT and CCE differs significantly among boys and girls. In addition to this, it also showed that there existed a significant difference among VII and VIII Students in their awareness towards ICT and CCE. A study carried out by Alagu & Thanuskodi (2018) indicated majority of the students had ICT information that is needed for their academic engagements involving class assignment and developing exam updating subject knowledge. This study further suggested that ICT oriented training program should be organized for students (specifically rural students) in order to improve their career development and education level

**OBJECTIVES OF THE STUDY:**

1. To find out the awareness of the students with regard to technology integration in the learning process.
2. To compare the awareness of Technology based learning among the Urdu medium school students in relation to gender and type of school.

**HYPOTHESES OFTHE STUDY:**

H01: There is no statistically significant association between the learning based technology awareness and gender.

H02: There is no statistically significant association between the learning based technology awareness of the students and the type of school in which they study.

**METHOD OF THE STUDY:**

The study is primarily descriptive in nature in which the researcher has adopted survey method for investigation. This assists the researcher to investigate in the real life setting, which are prevailing in the Urdu medium schools.

**Tool Used:** Interview schedule was constructed and developed by the researcher that contained 23 items. For gathering the data, the tool was translated into Urdu language before administering them to the respondents. Both the English version and the Urdu version were retained in the final tool for the ease of the respondents.

**Sample:** Random sampling technique was used to select a sample from 16 Urdu medium schools of Hyderabad city, Telangana (India) of which 12 were government, 2 were government aided and 2 were private schools. The total number of sampled students was 365.

| Gender | Frequency | Types of schools | Total Students |
|--------|-----------|------------------|----------------|
| Male | 93 | Government | 230 |
| Female | 272 | Aided | 90 |
| Total | 365 | Private | 45 |

*Source: Primary data collected from field*

**Statistical Technique Used:** Percentage wise analysis was done to determine the distribution and the extent of the technology awareness based on learning of the students. Chi Square test was conducted in order to test the association of learning based technology awareness of the students with gender and the type of school in which they study.

## Data Analysis and Interpretation:

### Table 1: Scores regarding the technology awareness based on learning of the students

| S. No. | Statement | Total | | Female | | Male | | Govt. aided school | | Govt. school | | Private | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No % | Yes % | No % | Yes% | No % | Yes% | No % | Yes % | No % | Yes % | No % | Yes % |
| 1 | Comfort ability of the students in using technology for learning | 6.3 | 93.7 | 6.25 | 93.75 | 6.45 | 93.55 | 1.11 | 98.89 | 8.26 | 91.74 | 6.67 | 93.33 |
| 2 | Awareness of the students regarding latest tools and technologies used in the learning process | 5.75 | 94.25 | 5.15 | 94.85 | 7.53 | 92.47 | 4.44 | 95.56 | 6.09 | 93.91 | 6.67 | 93.33 |
| 3 | Ability to use electronic technology to access and exchange information | 20.27 | 79.73 | 18.75 | 81.25 | 24.73 | 75.27 | 17.78 | 82.22 | 20.00 | 80.00 | 26.67 | 73.33 |
| 4 | Awareness of computer-based writing and drawing tools used in learning process | 29.59 | 70.41 | 26.84 | 73.16 | 37.63 | 62.37 | 25.56 | 74.44 | 33.91 | 66.09 | 15.56 | 84.44 |
| 5 | Use of technology for self-directed and extended learning | 28.49 | 71.51 | 26.84 | 73.16 | 37.63 | 62.37 | 30.00 | 70.00 | 28.26 | 71.74 | 26.67 | 73.33 |
| 6 | Ability of the students to use various technology resources for problem solving | 19.45 | 80.55 | 19.49 | 80.51 | 19.35 | 80.65 | 25.56 | 74.44 | 16.52 | 83.48 | 22.22 | 77.78 |
| 7 | Awareness of various telecommunication technologies used for collaborative project | 53.7 | 46.3 | 52.94 | 47.06 | 55.91 | 44.09 | 62.22 | 37.78 | 52.17 | 47.83 | 44.44 | 55.56 |
| 8 | Ability to identify, select, and integrate audio visual aids for presentation | 71.51 | 28.49 | 71.69 | 28.31 | 70.97 | 29.03 | 81.11 | 18.89 | 69.57 | 30.43 | 62.22 | 37.78 |
| 9 | Ability to use appropriate content related electronic devices | 24.93 | 75.07 | 23.53 | 76.47 | 29.03 | 70.97 | 31.11 | 68.89 | 24.78 | 75.22 | 13.33 | 86.67 |
| 10 | Ability to identify and fix problems to some extent while handling hardware and software | 46.3 | 53.7 | 47.43 | 52.57 | 43.01 | 56.99 | 45.56 | 54.44 | 46.52 | 53.48 | 46.67 | 53.33 |
| 11 | Ability of the students to access subject matter, homework and | 45.75 | 54.25 | 44.49 | 55.51 | 49.4 | 50.54 | 37.78 | 62.22 | 49.13 | 50.87 | 44.4 | 55.56 |

