ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

IDENTIFYING GENDER-BASED DIFFERENCES IN SKILLS TO USE COMPUTER TECHNOLOGY AMONG EFL TEACHERS AT HIGHER SECONDARY LEVEL IN PUNJAB, PAKISTAN

Asma Abdul Aziz
Assistant Professor, University of Rasul, Mandi Bahauddin, Punjab-Pakistan
Email: eshmallinks@gmail.com
Dr Mehmood Ul Hassan
Professor, Shaikh Ayaz University Shikarpur-Sindh
Email: mehmood.uol@gmail.com

Abstract
Present research is aimed to identify gender-based differences in skills to use computer technology as well as finding out issues and challenges faced by English teachers at Higher Secondary level in Punjab, Pakistan. This study was quantitative in nature and used descriptive survey design questionnaire. Using Five point Likert scale type, data were collected from 150 EFL teachers (100 males and 50 female) who were engaged in teaching at higher secondary schools in District Okara in Punjab. The data were analyzed on SPSS with descriptive analysis of teachers' responses while t-test was applied to calculate differences in skills between male and female teachers to use computer for teaching English. The findings revealed that there was marked difference of skills to use computer between both EFL teachers. However, issues and challenges e.g., non-availability of the computers and laptops, shortage of electricity, no pre-induction training, theoretical based course work, lack of interest from the old English teachers towards learning or using computers, insufficient time for CALL implementation were seen common among EFL teachers. Besides, female teachers were observed weaker to operate computers. Due to domestic responsibilities, they could not afford extra time for learning computers. But those male and female teachers who could use computers, reported that there were no computers to use for EFL class. Even if computers were available, shortage of electricity caused hurdles as there was no alternate. Finally, without finding solutions to the issues and challenges, use of computer technology in EFL classes is not effective. Therefore, the policy makers, stake holders and administrative staff should address these issues and challenges so that advantages of computer technology in EFL class might be effective for EFL learners in Pakistan.

Key Words: *EFL teachers, Stake holders, Policy makers, CALL, Issues*

Introduction

Educational technologies started from the second half of the 20th century and in the developed countries, computers entered in school life in late 1950s and are still developing day by day. Now, it has become easier and convenient to use for storing data. It can handle sounds, pictures and many other things of computers have been developed quickly. Use of internet reshapes English language especially at the end of the 20th century because with the help of internet, speakers were able to talk all over the world in target language. Computers have become not only a tool for information but a good source of knowledge as well.

The traditional system of education is being changed day by day and students are now becoming more active with the use of computer technology in their classrooms (Edwards-Groves, 2012). There is the use of mobile, tablets, smart-phone etc. to change the way of education. Now computer technology becomes more complex than some years ago (Levy, 2009). Technology provides the interesting way to interact with people through chat and discussion (Gill, 2011). Computer knowledge is used in every field of life and it according to the needs of the students and it depends on teachers' own choice and teachers choose and his/ her goal and or attention as

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

well. Computer has changed the atmosphere of learning because its availability of technology even out of classroom boundaries with the use of mobile devices (Abdollapour & Maleki 2012).

It may be useful in improving four skills of language like speaking, writing, reading and listening. Knowledge can be transferred with the use of internet and chat. Second language learning with the help of computer technology has a lot of plus points for both teachers and students. Our educational system is not advanced enough to meet the requirements of international standard of education because our country is not as developed as other countries of Europe. In this context, the use of computer technology is not an easy assignment especially in all educational institutions of Pakistan. Besides, a lot of issues involved in the way of computer assisted language learning in Pakistan. Teachers neglect the use of technology in the classroom because of different reasons.

Teaching and learning has been changed by the integration of computer technology in the classroom (Hoopingarner, 2009). In Pakistan, most of the educational institutions are not using computer technology because they have some issues. Mostly they have no interest, in its use in the classroom. They are not able to purchase the technology by themselves. It is a good that now Government of Pakistan is providing laptops and Tabs to schools. Teachers in Pakistan are still facing some barriers related to its use. They have provided little time; they have some financial problems, lack of technical staff, and lack of availability. Now the question is to explore the challenges and barriers related to its use in the classroom. Studies found the difference and prove that students using computer assisted language learning performed better than students not using computer assisted language learning (Grgurovic, M., Chapelle, C. A., & Shelley, M. C. 2013). Computerized tests take less time than traditional tests with paper and pencil and are more reliable (Madsen, 1991). Students can repeat their listening activities in schools and their educational institutions and can improve their listening habit individually. Students can correct their pronunciation and way of talking, their intonation etc. Learners of second language can expand their access and listen to the speakers of target language by using the Internet. It is important to note that technology changed the educational format especially with the arrival of internet teacher and students can get a lot of related knowledge. Furthermore, computer technology becomes more complex than the some years ago (Levy, 2009).

