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*Literary Druid* is an online Peer-reviewed International Journal of English Language and Literature which is committed to academic research, welcomes scholars and students all over the world who to advance their status of academic career and society by their ideas. The journal welcomes publications of quality papers on research and other mentioned forms in English Language and Literature

Research ought to be active to create a major boundary in the academic world. It must enrich the neo-theoretical frame that facilitates re-evaluation and enhancement of existing practices and thoughts. Eventually, this will effect in a primary discovery and lean-to the knowledge acquired. Research is to establish, confirm facts, reiterate previous works ant to solve issues. An active endeavor to endow rational approach to these types for educational reformations through academic research has become the focal intention of the journal. Now, we feel very proud to bring the October, Volume 4, Issue 4, 2022 contributed by the Academicians and research Scholars of the literary field.

**Dr. M. Vinoth Kumar & S. Kulandhaivel**  
**Editors'-in-Chief**



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## The Novelty Teaching Model for Socially Constructed Virtual COVID-19 Classrooms

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### Abstract

*Science and technology have made it possible for online education to become an integral part of today's education system. Although online education had some influence prior to the Covid 19 era, it has now become an essential part of higher education's teaching and learning process. Every government around the world was forced to incorporate online education into their higher education system after the Covid-19 imposed enormous challenges on the traditional higher education system. However, prior to the Covid-19, the Indonesian higher education sector did not place much emphasis on online education. The Covid-19 pandemic has a significant impact on the global education system. Public and private educational institutions across the country were temporarily shuttered to stem the tide of the virus's spread to stop it before it could do more harm. As a result, the educational activities of students around the world were severely disrupted. In addition to affecting students' education, the lockdown has had a significant impact on students' mental health. One estimate puts the number of students and young people affected by the closure of schools, universities, and other educational institutions at more than 1.5 billion. This article investigated the Novel Teaching Models for Socially Constructed Virtual Classrooms after COVID-19.*

**Keywords:** Novelty, Teaching Methods, Social, Virtual Classrooms, Post COVID-19.

### Introduction

During the era of work from home, most universities began their academic and administrative endeavors with the aid of technological devices and applications. Indonesia higher education sector has undergone a fundamental shift since the introduction of online education. Most university professors and administrators in Indonesia are unfamiliar with online education. In Indonesia universities, face-to-face teaching and learning has been used for a long time. As a result, breaking with tradition and conducting educational activities in an innovative online environment is viewed as a difficult one. Many universities have been reluctant to start online educational activities, and university teachers and administrators have also encountered difficulties in carrying out their responsibilities. They have been reluctant to launch online activities. Teachers, students, and other members of the school community who lack proficiency in modern technology have encountered several difficulties.



## Literature Review

Pace, Pettit, & Barker, (2020) examined crisis learning, as opposed to the more commonplace digital learning scenarios, is more appropriate in the present context. New instructional methods and strategies are more important than ever for academic institutions to improve their curricula (Toquero, 2020). In addition to academic pursuits, educational institutions serve as hubs of social activity and interaction. Many children and young people will miss out on vital social interaction-based activities if educational programs are halted. Underprivileged children and young adults should be able to continue their education even if their schools are closed, making this a critical issue that must be addressed. Short-term academic institution closures due to emergencies are nothing new, but the current global scope and pace of educational instability are sadly unmatched and, if sustained, could cause psychological distress and misery at various levels (McCarthy, 2020).

Sociology's study of generation has only recently begun to gain traction. Even though Karl Mannheim's classic essay reignited a generation's interest, demographic, cultural, and intellectual developments have brought it back to life. Until now, the sociological literature has generally conceptualized a generation as a unit with a defined national boundary. Generational sociology must therefore create a theory about the global generation of people. This conceptual improvement is critical in light of the unprecedented ease with which traumatic events can now be felt on a global scale thanks to advances in global communication technology. Print media dominated the late nineteenth and early twentieth centuries, bringing people from all over the world together, while new broadcast technologies ushered in a transnational generation in the middle of the twentieth century. Late twentieth-century globalization, defined by electronic communication technologies and marked by an increase in interactivity, is different from earlier periods. First, the 1960s generation spawned the first global generation; now, with the rise of new electronic communications, there is greater potential for a generation that can communicate across national and time boundaries. If in the past historical trauma was combined with the opportunities available to create a national generation, now trauma experienced globally, facilitated by new media technologies, has the potential to create awareness of a global generation. Generational movements are increasingly shaped by the media. Being concerned with future generations rather than past ones makes this article speculative. Its goal is to spark debate and establish a new research agenda for the study of future generations, Edmunds, J., & Turner, B. S. (2005).

Onyido, J. A., & Nwaogu, O. A. (2022) society and the twenty-first century are in a constant state of flux. As a result of the rise of technology, the world has undergone a radical transformation. Throughout the 21st century, technology has become the norm, influencing all aspects of modern society and making it easier for people to communicate with each other. To say that technology hasn't impacted the educational sector would be an understatement. The introduction and use of technological gadgets and approaches in the educational process has had an impact on aspects of education such as distance learning and cognitive development, among others. Scholars have noted that students' educational performance has been impacted by the use of technological approaches to learning.



## Discussion

Cyber evolution of the global Internet is the result of a worldwide technological breakthrough in the field of computer technology. Because of this, a new social phenomenon was born: the process of Cybersocialization of an individual. Cybersocialization has become increasingly popular among teenagers and young adults over the past decade, according to the results of empirical research.

Cybersocialization's impact on today's adolescents is examined using the socialization theory of Parsons and Merton, which states that a person adapts to cultural and other environmental factors. And according to A. Maslow and C. Rogers, socialization is a process of overcoming the negative influences of the environment and introducing one's own capabilities and abilities. Social experience, cultural values, and social norms must be learned by the younger generation in order to successfully integrate into society and achieve self-realization and self-actualization.

There has been a lot of attention paid to adolescents' socialization in the last decade, according to a theoretical review of the literature. Young people's socialization is characterized by a wide range of characteristics, according to three studies Sobkin V.S, (2008). They include changes in the environment, new socialization agents, and new socialization mechanisms, among other things. As a result, there are two types of socialization: primary and secondary. Primary socialization occurs when a student is younger and begins to explore the social world for the first time; secondary socialization occurs when an adult gains personal experience and the knowledge gained at a young age change through professional and creative activities.

In teaching the modern generation, it is important to be able to use technology effectively, but it is also important to have the ability to integrate technology into the classroom. The use of ICT is influenced by the knowledge of the lecturers in developing various teaching materials using applications and media according to the needs and characteristics of 21st century learners. Teaching and learning with ICT will be difficult for lecturers because they only have self-taught knowledge and skills in this field. In addition, lecturers need the ability to use ICT in ways that are specific to their roles as educators and students. The ability to apply pedagogical theory and principles to the use of ICT in the classroom is included in this competency. ICT competence is a prerequisite for using ICT so that learning can be interesting and build more harmonious social emotions.

