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RESEARCH ARTICLE

Use Of Technology Among Female Teachers In Primary Schools In Jordan

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ARTICLE INFO	ABSTRACT
	This conceptual paper has reviewed the literature on issues regarding technology integration in in primary schools into classrooms in Jordan. Little empirical evidence regarding these issues, particularly barriers of implementing instructional technology and training of female teachers about integration of instructional technology. The chapter also included a discussion of the research related to female teachers' attitudes and beliefs towards the integration of technology in classrooms, the use of technology integration in teaching and the efforts of the (JMoE) to integrate technology into the primary schools in Jordan. Finally, based on literature review, most research about technology standards in the previous studies used a quantitative research design and scant studies have used a qualitative research design.

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INTRODUCTION

Recently, Jordanian government introduced use technology integration into the education system from elementary school to higher institutions. Primary school female teachers still find it difficult to integrating use technology in classrooms several reasons such as insufficient training and lack of confidence about integrating use technology in classrooms. The lack of knowledge among female teachers on how to integrating technology is because there is no opportunity for training on how to use the technological tools in classrooms. Therefore, female teachers stick to their traditional approaches to teaching which do not benefit the learners.

In line with the rapid advancement of technology around the world, developing countries such as Jordan start integrating technology into teaching in classrooms (Ahmed, 2016). Despite facing financial problems, the Jordanian government is committed to encouraging technology to be used as a priority in schools (Al-ziyodi, 2012 & Al Bataineh & Anderson, 2015). Therefore, the development of technology integration has imposed significant pressures on Jordanian teachers, particularly the female teachers to adopt and adapt traditional as well as modern teaching approaches with newly emerging technology in Jordanian schools (Ageel & Woollard, 2012). Furthermore, the Jordanian Ministry of Education [JMOE] has stipulated that all teachers are required to integrate technology in order to acquire knowledge, teaching strategies and skills. Thus, it enables them to function well with the new trends in their areas of specializations and apply technology integration into teaching all subjects in schools (JMoE, 2015).

Therefore, this study intends to advocate for technology integration into primary school Jordanian especially social studies that educate students or learners to appreciate their culture and the culture of others. The author of this study wish to see what can be done to encourage female teachers of

social studies to embrace technology integration for the benefits of their learners. Thus, the technology integration can prepare students as future employees to work comfortably in technology-rich environment or workplace. These students can certainly contribute to the development of Jordan.

Problem Statement

Instructional technology integration in classrooms is noteworthy in contemporary education (Tsai & Chai, 2012). Research on technology integration that has been conducted over the past twenty years has shed some light on why instructional technology is not used more. This research has highlighted the importance of organizational factors such as a lack of training and lack of time, teacher-related factors such as attitudes and beliefs to the use of instructional technology, and also factors associated with the instructional technology itself such as a lack of technology tools (Vatanartiran & Karadeniz, 2015).

As Al-Mulhim (2014) mentioned, the most important barriers facing the teachers are: teachers' lack of confidence in using technology, teachers' attitudes to technology, a lack of knowledge lack of time, skills in using technology. Pelgrum (2001) found that a main barrier to such technology integration is the lack of training of teachers and beliefs and attitudes of teachers toward integrating technology in their teaching. So, they need both practice and training to use technology in classrooms.

In Jordan, technology integration in the educational system is increasingly recognized as a priority for primary schools (Ihmeideh, 2009). The Jordanian Government has also worked to introduce technology in primary schools to enhance the quality of education and with the development of technology integration in the field of education. Furthermore, Jordan has invested a large amount of money to support education in Jordan (Al-Zaidiyeen, Mei & Fook, 2010).

Despite the lack of technology integration in some Jordanian primary schools among female social studies teachers, the body of research about technology integration is still relatively small. Accordingly, more research is required particularly with regard to technology integration. In Jordan, few studies have examined about the integration of technology into social studies.

The main gap in this study, between to technology integration by female teachers in primary school Jordanian, female teachers' training and their ability to integrate technology into their classrooms. So, we must pay more attention to the factors affecting the profession of teaching as viewed by female teachers themselves. More specifically, regarding to female teachers' training about integration of technology in their classrooms. Therefore, training female teachers about technology integration is very important to assure the quality of technology integration in classrooms.