Choi and Lee (2008) conducted a research to know the current trends and issues related to English language in Asia. The study revealed that due to issues related to class hours, national curriculum and text books, English as medium of instruction, political environment; social and individual the students are unable to learn English effectively.

In this regard, a study was made in Saudi Arabia when Hani (2014) conducted a research about Benefits and Barriers of Computer Assisted Language Learning and Teaching in the Arab world. The study found out problems like inadequate number of computers, teacher's training, and shortage of time, technological problems and high cost of computers. The study proved that CALL enhanced the learning abilities and interest of the learners with useful material etc.

Bhatti et al. (2014) conducted a research about trends toward internet usage among college teachers of Lodhran District, South Punjab, Pakistan. Lack of availability of computers and load shedding were noticed as major problems in Pakistan. Speed of internet was also found as one of big issues related to the computer assisted language learning in institutions. Another research was made by Haider (2013) explored perceptions of ESL Teachers towards CALL implications for ELT at intermediate level in Pakistan. The results of this study revealed that teachers' perception of computer competence and implementation of CALL in ESL class was of significant importance. The participants agreed that it was a powerful tool to enhance learner's

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

interest and to motivate them to do more because it not only saved time but enjoyable as well. Hassan and Sajid (2013) conducted a research about ICTs in learning: Problems faced by Punjab province Pakistan. Results revealed that most of the participants had positive perceptions about integration of ICTs into their teaching and learning. The study found that there were many hurdles like lack of computer lab, lack of computer availability, lack of teachers' experience with computer language teaching and financial support was also a big hurdle. It was decided to support the teachers who are using computers in their classrooms.

Statement of the Problem

Computer technology is very significant for EFL learning but unfortunately most of the teachers are not able to use computers for language teaching. In the advance world of technology, teachers have challenges to acquire the skill of using new technologies in language teaching. The Government and nongovernment NGOs are trying to give awareness to the teachers of using new techniques in the teaching of English.

Objectives of the Study

The objectives of the study are as following:

I. To investigate the gender-based issues among EFL teachers at higher secondary level in District Okara, Punjab (Pakistan).
II. To find out the gender-based differences about teachers' skills for using computer technology at higher secondary level in District Okara.

Methodology

The current study is descriptive based on survey design. Questionnaire with close ended statements was developed on Five-Lickert Scale (Agree, strongly Agree, Neutral, Strongly Disagree and Disagree) to collect quantitative data. The population was intermediate EFL teachers in Punjab, Pakistan. Sample population was selected from six (three public and three private) colleges of District Okara. In the selection of sampling, random sampling technique was used to approach target population.

Data Analysis and Interpretation

The data were analyzed to extract the responses of the both samples of population by using Statistical package for Social Sciences (SPSS).

Table 1
shows Level of Opinions on Five Point Rating Scale Questionnaire

Levels of opinion	Standards
Highest	4.50 - 5.00
Higher	3.50 - 4.49
Average	2.50 – 3.49
Lower	1.50 - 2.49

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

Lowest	0.00-1.49

Table 2 *Showing Issues and Challenges in CALL Practices for EFL Teachers*

No	Teachers' opinions	St. Deviation	Mean Score	Mean Values
1	There are some problems in using computers technology.	1.22	4.78	Highest
2	I have financial problems in purchasing computer for EFL class.	1.24	4.76	Highest
3	Learning computer technology requires extra time.	0.60	4.40	Highest
4	Energy crisis is a barrier in having regular assistance of computer in EFL class.	0.69	4.31	Higher
5	Internet facility is not available in every educational institution in The Punjab.	0.74	4.26	Higher
6	I know how to use talking tutors and Dictionaries for EFL class.	0.70	4.30	Higher