Students' ICT proficiency and access to infrastructure are two new highlights, which not only confirm the validity of the existing framework but also augment it by incorporating previously unknown elements such as management support and classroom setting. When lecturers decide to use technology in their classrooms, they seek support, encouragement, and guidance from university management bodies (Gillies, 2016). It has been found that barriers to ICT use are most common in the arts and humanities, according to a recent study by Mercader and Gairin (2020).

In addition, lecturers consider their students' perspectives to be important in determining their use of ICT. Although the focus was on the use of ICT by lecturers and the



development of ICT-based teaching materials, lecturers emphasized the importance of considering the circumstances of the students. Educators will face a difficult task if students are not encouraged to use ICT in their education in an appropriate way. Like lecturers, students' use of ICT is influenced by the level of competence, attitudes, support, and availability of ICT infrastructure (Ali et al., 2018). Even though the main focus of novelty learning models and the importance of adapting to social changes, namely the use of ICT by lecturers, the ability to develop teaching materials, varied, creative and innovative learning instructions, in addition, lecturers are emphasized to consider the situation and needs of students. Lecturers will have difficulty integrating ICT into their teaching if students are not encouraged to use ICT in their education. Students, like instructors, need a certain level of competence, positive attitude, encouragement, and access to technology.

### Findings

The use of ICT improves lecturers' ability to teach effectively. As found by Tella et al. (2007: 222), most teachers think ICT is very useful and makes teaching and learning easier, leading to their recommendation that "professional development policies should support ICT-related teaching models" and that "emphasis should be placed on the pedagogical foundation of the use of ICT" ICT for teaching and learning". In addition, lecturers' creativity is needed in creating a pleasant learning atmosphere.

### Conclusion

In the absence of genuine software, adequate computers in the classroom, fast internet, adequate training, the latest ICT equipment not being available, expert technical support not being available, and a lack of administrative support, the officials of Indonesian schools and universities in rural area were unable to see the changes needed in education in the twenty-first century. In Indonesia, the use of ICT devices will not only revolutionize learning, but also the way teachers teach. Students' and lecturers' ability to develop creativity, communication, and other critical thinking skills will be improved through an educational transformation facilitated by ICT. This is because ICT allows education to support, enhance, and optimize information delivery.

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## The Mythos of Gargoyles and Sprites World in Bethany C Morrow's *A Song Below Water*

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### Abstract

*The Mythos is related with the world of unreality. The English Literary writers use the mythos in their work to give the sacred stories to explain the experience of man and world. Bethany C Morrow is an American writer. She has used the different mythos in her work "A Song Below Water". She focuses the mythos of gargoyles, Sprites, Elokos and sirens to retell the ancient stories of different countries with the modern view. Thus this paper analyses the mythos of gargoyles and sprites with the teenage characters Tavia and Effie. It also reveals how the black people are targeted through social media. This article delineates the Mythos of Gargoyles and Sprites World in Bethany C Morrow's work "A Song Below Water".*

**Keywords:** Mythos, Gargoyles, Sprites, Bethany C Morrow *A Song Below Water*

### Introduction

Mythos is a Greek word for the term myth. It means "tale" or "word". The word mythos is generally related with the world of unreality. The stories in mythos are usually an invented one. It has no reality. It is also a system of beliefs particularly dealing with the forces of supernatural beings. It deals with the characteristics especially on the cultural or religious groups.

### Mythos in Literature

Mythos plays an important role in literature. It particularly focuses on the part of an event or a hero in a story. It is very popular in the culture of western people. Most of the myths influence many English writers for centuries. The English writers have used the heroes and gods from various myths as their subjects for their literary works. Zsolt Virágos says "In the twentieth century, myth has been called upon to serve a wide variety of diverse roles and functions, the common denominator of these latter being that myth, ancient or modern, has proven itself essential, or very close to essential, within the cultural and social scheme of things". (49) The mythological writers are given much importance to the reality of fragmentation in the contemporary literature. They tried to focus the various myths and its elements through their characters. The world of mythos reflects the nation's history. Slotkin expresses "[a] myth is a narrative which concentrates in a single dramatised experience the whole history of a people in their land".

Some mythological writers from various countries are Hesiod, Homer, Christopher Dewdney, Sir James George Frazer, Lady Augusta Gregory Oskar Ernst Bernhardt, John Lemprière, Man and His Symbols by Carl Jung, Edith Hamilton, Mircea Eliade, Grace Lin, Ramesh Menon, Joseph Campbell, Robert Graves, Immanuel Velikovsky, Robert Graves, Edith Hamilton, Bethany C Morrow etc. They have written their work on the mythology of Greek, Indian, European, African and Chinese.

Literature of America indicates the traditions and beliefs that originate from the

frontier days of nation. “The presence of mythology in American Literature is something of a paradigm for the interplay of tradition and innovation in the growth of the cultural identity of the United States”

### **Bethany C. Morrow**

An American writer Bethany C Morrow is the greatest novelist in English Literature of the present day. She has completed her B.A. sociology at the University of California. She also completed Clinical Psychological Research at the University of Wales. She writes the fiction for the audiences of adult and young adult. She wrote *A Song Below Water*, *A Chorus Rises*, *Mem* and *So Many Beginnings: A Little Women Remix*. Morrow is also the editor for *Take the Mic*, YA Anthology. This anthology won her the award of 2020 ILA Social Justice. The first and notable work of Morrow is *Mem*, which was released in 2018.

### **Bethany C. Morrow’s *A Song Below Water***

Her debut novel *A Song Below Water* is a YA novel The author released this novel in June 2020. This novel is a fantasy fiction. The novel sets in the mythical city of Portland. The magical creatures are oppressed in the city. Bethany is our today’s author and presented the novel with different creatures of sirens, gargoyles, elokos, and sprites. The mythic and magical creatures are taken from the world of Greek, European and African myths. The novel *A Song Below water* is a new attempt in retelling the old mythological story of supernatural creatures.

### **The Mythos of Gargoyle and Sprites**

**Gargoyle:** The gargoyle is a supernatural being. In mythology, it represents a fantasy monster and inspires by the architectural element of Gargoyles. It is also believed the gargoyles are driven away the bad spirits. In recent notion, the statues are physically getting a life. They are animated magically. They often work as a guardian in the place of cathedral or castle. Gargoyles are found in the mythology of Rome, Greece and Egypt.



**Image 1: Gargoyles**

**Sprites:** Sprites are generally portrayed as fairy creatures. The derivation of the word sprite is from the Latin word spiritus ("spirit"). In European mythology, it is a supernatural entity.



**Image 2: Sprites**

### **The mythos of Gargoyle and Sprites in *A Song Below Water***

In *A song Below Water*, Morrow focuses the various myths around the black people. Morrow uses the world of sirens in Portland. The mythological characters are very supernatural beings in the story. The main characters in the story are Tavia and Effie. Tavia is



a Siren and Effie is a mermaid. After the death of Effie's mother, she lives with Tavia's family. When Effie was young, Sprites turned her friends to stone. She cannot believe that she had any supernatural powers. In the upcoming season, she likes to focus herself as Euphemia the mer. Tavi and Effie are like sisters. Among the web of challenges and lies, Tavia has to face every day to make her work. The Black girls are hard to grow up in a white part city of America. The two black girls are school going girls. They study at Black High School in the city of Portland. The city is full of black people in which few of them have gifted with magical powers. "Sirens might be exclusively Black women, but all Black women aren't sirens. We're not even only sirens." (19) Throughout this story the reader can understand a true history of sirens.

