

Use of Technology by Higher Education Students

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Abstract

The purpose of the study is to explore the extent to which higher education students use technology. It also intends to find out the difference between male and female students in their use of technology. The sample of the study constituted 200 undergraduate students of University of Lucknow and its affiliated colleges. An inventory was prepared by the researcher for data collection. Results are presented in percentage and t-ratio. Findings are that more than 50% higher education students use technology for different purposes. The significant difference is found between male and female students in use of technology for Socialization and Informative purposes. More female students use technology in comparison to their counterparts. Educational implications are mentioned.

Key words- *Technology, Higher Education Students*

Introduction

Swift evolution in ICTs has emerged within a society that will adjust excellently to similar growth. While the user-friendly system takes on major responsibility in the application, universality and instruction of founded instruction, personnel constitute one of the bases of knowledge society. More than a billion individuals around the world are connected and networked together to create, collaborate, and contribute their knowledge and wisdom. Teenagers, especially students

also engage in social media whether to use it as a platform to seek for new information or connect with their friends. Despite the importance of social media, it also brings the drawbacks to those who misuse this technology.

The various forms of technology have shown to benefit the students by intensifying communication, social connection and even technical skills. Most of students use technology to socialize and communicate with

each other which allow them to connect with friends and family, making new friends, sharing pictures and exchanging ideas. Through this also, students can foster their identity and unique social skills. Some of the students nowadays are introvert and have low self-confidence. However, by using technology as their communication tools, they can improve their social skills and interact well with their visual friends.

Technology helps to connect them to people in the other country. Students can learn how to interact with foreign by using different languages. Communicating through different language might be tough for them but the exciting in making new friends can motivate them to learn new language and use some application to communicate with each other. Other than that, social media technology enhanced learning opportunities for middle and high school students by connecting them with one another on homework and group projects. Facebook and other similar social media programs enable students to gather outside the class time and exchange ideas about their assignments. Not to mention, some of the schools have successfully used blogs as their teaching tools to help students with their learning outside the school time.

Technology is used to foster learning by allowing for social interactions, active participation, and engagement of students in classroom discussion. Communication (Blended/online courses and social media solutions), Social media Podium like Facebook and Twitter and other online platforms and learning applications grew seriously, consolidating with different application focusing on knowledge, information, instructions or training. Librarians and educators followed learners into these spaces, sharing, practical instructions and trying other forms of engagement. The use of tool and technologies like YouTube, Twitter, blogs, wikis and Facebook are used for teaching in higher education institutions. Learners remain leaders the adoption curve of technology users in different higher education Institution groups.

It has been observed that females are still in poor position in accessing to information & technology in comparison to males. Reasons may be manifold such as lack of female role models, personal responsibilities and gender prejudgment. It is a pitiable belief that females have less talents and inclinations in the field of technology.

Review of Literature

[Abubakar Naima Hafizand Salihu Ibrahim Dasuki](#) (2018), Empowerment in their hands: use of WhatsApp by women in Nigeria, discusses the relationship between women's empowerment and ICTs, by investigating the promise of empowerment associated with the use of WhatsApp by women in Nigeria. It draws upon Sen's Capability Approach (CA) to explore some implications of the use of WhatsApp mobile application on human development. They employed Sen's five instrumental freedoms to evaluate how WhatsApp has empowered women by concentrating on the opportunities provided for expanding their freedom to participate in social, economic, and political activities. The analysis shows that WhatsApp can contribute to the empowerment of women by enabling their freedoms to participate in developmental activities; however, some contextual factors impede the ability of the women to take full advantage of these developmental opportunities that WhatsApp offers.

[Lechman Ewa & Magdalena Popowska](#)(2020), Enhancing women's engagement in economic activities through information and communication technology deployment: evidence from Central–Eastern

European countries. This study takes a macro perspective to examine the associations between the economic deployment of information and communication technology (ICT), women's labor market participation, and economic growth in Central–Eastern European countries between 1990 and 2017. They use data extracted from World Bank Development Indicators, World Development Reports, and the *World Telecommunication/ICT Indicators Database*. The methodological framework combines time trends, graphical non-parametric analysis, and panel vector-autoregressive models. The findings reveal significant relationships between ICT and women's economic activity. Panel vector-autoregression model estimates and Granger causality tests indicate causal relationships between ICT, economic growth, and female youth employment.

