

ATTITUDE OF HIGHER SECONDARY SCHOOL TEACHERS TOWARDS MOBILE LEARNING

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Abstract

Technology is constantly developing at a rushed pace and has brought positive changes to every field of society including education. Since technology has an important role in transmitting knowledge to students, it is important to know the attitude of teachers towards mobile learning as they are a prompt and direct source. Herein is an attempt to investigate the attitude of schoolteachers towards mobile learning. In this context, the teachers of Jammu and Kashmir were surveyed, and data was collected from 200 schoolteachers of Rajouri district using P. Pachaiyappan and S. Raja Kumar attitude scale based on Likert scale. The research shows that there is no significant difference in attitude of higher secondary school teachers towards mobile learning with respect to their gender (male and female), different types of institutions (i.e., Private and Govt.) and based on interactional effect of gender (male and female) and different type of institution (i.e., government & private).

Keywords: - Mobile Learning, Teachers, Higher Education, Attitude

INTRODUCTION

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

— John Dewey

Currently, Mobile technology has been successfully employed in various sectors, including the educational sector. Mobile learning is the modern research trend in the educational field that marks mobility in different dimensions: mobility of technology, mobility of learners, mobility of educators, and mobility of learning.

Researchers have defined Mobile learning in divergent ways. Mobile learning is defined as an emerging form of distance learning; while it is defined as the next generation of E-learning with mobile technology. Many other authors, such as and have defined Mobile learning as the learning carried out with the utilization of small movable devices, such as smart phones, tablets, PDAs and any other similar devices. Mobile learning is described as the learning that occurs when the learner uses mobile technology to learn at any time anywhere.

Whereas Mobile learning has been defined as the learning that is performed in a non-programmed environment by facilitating the learners’ attendance. Hence, Mobile learning can bring learners from everywhere to learn, collaborate, and share ideas instantaneously through their computing devices that are accessible anywhere while on the move.

Mobile learning has been employed in almost all phases of the education sector, such as KG, primary, secondary schools and higher education institutions. M-learning in higher education is our main concern in this study.

REVIEW OF RELATED LITERATURE

A study on “The Effect of Mobile Learning on Students’ Achievement and Conversational Skills.” The aim of the study was that to survey the effect of Mobile Learning, which is a kind of E-learning that uses mobile devices, on the development of the academic achievement and informal skills of English language specialty students at Najran University. The finding was that mobile learning had quite remarkable effect on both students’ academic achievement and conversational skills. (Elfeky and Masadeh ,2016). A study examines the relationship between attitudes towards m- learning and m-learning adoption in the higher educational context, specifically in the Saudi public universities. 381 lecturers who teach various subjects in these universities have comprised the sample of this study. The results of the study revealed that the construct of attitudes was positively and remarkable related to m-learning adoption. The study concluded with several recommendations that could be implemented by educators and policy makers in Saudi Arabia. (Alblowi (2019). Teachers have positive attitudes and accept mobile technology in teaching English at University X. As some restriction of this investigation, mobile learning application ones were not still conducted, they are expected to be carry out in later studies to assist to teach and learning English at University X and in education in Vietnam and over the world in general. Moreover, the researchers would like to recommend finance and policies for mobile learning applications; designing and experimenting mobile literacy should be managed for students to approach the notable

convenient learning at University X and in another locality. (Vo and Vo 2020) The effectiveness of mobile literacy in math learning is at a middle level. On the basis of the results of the survey can be concluded that the implementation of mobile learning on learning is a productive way of conveying mathematical content and able to transmit independence for students in enhancing the ability to understand the subject of his studies. (Yosiana, et al., 2021) Mobile learning have been frequently adopted, but it is obligatory to explore how teachers face challenges. In this disquisition, an experienced teacher's teaching behaviors were collected and analyzed through consecutive pattern analysis. Also, an interview with the school teacher was conducted. The result revealed that the teacher put a great deal of issue into creating a positive learning atmosphere. His teaching behavioral design in mobile learning was more sprinkle than that in traditional teaching mode. This might be the biggest challenge for newcomer teachers. Finally, this study revealed that the students' basic digital skills were also a vital element. (Liu and Lai 2023)

SIGNIFICANCE OF THE STUDY

In the education sector mobile learning could be used for providing universal and extensive educational activities and services. Mobile Learning or m-learning has only just begun to take shape, and many are insecure what that shape is exactly, but understanding the basic direction of technology that is of getting smaller than it is seen the need for e-learning performer to be prepared for m-learning. The mobile devices promote the use of anytime, anywhere learning, allowing users to transcend the limitations of the traditional presence-based classroom, and to fit learning into their daily lives, whenever they have the time or the tendency.

This conveying of educational content through mobile phones, smart phones and PDA's is known as mobile learning. With devices such as smart phones and tablets making their way to every hand, mobile learning has also begun to spread its wings. It is slightly different from e-learning which aims to do the same but through the medium of laptops and computers. Hence, e-learning is location bound; while mobile learning allows one to attend lectures, read, and teachers' questions from anywhere and at any time. Nowadays, nearly every school now has some form of mobile presence through applications, mobilized web pages, and text messaging. The higher education community is moving closer towards providing every student, faculty, and staff member with pocket-sized version of the entire campus. The challenge going forward will be to define a new model for how mobile services will inspire new modes for campus at specific examples where post-Secondary institutions combine e-learning and mobile services to create a transformative Mobile 3.0 experience for students.