Tavia usually watches Camilla Fox's eponymous YouTube channel. She has studied her wash-and-go technique. Camilla is a patron to Tavia. When she couldn't face her real life, she escapes into the virtual world. Tavia is the subscriber of Camilla's YouTube channel. "Camilla's face should be the first thing I see" when she opens the app. There's another face staring back at her. Another girl is a black woman from Southern Oregon. The woman is only the dead black woman Rhoda Taylor. A black siren Rhoda Taylor was killed by a young man. News on the death of Rhoda and her picture spreads all over the city through media. "Rhoda Taylor. Recent murder victim. Suspected siren." (4)

Tavia has a powerful voice. She has some struggle to be quiet. Effie has some secret of mysterious thing. They save themselves from the gossiping of others at school. They involve in Ren Faires and contradict to their ideas on racism at various levels. There is another thing that the Gargoyle takes up the residence of their house roof. "There's something on the roof, a large something. Made from stone, it's a hulking figure that's crouched and gripping the edge with long talons. Hello, gargoyle." (11).

Gargoyle returns to the house of Tavia. It is going to roost that night. It also looks different. When Tavia's dad arrived to the home, he was terrified with the hulk figure Gargoyle on the roof. "The gargoyle returned to roost tonight, the way it's done for the better part of three years. It all mixes together and makes my dad terrified and angry." (12)

Tavia explains about the gargoyle. She has heard it that they're the only gargoyle mythos

"I've heard is that they're created, chiseled by a master out of solid stone. Which, full disclosure, I saw in a cartoon when I was little. No one ever disputes it, but who would. Other than the odd publicity stunt that turned out to be a load of crap, there aren't any known gargoyle masters chiseling new beasts to life, and as far as anybody knows, gargoyles don't speak for themselves. Who knows if they even can. What we know is that there's one gargoyle in Portland, and he chose us. Three years he's been roosting here. You don't think the neighbors are wondering why? What about our house is different, what makes a gargoyle choose us, what's he protecting?" (13)

Effie couldn't find her keys. She has forgotten her keys on the hook next to the bedroom door. She has checked her room's nooks and crannies to find keys. It's all sprite activity. "Sprites aren't thieves because they always bring things back." It has only done the mischief on everyone in Portland. "But Portland is a hub of sprite activity and I don't lose my keys. Ever. Not since Paw Paw handed them to me." (27) Later she found her keys at the bottom of her swim bag. It is a mischief done by sprites.

Tavia and Effie see the Gargoyle still perching on the roof. Tavia and Effie draw more attention to the stone master on their roof. The gargoyles are young guys in silver paint "sometimes with prosthetics to extend their arms so they can mimic the perch, but it's far from enough" It is the bodyguard of Tavia. The both girls manage to keep their cool until the





gargoyles out of our rearview and then she looks back. Tavia wants the gargoyles to protect her in the entire situation. “I’d want him to stay, too. How many people have their own personal bodyguard” (30)

Gargoyle comes and goes for these three years. It offers the protection to Effie. One night Tavia comes out of her house. She looks up her street and feels night’s chill. She walks further up the hill. She looks back to see the house and her iron fence. There is the gargoyle. The gargoyle’s head turns slowly and steadily. He is not the kind of menacing and hulking. She wants to get some fresh air. She is standing in the middle of her street. The gargoyle head still turned toward her. The gargoyle wants to protect her. So he watches her all the ways.

Tavia and Effie go to theatre. Effie is welcomed by a white boy in the theatre. He likes to talk with her. After returning home from the theatre, Tavia thinks about her life. Her life is a mysterious one. She wishes to take away the siren call from her. She thinks that the arrival of gargoyle indicates the bad omen. He didn’t here for three years. The gargoyle’s shoulders rising and falling before he lifts one massive fist from the roof. “I know you’re here for me, I mean that’s what everyone thinks.”(136). The gargoyle behaves like a human. His stone eyes needs lubricating. She needs a favor from him. Tavia needs help from him. She needs the gargoyle to take her to a lot near St. Johns. He also carries her to visit the place at night. She wished to meet her Gramma at night and so gargoyle carries her to the place. When they return home, she has raised many questions to gargoyle. But he never answers to the questions of Tavia.

Effie, Tavia and some others to take part in the Vancouver protest. “The people and the police and the noise and the street are all replaced by wilderness.” Gargoyle carries away Tavia from the place of protest. “His face is made of stone, it’s not like I could guess how old he is. And I don’t know much about gargoyles aside from them being big and brick, except that they don’t have any history-affecting qualities or traits that the general population envies.”(197) Effie further explains “gargoyles aren’t born, they’re sculpted”. It is the part of their mythos, and the belief that all the gargoyles which will exist already do.

All dressed up and go to the ball. Near Cafeteria, Mama Theo locked her in a room to protect everyone from Effie. “Maybe because it isn’t normal when your hair moves on its own and your skin peels off your body like you’re a lizard or a snake. Maybe seeing water mirages on dry land isn’t something that happens to normal teens” (207). There is the noise of camera phone clicking sound. Someone took a picture or started video. Wallace is on the ground beside Effie, covering his arms around her. He is trying to cover her hair and to shield her entire body.

Wallace’s white shirt tore against the broadening of his back. The wings are unfurling from that. He grew like a giant before all eyes. The scene stuns everyone to go back. The people had never seen a gargoyle close up. They didn’t expect this one. It becomes massive within seconds. “Wallace—the boy who watched Effie swims—is her guardian, Gargy. Gargy—the stone behemoth who’s been perched on my roof for three years—is the guy my sister’s falling for.” (200). Naema says that both of her secrets are out. She is going to release it in social media. Tavia begs Naema to give the recorded video in the phone. Gargoyle carries Tavia and Effie from that place.

Effie comes to know the reality. She is the only reason for changing her friends into stones. She feels for that. In the end of the novel Tavia uses her siren calls to awaken the statues of children. They come to life one by one. Their parents are very happy to see their children. Parents have thought that the sprites were only responsible for that spell. The children begin their game. They hold the children tight while the sprites sing above their



heads. “Effie, Effie!” the sprites whisper-sing, enchanted the way that I was when I first saw her true form. “Do the trick! Play again!” (235). In the last section of the novel, when Tavia goes to her work, she sees the gargoyle hanging out near the Hidden Scales. It is still doing his same duty. Tavia and Priam are reunited.

Thus the story is the most interesting story of the black girls with magical creatures like elokos, sprites, sirens and gargoyles. Morrow explicates her new innovative ideas with the modern world view of the different people in the society. She also depicts how the black girls are suffered through the hands of social media. Thus the gargoyles play their important role from the first part of the story to the last section of the novel. Morrow clearly shows how the ancient mythological creatures are related with the story of the modern world. Kirkus Reviews *A Song Below Water*, "an exciting new contemporary fantasy. In this parallel world, black female empowerment is standing up for yourself and others while simultaneously navigating love, physical and emotional violence, and the responsibility of immense supernatural power."