Studies shows that women are more interested in job involving people and social interaction, and women emphasize intrinsic, altruistic, and social rewards associated with an occupation. Men, in contrast, are more interested in job involving physical object and abstract concepts, and the place a higher value on extrinsic reward such as money, prestige and

power (Buetel and Marini 1995; Johnson 2002; Konrad et al 2000)

Need and Significance of the Study

India is considered a male dominated society. The unit of this society is family. Earlier approximately 30-40 years back (Pre-technology period) the child rearing practices were different for the male and female. Male is preferred child because he is considered to carry the legacy of parent and female child will carry the legacy of another family where she would marry. Therefore, parent's rearing towards boy and girl child were different. Boy and girl child education were also determined by the socio-cultural background of the parents. At primary elementary education boys and girls have enough participation. But afterword gender discrimination prevails because of gender beliefs and stereotype regarding housework and childbearing ability of mats and science, selection of job etc.

Due to advancement of technology the socio-cultural environment of Indian families in urban areas got changed. The technology helps parents in their household work. So, they can free girl child from this work. The technology made education accessible to all.

Technology can play an important role in promoting gender equality by addressing some of the systemic barriers and biases that limit women's access to opportunities and resources. Technology can provide women with greater access to education, economic opportunities, healthcare, and other resources that can improve their lives and enable them to reach their full potential.

However, it is important to ensure that these technologies are developed and implemented in ways that are inclusive and equitable.

Objective

A study has been carried out keeping in mind the following objective:

1. To study use of Technology by students of higher level in reference to gender.

Hypotheses

1. There is no significant difference in mean scores of male and female students of higher level in reference to use of Technology.
2. There is no significant difference in mean scores of male and female students of higher level in reference to their use for Education.
3. There is no significant difference in mean scores of male and female students of higher

level in reference to their use for Socialization.

4. There is no significant difference in mean scores of male and female students of higher level in reference to their use for Entertainment.
5. There is no significant difference in mean scores of male and female students of higher level in reference to their use for Information.

Sample

200 undergraduate students (100 female and 100 male students) randomly selected from

various colleges associated of University of Lucknow, Lucknow city, Uttar Pradesh, India.

Tool

An inventory to assess the use of technology by students was prepared by the researcher with the help of expert opinion. The inventory includes the use of technology in the following areas:

1. Education
2. Socialization
3. Entertainment
4. Information

Delimitation

This study is confined to higher Education institutions of Lucknow city.

□ Result

Table 1A showing responses of students in percentage gender-wise for each Item

Item No.	Always		Often		sometimes		Rarely		Never	
	Male %	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %	Female %
1	25	23	23	24	17	19	20	19	15	16
2	25	32	20	19	23	19	19	24	13	12
3	23	20	22	23	17	16	24	17	14	22
4	30	28	19	23	21	15	20	21	10	13
5	22	21	19	24	24	20	20	18	15	17
6	33	23	21	27	19	17	21	19	6	14
7	27	25	23	31	22	18	18	19	10	7
8	20	21	28	24	19	19	26	16	7	20
9	22	20	23	26	16	22	22	18	17	14
10	28	30	24	20	18	19	17	17	19	14
11	30	28	22	20	21	24	17	16	10	12
12	25	23	21	21	22	20	16	22	16	13

Table 1B showing responses of students in percentage gender-wise for each Item

Item No.	Always and often		Sometimes and rarely		Never	
	Male %	Female %	Male %	Female %	Male %	Female %
1	48	47	37	37	15	16
2	45	51	42	37	13	12
3	45	43	41	35	14	22
4	49	51	41	36	10	13
5	41	45	44	38	15	17
6	54	50	40	36	6	14
7	60	56	30	37	10	7
8	48	45	45	35	7	20
9	45	46	38	40	17	14
10	50	50	31	36	19	14
11	52	48	38	40	10	12
12	46	44	38	43	16	13

It is evident from the table 1.B that more than 50 % female students feel free to communicate with their teachers regarding some time on social media platforms (Item no. 2). They use technology to connect their friends and relatives (Item no. 4). They use WhatsApp, Facebook, You-tube etc. to find and share funny things (Item no. 7). They use online platforms to share new ideas (Item no. 10).