| # | Statement | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | assignments online | | | | | 6 | | | | | | 4 | |
| 12 | Ability of the students to submit assignment and homework using computer and other digital resources | 72.88 | 27.12 | 70.59 | 29.41 | 79.57 | 20.43 | 90.00 | 10.00 | 71.30 | 28.70 | 46.67 | 53.33 |
| 13 | Ability to handle multimedia for learning contents | 16.99 | 83.01 | 18.38 | 81.62 | 12.90 | 87.10 | 16.67 | 83.33 | 17.39 | 82.61 | 15.56 | 84.44 |
| 14 | Use of SMART Classroom makes learning more interesting and effective | 32.33 | 67.67 | 34.56 | 65.44 | 25.81 | 74.19 | 46.67 | 53.33 | 28.26 | 71.74 | 24.44 | 75.56 |
| 15 | Ability of the students in confidently attending online tests | 47.67 | 52.33 | 44.85 | 55.15 | 55.91 | 44.09 | 44.44 | 55.56 | 51.30 | 48.70 | 35.56 | 64.44 |
| 16 | Use of e-library to access information | 97.81 | 2.19 | 98.53 | 1.47 | 95.70 | 4.30 | 100.00 | 0.00 | 96.52 | 3.48 | 100.00 | 0.00 |
| 17 | Ability to use MS-Excel for drawing graphs | 77.26 | 22.74 | 83.09 | 16.91 | 60.22 | 39.78 | 80.00 | 20.00 | 76.09 | 23.91 | 77.78 | 22.22 |
| 18 | Ability to use MS-Word for typing text | 36.71 | 63.29 | 36.76 | 63.24 | 36.56 | 63.44 | 25.56 | 74.44 | 41.74 | 58.26 | 33.33 | 66.67 |
| 19 | Ability to use MS-PowerPoint for making presentation | 72.33 | 27.67 | 75.00 | 25.00 | 64.52 | 35.48 | 80.00 | 20.00 | 72.17 | 27.83 | 57.78 | 42.22 |
| 20 | Use of virtual classroom makes learning more interesting, easier and effective | 52.05 | 47.95 | 48.90 | 51.10 | 61.29 | 38.71 | 63.33 | 36.67 | 50.00 | 50.00 | 40.00 | 60.00 |
| 21 | Awareness of various Web 2.0 tools that are helpful in learning | 27.4 | 72.6 | 26.10 | 73.90 | 31.18 | 68.82 | 17.78 | 82.22 | 32.17 | 67.83 | 22.22 | 77.78 |
| 22 | Use of You Tube to access videos that aids in learning | 6.3 | 93.7 | 5.15 | 94.85 | 9.68 | 90.32 | 4.44 | 95.56 | 7.83 | 92.17 | 2.22 | 97.78 |
| 23 | Use of various social networking sites to access information for learning | 55.07 | 44.93 | 56.62 | 43.38 | 50.54 | 49.46 | 55.56 | 44.44 | 53.48 | 46.52 | 62.22 | 37.78 |

*Source: Primary data collected from field*

The researcher inferred from the present study that, most of the students (94.25%) were aware of educational tools and technologies used in the learning process and could use the same for their learning. 83% of the students could handle multimedia for learning contents. The data further revealed that, 79.73% of the students were able to use electronic technology to access and exchange information among which 71.51% informed that they actually use the same for self-directed and extended learning. Only 19.45% of the students informed that they could not use various technology resources for problem solving and 46.30% of them were aware of various telecommunication technologies used for collaborative projects. Majority of the students (around 72%) could not identify, select and integrate audio visual aids and use the same for preparing presentation. Only 24.93% of the students were not able to use appropriate content related devices in learning. The percentages of the students who were able to identify and fix problems to some extent while handling hardware and software were found to be 53.70%.

The data further revealed that average numbers of the students (54.25%) were able to access subject matter, homework and assignments sent by their teacher, only 27.12 % of them could submit the same to their teachers using computers and other digital resources. It was observed that although 67.67% of the students supported SMART classroom and felt that it makes learning more interesting and effective, only 47.95% of them were in favor of virtual classroom. The tabulated data indicated that 52.33% of the students felt confident in attending online tests. Very few students (2.19%) used e-library to access information.

It was observed that, 70.41% of the total respondent students were aware of computer based writing and drawing tools, among which 63.29% were able to use MS-Word to type text and only 22.74%, were able Ms-Excel to draw graphs. Regarding the awareness of the students of various Web 2.0 tools, 72.6% of the students said that they were aware of the same, however only 44.93% of them were using them to access information for learning. The response of the students regarding the use of You Tube in learning was found to be overwhelming. 93.7% of the students informed that they were using You Tube to access videos that aids in their learning.