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## Reflections of Women in Naguib Mahfouz's *Midaq Alley* (1947) and *The Cairo Trilogy* (1956)

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### Abstract

*Naguib Mahfouz was the first Arabic writer to win the Nobel Prize in literature, which he received in 1988. Mahfouz frequently has presented people from the middle class of Egyptian society, and their plights serve as symbols of Egypt's larger social landscape. His influence is felt all over the world, and his works as diverse as pharaonic fiction and postmodern satirical commentary. Mahfouz is among the few great Arabian novelists who have managed to both adapt Western themes and create original Eastern ones. His novels are a fascinating arabesque of deception, love, social injustice, monarchy, and supernatural intervention. This article delves into contrasting perspectives, such as Mahfouz's immediate surroundings and the larger social setting in which he finds himself. Midaq Alley and The Cairo Trilogy are novels that explore the status of women in Egypt and the effect of feminist movements on his invented universe. Portrayal of women in his novels reflects a range of strong and marginalized Egyptian women's voices across generations.*

**Keywords:** Naguib Mahfouz, Hamida, Amina, Jalila, and Women.

### Introduction

Egyptian author Najeeb Mahfouz Abdelaziz Ibrahim Ahmed Al-Basha (1911-2006), won the 1988 Nobel Prize in Literature. Along with Taha Hussein, Mahfouz is regarded as one of the first contemporary Arabic authors to investigate existentialism-related topics. He is the only Egyptian to have received the Literature Nobel Prize. Throughout her 70-year career, from the 1930s to 2004, he has authored 35 books, more than 350 short stories, 26 movie scripts, hundreds of essays for Egyptian publications, and seven plays. His novels all take place in Egypt and all refer to the lane, which is equivalent to the world. *Children of Gebelawi* and *The Trilogy* are two of his most well-known works. Many of his novels have been adapted into films in Egypt and other countries. Mahfouz's novels have been adapted for film and television than any other Arab author. (Aboul-Ela 339)

The first author from the Arabic language to receive such an honour was Naguib Mahfouz, who received the Nobel Prize for literature in 1988. The problems of his characters, many of whom are based on members of middle-class Egyptian society, are indicative of Egypt's larger social perspectives. His work is renowned for its diversity, ranging from



pharaonic fiction to postmodern satirical commentary, as well as for how widely it has been read around the world. One of the rare Arab novelists who have successfully Arabized Western elements while developing Eastern ones is Mahfouz. Through these works, the novelist spins an enjoyable arabesque of deceit, treachery, love, social injustice, monarchy, and the interference of worldly aspects in human existence. (El-Enany 1993)

### **Hamida in *Midaq Alley***

In *Midaq Alley*, the female protagonist Hamida intriguingly incorporates motifs from all of her works. The emotional ups and downs of a woman straddling two worlds are depicted in the novel *Midaq Alley*. Hamida's character is foreshadowed as an elderly poet who has entertained patrons of a café for decades by retelling the deeds of classic Arab folk heroes, only to have her audience turn away when the cafe gets a radio. As so, a foundational symbolic element is provided upfront: the old and the new cannot coexist. According to Mahfouz, the alley symbolizes the past, therefore a person can only be one or the other. The protagonist Hamida wants to escape her past and the consequences of her actions, therefore she looks forward to a better future. Her disgust and rejection of the alley symbolize her rejection of the conventional conventions long before she decides to entertain the British army as a prostitute. Hamida, as being portrayed by Mahfouz, personifies the resentment and love of Midaq Alley, and she represents everyone in society who thinks back on people from their past. The novelist has presented Hamida as a frustrated woman who acts following her own values and principles:

**she knows her fulfilment lies elsewhere. Her leaving the alley and going off to be a whore symbolizes leaving the past and embracing the present. She does not feel the burden of a tug-of-war between her past and her present. Is there a way to escape the fetters of the past except through that man who lit the fire of her imagination? She turned her back on the past and no longer thought of anything but the future. Her body gave in to the feel of the car as it sped away from the whole past. (74).**

The most iconic character in Mahfouz's novel is Hamida, a whore and a woman who rejects her past and her traditions. She stands in for the past and the present, as well as for tradition and modernity, as well as for religion and secularism. Hamida is a representation of many paradoxical behaviours and outcomes of a changing culture and serves as a metaphor for the changes taking place in Egypt. At this moment, she signifies the desire for prosperity and the loss of a home and identity that represents a move away from the traditional but more importantly the old. She is not literally both traditional and modern. By selling her soul, her honour, and her morality, she can widen the gap between tradition and modernity. Her independence, sexlessness, lack of sentimentality, secularism, and even atheism are examples of modern and Western influences. She chose to become a whore for the British in exchange for money and power, which serves as symbolism. This illustration shows Egypt's propensity to decry colonialism.

Despite being strong, Mahfouz's female protagonist is sensitive to the Egyptian political and social atmosphere. While Hamida rejects the alley and attempts to leave it,



others go there but return, and others who are content with their existence there choose to remain. The alley becomes the primary point of characters' actions, and their judgments of its quality of life are formed by their interactions with it. The alley and its history cannot be destroyed by the rise of a few residents, nor can the introduction of cutting-edge technologies and ideas alter its essence. In the meantime, its citizens continue to live normal lives. Through them, Mahfouz can convey the wants of common people who are unable to exit the alley without abandoning their traditional values and way of life.

Women give a voice to Egyptian Muslim women who are multifarious to men and culture around them and represent several different things simultaneously. The difference between the novel's depiction of respectable women and sexually attractive or disreputable women, as well as their relationship to one another, provides the framework for Mahfouz's varied depiction of women. The depiction of Egyptian Muslim women in his novel encompasses their relationships with their families, husbands, fathers, and communities, as well as the profound transformations they undergo. Nonetheless, his writings depict women as powerful not only in the outward realms of politics or society, but also in the inner community that represents and continues to define values, morals, and Islam. In addition to defining patriarchy, the roles that his female characters assume provide an alternative perspective on internal or external traditional Egyptian behaviours that may be based on historical rather than religious precepts. Islamic communities' integration of women does not necessarily indicate that his women are passive and dependent. Their characters who intrude into the public arena are doomed to remain there. (Pollard 2003)

According to Miriam Cooke: "Mahfouz's female characters who trespass into the public sphere are condemned to stay there. They become identified with the prostitute who is no longer the symbol of salvation..." (72). Women's bounds are established in this remark, but a closer examination of Mahfouz's characters demonstrates how religious and societal factors also influence how strong women are in Egyptian society. In addition to raising issues of power for women, Hamida in particular raises issues of what it means to be an Egyptian woman in a time of political unrest brought on by colonial rule.