Mobile learning, popularly called m-learning, is learning accomplished with the use of small, portable computing devices. These computing devices may include smart phones, personal digital assistants (PDAs) and similar handheld devices that usually operate in a wireless environment and have a connection to the internet. M-learning represents a new way to dispense and benefit educational materials, overcoming the actual limitations of its predecessor e-learning.

While e-learning moves education from classroom and campus to non-mobile multimedia personal computer systems, m-learning moves it one step ahead to offering the freedom of performing learning activities either online/offline in different contexts and several applicative domains, minimizing the time wasted and maximizing profits and the improvement of skills.

Hence the problem of the study is to identify the attitudes of the High school teacher towards mobile learning and to identify the effect of it.

OBJECTIVES OF THE STUDY

1. To find difference in the attitude of higher secondary school teachers towards mobile learning with respect to their gender (Male and female).
2. To find differences in the attitude of higher secondary school teachers towards mobile learning with respect to their type of institutions (i.e., govt. & private).
3. To find difference in the attitude of higher secondary school teachers towards M-learning based on interactional effect of gender (male and female) and type of institutions (i.e., govt. & private) when attitude scores are taken as dependent variable.

HYPOTHESIS OF THE STUDY

1. There is no significance difference in the attitude of higher secondary school teachers towards mobile learning with respect to their gender (male and female).
2. There is no significance difference in the attitude of higher secondary school teachers towards mobile learning with respect to their type of institutions (i.e., govt. & private).
3. There is no significance difference in the attitude of higher secondary school teachers towards M-learning based on interactional effect of gender (male and female) and type of institutions (i.e., govt. & private) when attitude scores are taken as dependent variable.

DELIMITATIONS OF THE STUDY

1. The present study is restricted only to 140 teachers.
2. The present study is confined only to the higher school teachers of Rajouri District.
3. Only 10 schools are covered in the present study.

RESEARCH METHODOLOGY

In the present study the sample of 200 teachers was selected from different schools of Rajouri by using simple random sampling Technique. The investigator used P. Pachaiyappan and S. Raja Kumar attitude scale based on the Likert scale.

SCORING PROCEDURE

The following procedure was used for scoring the responses.

	Strongly agreed	Agreed	Undecided	Disagreed	Strongly disagreed
Positive	1	2	3	4	5
Negative	5	4	3	2	1

STATISTICAL TECHNIQUES USED

In present study, the researcher was concerned with following techniques:
Two-way Analysis of variance with 2x2 factorial design was applied to study the attitude of higher secondary school teachers towards mobile learning belonging to different gender and type of institutions.

ANALYSIS AND INTERPRETATION

Table A: - Two-way ANOVA for 2x2 factorial design

Source of variance	SS	Df	MS	F-ratio	Level of significance
A(Gender)	112.22	1	112.22	0.31	Not significant
B(Type of institutions)	855.62	1	855.62	2.3	Not significant
AxB	133.23	1	133.23	0.37	Not significant
Within	12923.9	36	358.9		

INTERPRETATION

The F-ratio for the factor A (Gender i.e. Male and Female) came out to be 0.31 which is less than the table value 4.12 and 7.42 at 0.05 and 0.01 level of significance respectively against df 1 and 36. It means that there is no significant difference in the attitude of secondary school teachers belonging to different gender (male and female) towards mobile learning.

The F-ratio for factor B (Type of Institution i.e. Govt. and Private) comes out to be 2.3 which is less than table value 4.12 and 7.42 at 0.05 and 0.01 level of significance against df 1 and 36. It means that there is no significant difference in the self-concept of higher secondary school students belonging to different types of localities (i.e. urban and rural).

The F-ratio for interactional effect AxB i.e., Gender and Type of Institution has been found to be 0.38 which is less than the table value 4.12 and 7.42 at 0.05 and 0.01 against df 1 and 36. It indicates that under joint influence of there is no difference in the attitude of secondary school teachers towards M-learning.

FINDING OF THE STUDY

1. No significant difference in the attitude of higher secondary school teachers towards mobile learning with respect to their gender (male and female).
2. There is no significant difference in the attitude of higher secondary school teachers towards mobile learning belonging to different types of institutions (i.e., government & private).
3. No significant difference in the attitude of higher secondary school teachers towards M-learning based on interactional effect of gender (male and female) and different type of institution (i.e., government & private).

EDUCATIONAL IMPLICATIONS

1. It is a modest attempt in this direction to judge the level of knowledge and attitude of student-teachers towards M-learning.
2. This study contributes a new teaching-learning in the form of assessing the level of knowledge and attitude towards M-learning in the classroom instruction.
3. This study is very much essential for the development of student-teachers interest, attitude, knowledge, and motivation towards M-learning.
4. This study is very much essential for the development of professional efficiency and quality education of schoolteachers.
5. The need of the day is to make teachers realize their capabilities and improve upon capabilities to help solve the problems of their life through M-learning.
6. Special efforts should be made to develop M-learning awareness among the student-Teachers.
7. This study will be of immense use for the educational administrators, which will throw light upon the attitude of Student- Teachers of all levels of education.

CONCLUSIONS

The finding of the current study indicated that there is a no significant difference in attitude of higher secondary school teachers towards mobile learning with respect to their gender (male and female), different types of institutions (i.e., Private and Govt.) and based on interactional effect of gender (male and female) and different type of institution (i.e., government & private). This study contributes a new teaching-learning in the form of assessing the level of knowledge and attitude towards M-learning in the classroom instruction.

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