The above table is to obtain responses on issues and challenges using CALL technique. The statement 1 in the above table finds out the problems of teachers due to lack of knowledge. The arithmetic mean score of the teachers' response is 4.78 that show the highest level of agreement of the teachers' opinions. The results reveal that Urdu EFL teachers have some problems related to the use of computer technology due to lack of knowledge. Statement two in the above mention table is to find out the financial problems of EFL teachers. Here mean score of Urdu EFL teachers on this statement is 4.76 which show the highest level of opinions. The result reveals that EFL teachers have financial problems or they have not extra money to purchase computers or laptop to facilitate the class. Statement three explores the issues related to time management. The arithmetic mean score of EFL on this statement is 4.40 which again results in the highest level of opinions. From the results it can be deduced that learning to use computer to facilitate students requires extra time but they are pressed for time. Statement four in the above table is to obtain information about the teachers' issues related to the load shedding or barriers of energy. Here mean score on their agreement related to this issue is 4.31 which show the higher level of opinion. The results indicate that energy crisis is a barrier in implementing CALL. Pakistan has been seriously facing energy crisis for the last many years. The short fall of electricity is also affecting the progress of education as well. Statement five is to gauge information on the problems arising from lack of internet facility. Mean score about this statement is 4.26 which also indicate the higher level of opinion meaning hereby that institutions have lack of internet facility for teachers. The statement six is to find out the problems of teachers about knowledge of computer related programs. The mean score of the teachers' response is 4.30 which indicated the higher mean values according to the levels of opinion. The results reveal that teachers have knowledge about talking tutors and electronic dictionaries for EFL class.

The interpretation of the data shows that on rating scale statistical results reach the highest and the higher level of opinions which reveals that results are highly significant which prove that many of the EFL teachers face a lot of problems and issues in using computer as a tool for

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

teaching English at intermediate level. Energy crisis, lack of knowledge about the use of computer and financial problems are the most important issues due to which they think that CALL technique cannot be successful in the teaching of English.

Table 3: *Showing Teachers' Skill for Using CALL Technique in Teaching English*

Sr/No.	Teachers' Opinions	STD	Mean Scores	Mean Values
1	I know how to tackle functional problems of computer.	1.84	3.16	Average
2	I have enough time to manage EFL classroom in the given time at college.	1.57	3.43	Average
3	I can myself install English language learning programs Software.	1.52	3.48	Average
4	Institution has sufficient technical support regarding computer application in EFL class.	1.60	3.40	Average
5	Skill in computer application helps EFL students in learning English.	1.08	3.92	Higher
6	I have interest in learning and using computer for improving my English.	1.04	4.96	Highest

The above table is to obtain information on teachers' skill for using CALL technique. The statement one in this table is to find out if ELT teachers how to tackle functional problems of computer. The mean score of this statement is 3.16 which show average level of opinion which means that all teachers are not able to solve the functional problems of computer. Second statement is to investigate the time management of the English teachers related to using computer. Here mean score is 3.43 which also show the average level of opinion which means that teachers are not able to manage the extra time for CALL application. Statement 3 is to investigate the teachers' skill related to the using computer. Mean score on this statement is 3.48 which show the average level of opinion which indicates that many English teachers has no sufficient skill to undertake installation of language programs. The statement four is to gauge information if Institution has sufficient technical support regarding computer application in EFL class. Mean score of this statement is 3.40 which show higher level in the level of opinion. The result reveals that many institutions have no sufficient technical support in using computer in EFL class. Statement 5 finds out if English teachers have good skills in using computer for the benefit of learners in teaching English. The arithmetic mean score of this statement is 3.92 which show higher level of opinion. The result revealed that EFL teachers know well that computer skill is very helpful for EFL students. The statement 6 is to explore perceptions on EFL teachers on whether English teachers' have interest in using computer. Mean score of this statement is 4.96 which reveal highest level of opinion which means that the teachers are very much interested in learning and using computer for teaching English.

The interpretation of the data shows that on rating scale, most of the statistical results reach the average level and only two reach the higher level of opinions which reveal that results are not significant which prove that many of the EFL teachers are unable to handle computer related issues. On top of that they are unable to manage their EFL classes due to limited time specified at college. They are also unable to do installation of computer. But the higher level of opinions reveals that there are some teachers who can use computer and they know that use of computer

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

can give them ample understanding into latest knowledge about teaching techniques and methodologies.