The status of women continues to be a highly problematic topic in many Muslim countries; nonetheless, Mahfouz's many depictions of women highlight the diversity of Egyptian women. Mahfouz works throughout generations, and women characters in his novels evolve. Yared argues that the advent of women in literature was concurrent with the increase of women in political and social roles.:

**Regardless of the writer's views of women's status, all agreed that it was closely linked to the nation's standard of civilization, and that progress of a nation (Egypt) depended, to a large extent, on women's conditions (95).**

All secular writers, to varying degrees, were aware that the situation of women was part of the greater social, national, and religious concerns since they felt the need to reinterpret Islam and critique the tired Ulama. The term 'ulama' is used to describe the learned community of Muslim scholars who specialize in different areas of Islamic law. Mahfouz's works include examples of the overt and covert roles played by Egyptian Muslim



women, as well as the symbolic meaning and changes that have occurred in Egypt as a result of historical and political events. Women's accounts of the shifts in their social and religious contexts are especially noteworthy.

Women in Mahfouz's novel *Midaq Alley* are a reflection of Egyptian Muslim society. Many of the generational shifts that Mahfouz describes in his work occur within families, and gives a more direct portrayal of those relationships. *Midaq Alley* highlights the individuality and resilience of Egyptian women over period. Women are shown to have a variety of roles and to be a public voice that confronts patriarchy and culture through the narrative's depiction of their interactions with male characters. In his novel, female protagonists show the inner workings of Egyptian households, as well as family and communal dynamics.

Women characters represent extremes like steadiness, tranquility, yearning, and significance. The contrast between the inside and the exterior, or between calm and disorder, might be interpreted as the construction of flat symbols. In his novels other than those that are set in ancient Egypt, Miriam Cooke has stated that "most women belong to the private domain, and they are reduced in literature to flat figures or symbols" (75).

### **Aminain *The Cairo Trilogy***

In *The Cairo Trilogy*, the transition from one generation to the next serves to highlight the changing position of Egyptian women over time. Mahfouz tries to show his women characters to represent the historical and spiritual shifts in Egyptian society. He shows how Egyptian women go back and forth between being societal icons and rebelling against the patriarchy. Women in Egypt are committed to Islam and vital to the development of Egyptian Islam, even though their roles in society are seen as changing. Muslim's self-conception, which vacillates between *Dunya and Din (The World and Religion)* is reflected in depictions of women (Mondal 1993). Amina, a powerful woman character in *The Cairo Trilogy*, is a glaring example. Her husband, as well as her sons and daughters, who represent a different generation, impact her life. In addition to facing death, loss, and abandonment, she is the most important female character in Mahfouz's writings and has lived through two generations of change in Egypt. Clarifying how Muslim women have been perceived by the West as docile, hidden, and unable to negotiate their narratives is the purpose of talking about women. As Leila Ahmed writes:

**I have been through many revolutions in my understanding of my father, my mother, and my consciousness- understanding them now this way, now that, convinced me at one moment that they are this and at another that they are that (25).**

Mahfouz demonstrates that Amina is more steady and less traditional than her husband, even though she is listless, and bored, and is never permitted to do what men do. Men set the standards for women, and they must abide by them; yet, because it seems more enjoyable to them as individuals than religious prescriptions and male ideals, women characters in *The Cairo Trilogy* can break the rules and trespass on their structures. Amina has her moments of pleasure as she awaits her husband's return from his night of carousing with his friends and ladies, but she often wonders how she could receive such pleasure from an immoral or



forbidden state like drunkenness:

**Paradoxically, by keeping him company at this hour, she reaped a chattiness and in his conversation she could rarely gain when he was completely sober. She well remembered how distressed she had been when she first noticed he was coming home drunk from his evening escapades. To her mind, the wine had suggested brutality and craziness and, most shocking of all, an offence against religion ... she grew to enjoy his company and stopped worrying, although she never forgot to implore God to pardon his sin and forgive him (23).**

Amina is confused; as she has accepted a certain paradoxical character accepting her husband's intoxicated state versus his sober state:

**She was torn for a long time between her hatred for it, based on her religious training, and the comfort and peace she gained from it. She buried her thoughts deep inside her, however, and concealed them as though unable even to admit them to herself (9-10).**

Amina has strong religious convictions, but she is also deeply philosophical and open to other interpretations of Islamic law. In contrast, Mahfouz's masculine protagonists are searching for both sinful and saintly role models. Amina's husband is the head of the household, but he is also a womanizer who does not spend much time with his wife and children and stays out all night every day. Mahfouz depicts Al-Jawad, a male character, as immoral, and it is through Amina that he connects the emotions of societal obligation and ethics. Rather than presenting a religious world, Mahfouz depicts one that is ethical and socially responsible. In addition, he uses the behaviours of his characters to set out the idea that women and men may accommodate contemporary and religious ideas in equal manner. As Leila Ahmed describes, she keeps a picture of the women in her family, which at first looked passive but ultimately became the bedrock of her worldview:

**I too saw those women, and above all my mother, as people who did nothing, and I took their endless talk as idleness, gossip, as doing nothing. In a world where doing- doing, not being- was everything. Men did things, were something or somebody, and Western women too, at least Western women in books and films, could be something or someone, compared with women around me in childhood, who just were. In the fabric of my consciousness the women among whom I lived and most of all my mother were everything that I did not want to be. The only escape from this, the only way out, I must have concluded at some level, would be for me to grow up to become either a man or a Westerner (194).**

The veil made it clear that women of the upper and middle classes in Egypt belonged to their male guardians. Because of this, most middle-class and upper-class Egyptian women did not freely wear the veil, nor did the veil's internal religious significance have much of an impact. Contrarily, the majority of peasant and working-class Egyptian women were not segregated and did not always wear the veil. This was not the outcome of rural women receiving a lower status than upper-class women in cities. The differences between the upper and middle classes had everything to do with social etiquette and appearances, as well as the role the veil



played in upholding these standards. Because Amina represents the male honour of her family, any assault on her was seen as an assault on her male members. This was made possible by her mobility on the predominantly male city street. The persona of Amina represents the stereotypical Egyptian woman from the middle class at the beginning of the 20<sup>th</sup>-century. Throughout the novel, her husband, al-Sayyid Ahmad, keeps an eye on and regulates her every action. Amina hardly ever leaves her house unless there is an urgent reason to do so. She wears the full veil, a long, black cloth that was customarily worn during this period, covering her head, face, and entire body on few occasions that she is allowed to leave the house.

The Islamic term for conflict or disorder in society, *fitna*, relates to the practices of seclusion and veiling. A gorgeous woman is also referred to as *fitna* historically. Both isolation and veiling are control strategies used to avoid the appearance of a beautiful woman in public from triggering a *fitna*-like condition. However, as modernization processes took hold in the 1930s and 1940s in urban Egypt, seclusion became less practical and more challenging for the police. From an economic perspective, civilizations first need to exist and create offspring. In this view, the aristocratic classes of Egypt began to find that the costs of isolation outweighed the advantages. A form of the class system based on titles that were the foundation for riches and prestige was maintained and strengthened by seclusion in the middle of the 20<sup>th</sup>-century. In the 1930s and 1940s, as this structure started to break down, seclusion started to cost money. Women were pushed to leave their home due to the post-colonial socialist agenda that was implemented and the consequent collapse of Egypt's urban economy. In Egypt, the tradition of isolation came to an end when women were given access to schools starting in the 1930s and to outside-the-home employment options starting in the 1950s. The implementation of women's education was done in part to show Egypt's Western invaders its ingenuity and aptitude for modernity. With this small change, women's active participation in public life became the norm. Women educated during this period and those who enrolled in universities under Nasser's presidency provided the additional labour required to carry out Nasser's national socialist agenda throughout the 1960s and 1970s when many men were mobilized to fight in the Arab-Israeli battlefield.