In the case of male students more than 50 % students search on social media to connect with people in the internet of their field (Item no. 6); like female students, they also use WhatsApp, Facebook, You-tube etc. to find and share funny things (Item no. 7) and use online platforms to share new ideas (Item no. 10)

Table 2

Showing Mean, SD and t-ratio of male and female students regarding use of technology by them

MALE STUDENTS			FEMALE STUDENTS			SED	t _{cal} Value	Level of Significance at 0.5 Level t _{tab} (1.97)
N	Mean	S.D	N	Mean	S.D.			
100	74.5	14.68	100	78.5	9.99	10.06	0.45	Insignificant

Table 2 shows that as far as use of technology is concerned the mean value 74.5 and SD 14.68 for male students and it is mean value 78.5 and 9.99 for female students t ratio is .45 which is insignificant at 0.05 level of significance. Thus hypothesis 1 is retained. It can be interpreted that there is no significant

difference between male and female students in the use of technology.

Table 2 clearly indicate that both male and female students use technology and online platforms to the same extent.

Table 3

Showing Mean, SD and t-ratio of male and female students regarding use of technology for various purposes by them

DIMENSIONS	MALE STUDENTS			FEMALE STUDENTS			SED	t _{cal} Value	Level of Significance at 0.5 Level t _{tab} (1.97)
	N	Mean	S.D	N	Mean	S.D.			
EDUCATION	100	19.5	4.28	100	20.30	3.36	0.63	1.29	Insignificant
SOCIALISATION	100	18.85	4.18	100	20.65	3.35	0.62	2.90	Significant
ENTERTAINMENT	100	18.5	4.15	100	18.80	3.90	0.49	1.24	Insignificant
INFORMATION	100	18	4.52	100	19.25	3.40	0.65	1.98	Significant

Table 3 shows that the use of technology for educational purpose the mean is. 19.5. and SD is 4.28 for male students, and mean 20.3 and SD is 3.36 for female students. t ratio. Is

1.29 which is insignificant at 0.05 level of significance. Therefore, hypothesis 2 is retained. It is concluded that there is no significant difference between male and

female students in use of technology for educational purpose.

As far as use of technology by graduate students for Socialization purpose is concerned the mean score is 20.65 and SD is 3.35 for female students and mean is 18.85 and SD is 4.18 for female students. Calculated **t** ratio is 2.90 which is significant at 0.05 level of significance. It indicates that male and female students differ significantly in their use of technology for socialization purpose in favor of female students.

In the use of technology for Entertainment purpose, the mean is 18.5 and SD is 4.15 for male students while it is 18.80 and 3.90 respectively for female students. The calculated **t** ratio is 1.24 is insignificant at 0.05 level of significance. Thus Hypothesis 4 is retained. It indicates that there is no significant difference between male and female graduate students in use of technology for entertainment purpose. In other words, both male and female students use technology for entertainment purpose to the same extent.

As far as use of technology for Information purpose is concerned, that mean is 19.25 and

SD is 1.40 for female students and mean is 18 and SD is 4.52 for male students. The **t** ratio is 1.98 which is significant at 0.05 level. Thus hypothesis 5 is not retained. It indicates that there is significant difference between male and female students in use of technology for informative function. The result is in favor of female students. It is observed that present day's female students are more concerned about their career and they need to update themselves about current affairs. Using social media through technology they get access to unlimited information in more economical time and money.

Conclusions

- ❑ Approximately 50% male and female students use technology for their Education, Socialization, Entertainment and Information purpose.
- ❑ There is no significant difference between male and female students in use of technology.
- ❑ As far as areas are concerned, more female students use technology for Socialization and Informative purposes.

- ❑ More female students use technology to connect with friends and relatives while more male students use technology to connect with people of their field of interest.

Educational Implications

- ❑ The industry of technology is growing so fast that it appears that its use has become compulsory for all either rich or poor and male or female.
- ❑ The technology has increased the time for each and every one so girls' child also get time for education.
- ❑ Government policy based on gender equality at all levels of education. Various schemes are for girl's education e.g., Kasturba Gandhi Vidyalaya, free education for girls at higher level, distribution of laptop and tab to all undergraduate students are some motivations for female students to use technology for Socialization as well as Informative purpose.
- ❑ This will remove the common bias that 'male' is active in the use of technology while 'female' is passive.

- ❑ Female students who are using technology for Socialization and Informative purposes will become the role model for other female students of rural areas.
- ❑ There must be some orientation, support, facilitation for Female students regarding use of technology.
- ❑ Need to aware female students about the programmes and schemes of Government.
- ❑ In each activity, group and delegation female representation should be made mandatory by the institution as well as by the government.

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