Table 4: *Mean, Standard Deviation & T-Value for the Scores among EFL Teachers*

Variable	Gender	N	Mean	SD	T	P
Challenges	Male	100	13.67	1.29		
& barriers in CALL	Female	50	14.69	1.19	2.11	0.035***

(df=118, ***p<0.01)

The statistical results in the above table expose that the t-value for both male and female teachers at higher secondary level is 2.11 which is obviously greater than the standard normal value 1.96. This statistical analysis reveals that teachers (both male and female) have to almost equally face the challenges and barriers related to the use of computer assisted language learning. The results also point out that both male and female teacher face challenges and issues in using CALL technique during teaching English language. Female teachers face problems a little more than male teachers because female teachers face the problem of distance from their home to the computer learning institutions. They also face time problems because almost all female teachers have to manage their domestic responsibilities. So they are interested in using Computer technology but they face a lot of challenges. P-value ***0.035 which is less than 0.05 shows important and accepted hypothesis that both male and female tendency is almost the same which clearly means that they face same issues and barriers while using CALL for teaching English as foreign language.

If compared mean score between male and female teachers, it is revealed that female there is no any significant difference (Male: 13.67 and female: 14.69) which also shows that both male and female face the same level of problems for using CALL for teaching English.

Table 5: *Gender-based Comparison of EFL Teachers' Skills for Using Computer Technology*

Variable	Area	N	Mean	SD	T	P
Teachers' Skill in	Male	100	14.47	1.51		
Using computers	Female	50	10.87	2.74	3.34	0.021***

(df=118, ***p<0.01)

The statistical results in the above table reveal that the t-value for both male and female teachers at higher secondary level is 3.34 which is obviously greater than the standard normal value 1.96. This statistical analysis exposes that the hypothesis about teachers (both male and female) have great tendency towards the teachers' skill for using computers in teaching English. The results also signify that comparatively female teachers have problems related to skill for using computer technology in the class rooms. They have lack of knowledge related to the computer use according to their lesson plans. They also show lack of interest in learning computer skills because they do not want to go outside from their homes after their working hours. P-value ***0.021 which is less than 0.05 represents highly noteworthy and established hypothesis that both male and female tendency is lower to the significant level which clearly means that female teachers are lower in the use of computer skills.

If compared mean score between male and female teachers, it is revealed that there is a significant difference (Male: 14.47 and female: 10.87) which also reveals that both male and female have difference in level of skill for using computers in teaching English.

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

Discussion

Phase I

The results expose that both male and female teachers at higher secondary level found the issues and challenges for using computer technologies in the class rooms. Research conducted by Mahdi (2013) about Issues of Computer Assisted Language Learning reported technical issues, pedagogical, personal, institutional and socio-cultural issues were noticed. In Pakistan most of the teachers have not been found financially strong enough to buy their own laptops. They also have not enough money to spend on getting trainings individually on their own behalf. The results also point out that both male and female teachers face challenges and issues in using CALL technique during teaching English language because they have not their own laptops to practice at home. Female teachers found the problem of distance from their home to the computer learning institutions because training institutions are not near to home and they found problem to come to there after teaching hours. They also found time management problems because almost all female teachers have to work and manage their home as well. Unlike male teachers, they were not found as free time to go outside the home to learn the computer skills. So, they were attracted in using computer technology but they face a lot of challenges to get benefit from this technology. In (2013) a research about ICTs in learning conducted by Hassan & Sajjid in Pakistan which investigates the challenges and barriers related to the use of computer technology in the EFL class in the province of Punjab, Pakistan and found the financial, technical and institutional problems. Time factor was also very important because teachers remained tired after teaching hours. Most of the institutions were found having lack of internet facility. So, teacher remained helpless in getting and to get up dates about their disciplines. So, teachers found that lack of the supply of electricity. They teachers had lack of knowledge of computer skills.

Phase II

Results also revealed that female teachers are lower in computer skills. They were not found enough skill to install programs by themselves. It was found that private institutions support computer applications. They also provide trainings to their teachers but they remain unsuccessful because of shortage of computer availability. Public institutions were not provided their teachers' trainings and they remain ignorant and careless. Age factor also proved to be important because young teachers have the interest to use computer technology related to their subject but senior teachers have shown lack of interest and knowledge. Female teachers were also found having lack of knowledge and confidence because sometimes students know more than their teachers about computers. So, they remain shy and careless about the use of technology in the class of foreign language learning.