Mahfouz's representations of Amina and Jalila, the pious woman in contrast to the prostitute, are extremely significant. Both of them are entangled in the web of patriarchal exploitation that is the living hell for Egyptian women. In Amina, one can encounter the typical female archetype, the meek and submissive wife who awaits her husband's return each night while he flirts. Jalila contains the typical prostitute and mistress. Both depictions are limited to a very cursory appraisal of the social state of women during this period, as opposed to a more profound understanding of their sorrow. In all circumstances, however, a female subaltern identity that was thought to be lost is reborn at the same time. Jalila, on the other hand, ends up playing a crucial role in *The Palace Walk*. By rejecting the religious and cultural roles that have been allocated to women, she challenges the system that has pushed her to the fringes of society. Understanding the power dynamics between sex groups is crucial to the unspoken agreement between female entertainers like Jalila and their male





customers. Since Talila and Zaubā, al-Sayyid Ahmad's current mistress, do not threaten the established female power disparity, they are afforded greater independence and economic opportunities. Therefore, Jalila is a revolutionary figure in both the Arabic literary canon and the Mahfouz canon, even though her words may not be able to change the gender disparities or even her predicament. She is just as attractive as a man and just as smart. In this concern, Jalila mocks their leader, al-Sayyid Ahmad, with their help. In social and sexual economy, however, readers recognize that despite Jalila's rebellion, she is nothing more than a whore to the very power she seeks to undermine. It was at this time of political and social upheaval in Egypt that the veil was seen more as an impediment to women's autonomy than as a relic of ancient Egyptian tradition.

### Conclusion

While examining Mahfouz's novels, including *Midaq Alley* and *The Cairo Trilogy*, it seems that women are portrayed as powerful figures of change, contributors to culture, and strong, stable persons. His portrayal of women give light on gender politics, feminism in Egypt, and the place of women in the ancient, pre-Islamic Arab world as well as in modern, Islamic Egypt. Investigating how Mahfouz portrays women reveals that secondary feminist writers have criticized his women characters as being sexist clichés. But if we read attentively, we can find examples of strong women in history, traditional Islamic and Arabic women who were bound by the veil, as well as women who had achieved freedom. Mahfouz has presented his women to foster social picture of his age.

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### Abstract

*Epistemologically the quality of technology-based education will be able to adapt to changing times. Education and Technology, which products continuously experience a cycle of development and change that is very fast, and humans are required to adjust to technological capabilities. The advancement of education and technology has revolutionized and produced significant findings. Consequently, it is critical to consider how education and technology will be able to control human society today. The quality of cultured education with character will be shaped by education and the development of the nation's culture. Quality and a technology-based education system that will improve academic abilities, create ideal research, and develop innovations and various states of arts in education characterize the dynamics produced in science. It is frequently unclear whether the ability of technology and human civilization will be the same as the world of education.*

**Keywords:** Strength, Competitiveness, Education, Technology, Regions, Indonesia.

### Introduction

The boost technology-based education has a powerful influence. It dominates not only in developing countries, and the impact of technological media is also monopolized by developed countries where the technology and education sectors are booming - both in the public sector and the business-industrial sector. Developed countries face similar issues, which have a long and intense historical interaction with education. Conceptually, technology is analogized to penetrate the worlds of theory and practice, development, management, and utilization as a source of learning in education. It naturally depicts a portrait of civilizations' progress in a vision of the development of educational technology in various regions of Indonesia.

Media in a democratic system, using the technology of philosopher Juergen Habermas, should function as a public space arena. What is meant by public space is a place where all members of society can interact, exchange ideas, and general debate issues without fear of economic authorities intervening (Sudiby, 2004:70). Harjanto (1997: 245) discusses how educational technology will influence a simple message theory so that it does not verbalise the need for space, time, and sense limitations and the use of appropriate and diverse technology or media to create the same perception of a problem The public sphere creates the potential for democracy.

The problem is that educational media is not a vacuum at all. Educational media is an



arena of contestation against interests trying to seize the science and technology space, to hegemonies the public. There is interplay between the structure and the agent in social space construction. The phenomenon of technology-based educational media when dealing with the political power of the state and the power of the market economy. The media is controlled by state regulation, the media fail to create public space. State regulation defines the information framework in a frame legitimized by the state.

The same thing happens when the power of the capitalist economy controls the media. The influence of technology in education is a breakthrough that is very close to the ease of access to hardware and software as a medium for developing learning technology for therapy, but it also has an impact on research and management and has an effect on learning media in a country. The definition of educational technology emphasizes learning through applicative learning through media which results in communication media through learning from traditional teaching materials to form television, film, OHP and other software media technologies. Systematically, learning technology was born due to systematically evaluating the overall combination of effective educational processes.

### **Literature Review**

The definition of education (2004) defines it as a practical study of the learning process through appropriate technological processes. BarbaraB. See's (1994). The design of educational technology is the theoretical basis of practice in the world of learning in expanding education through academic performance. AECT (2004) There are four studies on research, the preparation of the code of ethics that is carried out, educational technology, and theory of research practice and sources of information in the learning process. From several approaches described above, various educational solutions and learning processes can improve performance through the process of technological resources.

### **Educational technology advancement in developing countries**

Education and technology are elementary to adapt and move according to the demands of the times in developing countries, with other developing countries such as India experiencing very rapid development. By developing flexible systems in alternative curricula, multilevel classroom organizations with innovative activities, and continuous support systems such as teachers and lecturers or teaching staff, educational technology has experienced a relatively rapid development cycle.

### **Methods**

The quality of technology-based education is based on the participatory principle of all parties involved. Planning together, carrying out activities, monitoring and evaluating together with the extent to which the progress of activities takes place. All engaged in advancing the world of education participate as facilitators accompanied by people with relevant scientific backgrounds and experience in teaching and IT experts and observers such as the government and simultaneously involve stakeholders. A technology-based method with the following steps;

The first stage, Need Assessment/mapping of the condition of the area, education and students in various places, can determine the next steps in a preventive manner that are



suitable to be implemented in the technology-based area. This mapping involves administrators from the government, stakeholders from lecturers, students, village officials and the community. The second stage is to determine the appropriate education technology scheme strategy by considering several regional conditions and situations and whether students in the area can catch internet signals or if internet access is sufficient.