Research Questions

The main purpose of the present study is to discover social female studies teachers' attitudes and beliefs toward the integration of technology into classrooms in Jordanian primary schools. In addition, to explore the barriers to the integration of technology facing female teachers in their classrooms. In general, this study will seek answers to the following research questions:

RQ1: What are female teachers' attitudes toward integration of technology into teaching in classroom in Jordanian primary schools?

RQ2: What are barriers facing technology integration in Jordanian primary schools as perceived by the female teachers?

Significance of the Study

The importance of this study is related to several issues. First, determine the extent of IT integration among female teachers in Jordanian primary school. Second, determine the attitudes and beliefs of female teachers toward the integration of technology. Third, determine the barriers faced by female teachers in integrating technology into classrooms.

Summary

The purpose of this study is to explore integration of technology among female social studies teachers in Jordanian primary school. In doing so, this chapter has first portrayed the landscape of the barriers by stating some of the problems related to technology integration facing female teachers into classrooms in Jordanian primary school. Also, add some knowledge concerning the attitudes and beliefs of female teachers toward integrating technology into social studies teaching in classroom in Jordanian primary schools.

LITERATURE REVIEW

The Integration of Instructional Technology In Jordan

The Jordanian government has realised the importance of technology in enhancing teaching and learning effectiveness. Besides, there have been reforms in technology education in private and public schools (Abu-Samaha & Samad, 2007). Forceful measures and initiatives have been taken towards female teachers to encourage them to adopt technology integration. Moreover, technology training awareness is also important to be instilled among female teachers. JMoE also regularly tries to educate all teachers about the importance make technology as a priority to be used in primary schools.

Finally, there was an increasing interest in technology integration for administrative and educational purposes in primary schools to institutions of higher learning. The policies and regulations of higher education encourage faculty members to integrate technology into their administrative practices (smadi & al-otibi, 2024Gasaymeh, Al-hasanat, Kraishan & Abutayeh, 2017). Several studies have indicated that integrating IT into the curriculum can help female teachers and instructors to overcome challenges they are facing while teaching in their classrooms (Ciampa & Gallagher, 2013; Liu, Tsai & Huang, 2015; Machado & Chung, 2015). Significantly, most of the schools have witnessed great practice of supplementing the IT hardware in line with the educational process in the recent years (Al-Maagbeh, 2015).

The implementation of technology integration in schools is an effort to enhance the quality of female teachers' teaching and learning efforts towards improving students' achievement and performances (Qablan, Abuloum & Abu Al-Ruz, 2009). Based on their study of mixed method with interview and the use of questionnaire for 60 male and female teachers. Al Mekhlafi and Al Meqdadi (2010) found that there was progress recorded when harmonizing technology integration by female teachers. In the same light, findings of previous studies in the developed and developing countries show that confidence and training was avital elements in increasing and boosting the effectiveness of technology in primary schools.

Training of Teachers About Integration of Instructional Technology

According to Zhao and Bryant (2006), Training and retraining of teachers is very essential as it enhances the effectiveness and efficiency of teachers. so, it is necessary to understand the impact of technology training on the trained teachers and what needs to be done to improve the training programs and to enrich technology integration experiences for teachers Especially female teachers. technology training and belief in it is a key factor when examining female teachers use of technology

in their classrooms (Choy, Wong, & Gao, 2009). As training of teachers provides them the knowledge, skill, and ability that are relevant to the professional life of a teacher.

A large body of literature supports the idea that technology training is the major factor that could help female teachers develop positive attitudes toward technology and integrating technology into curriculum (Yildirim, 2000). In addition, a study by Abu Samak (2006) indicated that the correlation between training and teachers' attitudes towards technology was positive, i.e. more training would lead to positive attitude towards technology integration. Sadik (2005) indicated that trained teachers expressed more positive attitudes toward technology than non-trained female teachers did.

Some of studies showed that training was a crucial way to foster the integration of technology into education. Warschauer (2002) pointed out in his study that an Egyptian university lecturer told him that "we have the hardware, we have the software, but we lack the human ware and courses for training of teacher. According to Valcke, Rots, Verbeke and Van Braak (2007),.In their study about "teacher training: Evaluation of the curriculum and training approach in Flanders" In-depth interviews were organised with respondents of primary, secondary, and adult education schools. The results indicate that technology school policies are not well developed and reveal a partial match between policies, needs, and the actual in-service training.

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