Findings

the t-test scores of data reveal that the use of computer technology may have good and flourishing impacts on students' learning. it is a fact that its use has linked with some issues like lack of financial possessions, unsuccessful examination system, English language difficulty, dearth of skilled persons, lack of time for teachers, non-acquaintance of teachers with computer technology, embarrassment of teachers from students' advanced skill in information technology, unwillingness of teachers, poor internet links, economic problems, safety of equipment, extreme breakdown of electricity, lack of administrative support, lack of training, lack of inspiration, age factors, computer labs are only for students who take computer as subject, insufficient number of computers and theoretical syllabus etc.

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

Conclusion

The study concludes with not only issues and challenges faced by EFL teachers at intermediate level but also the benefits. The revolutionary interest from the Government of Pakistan for the significance of computer technology in education sector (National Education Policy, 1992) in the words that all educational institutions and training programs should consists of computer education as a compulsory component to be used as tool to reinforce the teaching-learning process. National Education Policy (1998-2010) also proposed valuable initiative for the induction of CALL at all levels in educational institutions and this situation indicated the bright future for CALL practices in the education system of Pakistan. Hence, in continuation of the previously conducted studies the current study invites the attention of the Policy makers and the stakeholders to facilitate the EFL teachers with computer and other information technologies (as students are provided laptops) along with pre-induction training at college level. However, success of CALL practices is adjacent to the treatment of issues and challenges of EFL teachers.

REFERENCES

Abdollapour, Z., & Maleki, N. (2012). Second language Vocabulary Acquisition in CALL and MALL Environments and their Effect on L2 Vocabulary Retention: A comparative study. *Australian Journal of Basic & Applied Sciences, 6(9)*, 109-118.

Bhatti, R., Ahmad, M. N., & Khan, S. A. (2014). Trends Towards Internet Usage Among College Teachers of Lodhran District, south Punjab, Pakistan. *Library Philosophy and Practice (e-journal).* Paper.1090, 1-15

Choi, Y. H. & Lee, H. W. (2008). Current Trends and Issues in English language Education in Asia. *The Journal of Asia TEFL. 5(2),* 1-34.

Edwards-Groves, C. (2012). Interactive creative technologies: Changing learning practices and pedagogies in the writing classroom. Australian Journal of Language and Literacy, Vol. 35(1), 99-113. Retrieved from: http:// www.alea.edu.au.

Gill, D. (2011). Effects of technology on second language learning. *Journal of College Teaching & Learning (TLC), Vol. 3(2),*52-64.

Grgurovic, M., Chapelle, C. A., & Shelley, M. C. (2013).A meta-analysis of effectiveness studies on computer technology-supported language learning. *ReCALL, 25(2),* 165-198.

Haider, A.G. (2013). Perceptions of ESL Teachers towards CALL Implications for ELT (English Language Teaching) at the Intermediate Level-A Case Study. *Researchgate.net Publication,13(8)*, 204-237.

Hani, N.B. (2014). Benefits and Barriers of Computer Assisted Language Learning and Teaching in the Arab World. *Theory and Practice in Language Studies, 4(8)* 1609-1615.

Hassan, T.U. & Sajid, A.R. (2013). ICTs in learning: problems faced by Pakistan. *Journal of Research and Reflections in Education, 7 (1)*, 52-64.

Hoopingarner, D. (2009). Best practices in technology and language teaching. *Language and Linguistics Compass, 3(1),* 222-235.

Levy, M. (2009). Technologies in use for second language learning. *The Modern Language Journal, 3(1),* 769-782.

Madsen, H. S. (1991). Computer-adaptive testing of listening and reading comprehension. In P. Dunkel (Ed.), *Computer-assisted language learning and testing: Research issues and practice,* 237-257. Cambridge university Press, New York: Newbury House

Mahdi, H. S. (2013). Issues of Computer Assisted Language Learning Normalization in EFL Contexts. *International Journal of Linguistics, 5 (1)*, 191-203

Ministry of Education. (1992). National education policy. Retrieved, November 23, 2016, from http://thejournal.com/Articles/2016/11/23 /International Activities.

Ministry of Education. (1998-2010). National Education Policy. The government of Pakistan, Islamabad