### **Results**

Education has influence, and the latest path technology to improve knowledge and ability to compete in the global era will be one of the country's benchmarks in implementing technology in education can be seen in the following sectors: a. Primary and Secondary Education, b—Higher Education, c. Distance Learning, d. Special Education, e. Education and Training, h. In Language Education, Education and technology are urgently needed to improve the efficiency and productivity of education management. In other words, delaying the application of information technology in educational institutions means waiting for the smooth running of education in the face of global competition. Strategic issues of ICT as a source of knowledge. It will be able to improve education through teaching aids (Learning Tools), ICT as ICT educational facilities, as ICT competency standards as administrative support for management education as an educational infrastructure. Media technology and educational literacy have developed on various platforms. The existence of data and information sources and a means of exchanging data and information is inevitable in this modern era, and communicating quickly without any boundaries of the territory, space or time, opening information sources that were previously difficult to access becomes very easy to expand. data becomes information to support decision making—ICT-based education management, including cataloguing.

The existence of data storage and processing and others from these impacts need to involve experts so that generations or people who are less sophisticated in using technology so that these impacts can be anticipated by the government and academics and ICT experts on the provision of information about developments of education do not misuse unlimited technology. Education and technology in the Primary and Secondary education sector, technology are expected to affect motivation, strengthen teaching, and improve the psychological environment in the Higher Education classroom. The use of technology is intended to stimulate and motivate students to develop their intellectual abilities to establish research and development knowledge, both theoretical and applied Distance Learning, providing an intermediary medium between students and their educational institutions.

### **Conclusion and Advice**

Government policies are predicted to increase the development of information technology in various regions, especially prioritizing internet network access in areas that are still limited and constrained by the lack of access to information processing networks and not only focusing on places or big cities as is happening at this time. Because the area's role in supporting the development of information technology and the development of education in Indonesia is significant. The media have a tremendous influence on the development of the world of education and technology, showing the capabilities and traces of the legacy of a



society's expertise in future civilizations. Government involvement is needed to sponsor technology education schemes and classes to strengthen institutions in increasing research and promoting education through how to use the positive impact of technology policies.

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## Contribution of Latest Technology in Higher Education in Pakistan

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### Abstract

*The prime objective of present survey research was to access and evaluate the present status of technological use by students in educational institutions. This study was focus link between technology and education. Importance of technology, its value and current situation of education systems also focused on this research. This research study was quantitative in nature. The assessment survey conducted upon 159 university students. Information collection instrument was questionnaire. The survey conducted through an adopted questionnaire. 14 evaluation statements used to conduct this survey. All statements based on five-point Likert scale. The validity and reliability of questionnaire statements were tested and assure by a reliability analysis test, Cronbach alpha. Statistical analysis applied through SPSS. Univariate analysis applied to get the descriptive results and bivariate analysis applied to examine the correlational variables, their influence upon each other, and relationship strength. The collected information results indicate that technology has become central point in educational learning. It has made easy to get education rapidly. All the digital instruments, websites, applications, and other resources helps students to learn quick and improve their educational skills by updated and latest knowledge. Digital instruments not only beneficial for students but also professors to teach in an advance efficient way.*

**Keywords:** Technology, Higher education, Educational learning, e-textbooks, Skills.

### Introduction

Technology is playing a prominent role in every walk of life. In higher education, technology has become key requirement. There are many instruments and methods that can develop and update the technological and educational skills of students and teachers. Use of technology as computers, internet, laptops, tablets, smart phones, and other digital devices increase learning in classrooms (Marina, 2021). Technology is mandatory for all levels of education and all kinds of educational learning either its face-to face learning or e-learning. It is a source of advance learning and quality education. The use of instruments of technology in higher education is based on several decades in history (Lazar, 2020).

The top contribution of technology in education sector is knowledge enhancement (Yousaf et al., 2019). Higher education institutions using technology by providing online attendance system, online admission, tests, and examinations. All these advance technology facilities developing students' technological skills (Raja, 2018). The use of newly launched technologies in education institutions changed the overall performance of both teachers and



students (Irum, 2020). Online assessment tools improve skills and enhance performance by exposure (Ackermans et al., 2021).

The growing trend of technology in developing countries is comparatively slow than developed countries because of many issues regarding launch to implementation of technology in education setup of these countries. Awareness, socioeconomic condition, improper resources, and low investment in information technology and in research sector (Irum, 2020).

### **Objectives**

- To analyze the contribution of technology in educational learning process
- To determine the level of technological awareness factor with educational learning among students
- To examine the correlational relation between technology and educational learning process

### **Review of Literature**

Aldahdouh et al., (2020) examined the use of technology in higher education at Tampere University, Finland. The research study explored popular sources of technology use among teachers. The researchers found that majority of teachers using technology for their own improvement and for enhancing class performance. Technology sources were social media, smart phones, and cloud services like google, MS Office 365 and some other applications.

Santosa (2019) surveyed in higher education intuitions and concluded that online education totally changed traditional education styles. It introduced as modern academics that totally changed traditional academics. According to results, online education trend brought massive transformation in higher education level. Communication patterns to learning to evaluation, every pattern is a part of modern academic.

Koe and Bakir (2010) concluded in their research that some conditions are necessary for effective technological use. According to the results those factors are proper planning, goals, need assessment, requirements, and economic condition.

Mou (2016) uncovered developing countries situation regarding technology use among teachers and students. Results described that in such countries there are many sorts of obstacles that both groups' teachers and students faced, to get access to technology for their teaching and learning goals.

Azma (2011) studied technology influence in higher education. Results concluded that higher education institutions using technology sources for their benefits and also improving quality of education by affective implementation in their institutions. In higher education sector, technology is a mega source for quality learning. Technology has made easier to get knowledge and low-cost learning.

Marinagia (2013) conducted research on higher education sectors to find out impact of technology. Research study explored that technology is a basic unit for learning now a days. Students' performance can be enhanced if there would launch a system in higher education sectors to provide lectures online after class timings. There should be a computer-





based assistant that uploads lectures on website for students learning.

Yusuf (2010) investigated the use of technology by students in the classrooms for learning. Research results revealed that technology adaptation enhances students' learning as it helps to clear concepts and makes the learning environment more attractive. It is also noticed that technology sources are a great way to learn anytime anywhere. It opens various learning opportunities for students in classrooms and also at home, increases motivation and develops learning interest.

Wiliyanto Santoso (2017) researched on big data collection in universities and higher education sectors. Concluded results present the accuracy and capacity difference between traditional and modern administrative technological systems.

Simpsona (2014) studied digital literacy in higher education. The research study reveals that digital literacy has introduced new academic norms and those are beneficial for providing solutions to different academic matters.

Rogers (2000) conducted research study on universities to find the link between technology and education. The results indicated that there is an urgency to combine education systems with new technologies. If this would not happen, universities will not maintain their competency standard and academic matters. There is a need of time to adopt digital transformation to meet the world's standards and face challenges competently.

### **Research Methodology**

This research work is survey research and an explanatory study. The research area for this survey was private universities of Lahore. Probability sampling techniques were used to get the information. Sampling design was based on two stages. At the first stage, universities were selected through simple random sampling and then target respondents by multi-stage sampling technique. The respondents were students of undergraduate and post-graduate programs. The sample size was calculated through Taro Yamane formula, online calculator.