**Hypothesis:** There is no statistically significant association of learning based Technology awareness with gender and type of school.

**Table 2: Comparison of learning based technology awareness**

| Gender | Df | chi square | p value | remarks |
|---|---|---|---|---|
| Male (93) | 1 | 0.539 | 0.463 | H0 accepted |
| female (273) | | | | |
| **Type of school** | **Df** | **Chi square** | **p value** | **Remarks** |
| Govt. (230) | 2 | 13.152 | 0.001 | H0 rejected |
| Aided (90) | | | | |
| Private (45) | | | | |

To analyze if there was any significant association of learning based technology awareness of the Urdu medium school students with gender and type of school in which they study, Chi Square analysis was performed. For any parameter having p values ≥ 0.05, the Null Hypothesis was accepted suggesting that there was no significant association technology awareness and that particular parameter. With p value <0.05, the null hypothesis was rejected.

It was inferred from the tabulated data that there was no significant association between the learning based technology awareness of the students and gender as in this case, the p value was found to be higher than 0.05, level of significance. It was further discerned by the researcher that there was significant association between the learning based technology awareness of the students and type of school. The low p value (0.001) indicated that the association was statistically very strong.

**Discussion**

In the present study, researcher unfolded during his research that the percentages of the students who were aware of various basic learning based tools and technologies (as mentioned above) that are being used in classroom learning was found to be high (around 94%) which reflects that students were quite comfortable in dealing with basic technology integrated classroom. However, a similar study on awareness of ICT among secondary school studentsconducted by Mailavelan & Baskaran (2018) reported that most of the secondary school students had moderate level of awareness towards ICT.

The data further revealed that, very few percentages of the students (28.49%) were able to identify, select and integrate audio visual aids for making power point presentation. Also, the students who were able to use MS-excel were found to be very low (22.7%)

although 63.2% of them were able to handle MS-Word. This is a matter of big concern for the administrators.

It was again discerned that, compared to the ability of the students to submit assignment, and homework online, more percentages of the students were able to access subject matter, homework and assignments using computers and other digital resources. Efforts must be put on to teach the students on how to use online resources for submitting assignment, and homework. During the study the researcher perceived that, although more than 70% of them were using other technologies for their self directed and extended learning, only 2.19% of the students were using e-library to access information that might help in learning. The teachers must teach the students how to use of e-library to boost up their learning capabilities and encourage them to use the same in their learning.

It was also unmasked that majority of the students (67.67%) were aware of smart classroom but only 47.95% of the students informed that they knew about virtual classroom that makes learning more interesting, easier and effective. The result of this study further revealed that among all the technologies that are being used by the students in their learning, You Tube seemed to be most popular among them. 93.70% of the students used You Tube to access videos that helped in their learning.

Chi Square analysis of the data revealed that although there was no significant association between the learning based technology awareness of the students, statistically strong association was observed between the learning based technology awareness of the students and type of school. There is a need the bridged the difference among the three types of schools namely; government, government aided and private schools. Suitable policies must be designed to erase this difference.

**CONCLUSION AND RECOMMENDATIONS**

From the present study, the researcher concluded that majority of the students studying in Urdu medium schools had quite high level of basic learning based technology awareness. However the students had a limited knowledge regarding the educational technologies that are being presently used in teaching learning process. Most of the students used various technologies like facebook, You Tube, Google, WhatsApp, Instagram, etc. for their personal use but very few of them were using the same in learning. Among all, You Tube appeared to be most popularly used site for learning among the students. It was further concluded during the course of this study that the awareness of the students regarding computer software was

found to be below average. It was also observed that very few percentages of the students were using e-library to access information that aids in their learning; in fact the students informed that they were not even aware of e-library. The teachers must teach the students how to use of e-library to boost up their learning capabilities and encourage them to use the same in their learning.

The data further revealed that, very few percentages of the students were able to identify, select and integrate audio visual aids for making power point presentation. Also, the students who were able to use MS-excel were found to be very low. This is a matter of big concern for the administrators. Suitable policies and proper training must be designed and priorities must be accorded to improve the awareness of the students regarding the computer software programs.

The researcher discovered that there was no significant association between the learning based technology awareness of the students and gender, however; statistically very strong association was seen in the learning based technology awareness of the students and the type of school in which they study. It is a matter of concern that such a big difference was noted among the type of schools. Suitable measures must be initiated and priorities must be accordedby the administrators, policy makers, and the school education authoritiesto reduce the differences on this count.

Both the teachers and students must be trained so as to enable them to take full advantages of the potential technology. The students should be given appropriate training for inculcating skills associated to technology for its awareness. In addition to this, educational technology related workshops and training programs should be organized time to time for the school teachers. Internet connection should be provided in each class so that both the educators and the learners can go through many related websites for their teaching learning process. Orientation programs can also be conducted for the students in order to increase their efficiency in using the technology resources effectively.

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