The assessment survey was conducted upon 159 university students from private sector universities. Information was taken only from those students who agreed to participate in the current research study. Information collection instrument was questionnaire. The research survey was conducted through an adopted questionnaire. 14 evaluation statements were used to conduct this survey. All statements were based on five-point Likert-scales to get accountable responses. The validity and reliability of questionnaire statements were tested and assured by a reliability analysis test, Cronbach alpha.

The reliability of technology awareness scale was 0.953 and education scale was 0.949. After reliability analysis, questionnaire was used to get responses from sample of target population. Statistical analysis was applied through SPSS. Univariate analysis was applied to get the descriptive results and bivariate analysis was applied to examine the correlational variables, their influence upon each other, and relationship strength.

### **Data Analysis**

#### **Table No. 1 Descriptive Statistical Analysis**



Statements	Strongly Agree		Agree		Neutral/ No Opinion		Disagree		Strongly Disagree	
	(f)	%	(f)	%	(f)	%	(f)	%	(f)	%
I'm most familiar with laptop or computer	104	65.8	37	23.4	9	5.7	4	2.5	4	2.5
I'm most familiar with software like IBM SPSS software	69	43.7	42	26.6	20	12.7	18	11.4	9	5.7
I'm most familiar with e-textbooks	79	50.0	55	34.8	13	8.2	7	4.4	4	2.5
I'm most familiar with audio and video technology equipment	77	48.7	48	30.4	14	8.9	13	8.2	6	3.8
I'm most familiar with internet of things (cloud-based services tools like Google Drive, Docs, and Earth)	83	52.5	49	31.0	12	7.6	11	7.0	3	1.9
I'm most familiar with digital projectors	79	50.0	51	32.3	13	8.2	8	5.1	7	4.4
I'm most familiar with digital interactive exercises, games, and presentations	79	50.0	54	34.2	8	5.1	10	6.3	7	4.4
Technological instruments use can improve my knowledge exchange	82	51.9	56	35.4	9	5.7	7	4.4	4	2.7
Use of technological instruments would able me to complete homework more quickly	77	48.7	52	32.9	16	10.1	5	3.2	8	5.1
Technological instruments can increase my learning efficiency	90	57.0	46	29.1	9	5.7	6	3.8	7	4.4
I found technological instruments easy to use from anywhere	86	54.4	49	31.0	8	5.1	8	5.1	7	4.4
Technological instruments can increase my learning performance	87	55.1	52	32.9	10	6.3	5	3.2	4	2.7
Using any technological instrument is logical and clear	87	55.1	49	31.0	8	5.1	11	7.0	3	1.9
Technological instruments enhance self-education	88	55.7	54	34.2	6	3.8	6	3.8	4	2.5

**Table No. 2: Pearson Correlation Analysis**

<b>Pearson Correlation Analysis</b>			
		<b>Technology Awareness</b>	<b>Educational learning with Technology</b>
<b>Technology Awareness</b>	<b>Pearson Correlation</b>	1	.924 <sup>**</sup>
	<b>Sig. (2-tailed)</b>		.000
	<b>N</b>	158	158
<b>Educational Learning with Technology</b>	<b>Pearson Correlation</b>	.924 <sup>**</sup>	1
	<b>Sig. (2-tailed)</b>	.000	
	<b>N</b>	158	158

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Inferential bivariate analysis, Pearson correlation results in table no 2, reveals that significant value is 0.00 that is less than alpha level known as default value of 0.01. According to these results, it has proved that awareness about technology is linked with educational learning through use of technology. Hence there is a strong bond exists between both analyzed variables. It is quite logical that awareness is a basic requirement to adopt anything. In this case educational learning depends on the awareness about the technological products.

Hence, there is logical association between technological awareness and educational learning with technology equipment's and statistically it proved by results presented in above analysis table which shows Pearson coefficient value that is 0.924. The positive coefficient value reveals positive association between both tested variables.

**Table No 3: Linear Regression Analysis**

<b>Linear Regression Analysis</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.921 <sup>a</sup>	.854	.853	2.36817

a. Predictors: (Constant), Technology Awareness

Statistical bivariate test, Linear regression analysis is based on three parts in which each table provide different information about the tested data. The first table of R values, regression analysis results in table no. 3, quantifies and verify the tested variables strength and worth with each other. The above table presents the R-square value 0.921 which indicates the total variance or change caused by independent variable on dependent variable that is 92.1%.

According to the conclusion by analysis it is evident that technology awareness 92.1% impact on educational learning through technology. Hence, its concluded that, it is compulsory to have a clear knowledge about technology equipment's to use that technology in educational learning goals.

**Table No. 4: AVONA results table of Regression Analysis**

ANOVA <sup>a</sup>						
Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	5134.712	1	5134.712	915.568	.000 <sup>b</sup>
	Residual	874.883	156	5.608		
	Total	6009.595	157			
a. Dependent Variable: Educational Learning with Technology						
b. Predictors: (Constant), Technology Awareness						

In table no 4, Linear Regression Analysis table ANOVA shows bivariate results of tested independent and dependent variables. According to the results there is a significant relationship exists between technology awareness and educational learning through technology, as significant value 0.00 is less than the default value that is 0.05. Hence this analysis proved relationship bond between analyzed variables.

**Table No. 5: Coefficient Table of Linear Regression Analysis**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.451	.424		1.063	.001
	Technology Awareness	.912	.030	.921	30.258	.000
a. Dependent Variable: Educational Learning with Technology						

The third linear regression part known as coefficients results mentioned in above table no 5 which indicated the consistency of change through beta values. As per the rules if one beta unit change will occur in a variable the other variable also changes by one beta unit. In this result variable shows 0.921 beta Units. When technology awareness increases by one unit educational learning also increases same. Secondly positive and negative results decide the positivity or negativity of results. According to present results, beta value is positive which means there is positive relationship between tested variables.

**Conclusion**

The collected information results indicate that technology has become central point in



educational learning. It has made easy to get education rapidly. All the digital instruments, websites, applications, and other resources helps students to learn quick and improve their educational skills by updated and latest knowledge. Use of technology has made many advance changes in academic system. This research study examined the correlation between technology awareness of students and their educational learning. Results revealed there is strong correlation between both variables and awareness play a vital role in learning through advance technologies. Technology awareness has a strong positive impact over educational learning at higher education. Technological instruments not only beneficial for students but also professors to teach in an advance efficient way.

### Suggestions

To latest adaption of technology, right use of technology, improve higher education institutions regarding technology, enhance both teachers and students learning, and for effective latest learningsome suggestions based on current research study results.

- There is a need to use latest technology in classrooms learning in higher education institutions than only for administrative tasks. It will enhance performance of teachers and students.
- Time to time proper training sessions necessary to train both teachers and students to take advantage of technology in learning process. Training sessions will make them skillful enough to use latest technology properly
- There should be a check system from institutions to track students' technology activities so that teachers interrupt on time
- Institutional administration must include teachers in decision making process when adopting or introducing new technologies for knowledge enhancement of students in their institutions.

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