A STUDY ON MOBILE LEARNING OF PROSPECTIVE TEACHERS

Dr. M. Sugumari
Assistant Professor in History
Arulmigu Kalasalingam College of Education, Krishnankoil

M. Muthulakshmi
M.Ed. Scholar
Arulmigu Kalasalingam College of Education, Krishnankoil

Abstract
The present study is entitled as "A study on Mobile Learning of prospective teachers". The term Mobile learning has been adopted by a number of different learning constituencies. Many terms have been used to define Mobile learning in the past. For example web-based training, computer-based training or web-based learning, and online learning. Our educational system is complex, massive and highly resistant to change. It takes a major and continuing effort to produce a significant change in our educational system. Therefore, the present study has need and importance. In this connection, the purpose of the present study was to find out the A study on Mobile Learning of prospective teachers. The research type was a survey method, which consists of purposive sampling of 300Prospective teachers in Virudhunagar district. The interpretation of data was done with statistical techniques in percentage analysis, mean, standard deviation and 't'-test. The majority of the Prospective teachers have moderate level of Mobile Learning.
Keywords: *Attitude, Mobile Learning, Prospective Teachers and Statistical Techniques.*

Introduction
Education is a human development effort, which contributes towards the cultural transformation of the citizens. It is powerful instrument of social, economic and cultural development. If education is to achieve this end it must be planned to enable every individual in a society to develop innate potentialities and aptitude to the maximum extent so that country can achieve full economic growth and healthy social order. Suzan Kwegyir (2008) explains that Mobile learning is a way of teaching and learning. It comprises of instructions delivered through electronic media including the Internet, Intranets, extranets, satellite broadcasts, audio/video tapes, interactive television (TV) and CD-ROMs. It facilitates access to knowledge that is relevant and useful. Mobile learning involves the delivery of education to anyone, anytime and anywhere. The development and delivery of Mobile learning materials in recent times by several organizations and institutes is under-pinned by a desire to solve authentic, learning, teaching and performance problems. They can easily get it through Mobile learning. So Mobile learning can play a dominant role in students' achievements. In the complex society everybody has got so by (engaged) with his own task that he has no time for others. The student lives in the scenario of Mobile learning. Students can access any information through internet.

Need and Significance of the Study

The Present social scenario, its demands and complexities has brought a remarkable change in the life of modern student. He is no more social now. The Progress in the use of computers and internet has not only modified the behavior of a man but it has also affected the study habits of the students. Science and Technology has changed the Mobile learning. If they find any problem regarding the concepts, preparation of projects, sample of question papers, meaning of difficult terms etc., they need not to wait for contact with teacher. Though they are living under the same roof yet there is no sharing between them. They consider that they are living together and work for each other but somewhere the sense of belongingness is missing. Change in the Mobile learning has also changed the study habits of the students.

On the basis of these results, it is realized that some more efforts must be made in this direction. So there is a need proving in the problem. Nation's future is determined by the prospective teachers and the atmosphere in which they grow up. Mobile learning plays a vital role in polishing and flourishing the personality of prospective teachers. So, Mobile learning is the most crucial period of human life and deeply influenced by all these changes. This study presents an opportunity for additional knowledge in the area of a study on mobile learning of prospective teachers.

Objectives

1. To find out the level of Mobile learning of prospective teachers.
2. To find out the level of Mobile learning of prospective teachers with respect to gender.

Hypotheses

1. There is no significant difference between male and female prospective teachers in Mobile learning.
2. There is no significant difference between rural and urban prospective teachers in their Mobile learning.

Delimitations of the Study

1. The study was conducted Virudhunagar district only.
2. The present study has been confined with a sample of 300 prospective teachers from 10 education colleges only.

Population for the Study

The population for the present study is prospective teachers in Virudhunagar district.

Sample for the Study

The sample size is 300 prospective teachers from 10 education colleges in Virudhunagar district.

Tools Used for Present Study

A study on Mobile learning. Constructed and validated by the Investigator and Guide (2022).

Statistical Techniques Used

The statistical measures have used tin this study: Percentage analysis Mean, SD and 't' test.

Data Analysis

Descriptive Analysis

Objective: 1

To find out the level of Mobile learning of prospective teachers.

Table 1 Level of Mobile Learning of Prospective Teachers

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
147	49.0	86	28.7	67	22.3

It is inferred from the above table that 49.0% of prospective teachers have low, 28.7% of them have moderate and 22.3% of them have high level of prospective teachers.

Objective: 2

To find out the level of mobile leaning of prospective teachers with reference to gender

Table 2 Level of Mobile Leaning of Prospective Teachers with Reference to Gender

Gender	Low		Moderate		High	
	Count	**%**	**Count**	**%**	**Count**	**%**
Male	61	46.9	42	32.1	28	21.4
Female	86	50.9	44	26.0	39	23.1

It is inferred from the above table that, 46.9% of the male prospective teachers have low, 32.1% of them have moderate and 21.4% of them have high level of a study on e-leaning. 50.9% of the female prospective teachers have low, 26.0% of them have moderate and 23.1% of them have high level of a study on e- leaning.

Inferential Analysis

Null Hypothesis: 1

There is no significant difference between male and female prospective teachers in their Mobile learning.

Table 3 Difference between Male and Female Prospective Teachers in their Mobile Learning

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	131	136.557	14.7706	3.691	**S**
Female	169	141.580	8.5764		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (3.691) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between male and female prospective teachers in their Mobile learning.

Null Hypothesis: 2

There is no significant difference between rural and urban prospective teachers in their Mobile learning

Table 4 Difference between Rural and Urban Prospective Teachers in their Mobile Learning

Locality	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Rural	157	141.796	9.7137	3.743	**S**
Urban	143	136.741	13.5182		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (3.743) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between rural and urban prospective teachers in their Mobile learning.

Major Findings

Descriptive Analysis

1. 49.0% of prospective teachers have low, 28.7% of them have moderate and 22.3% of them have high level of mobile leaning.
2. 46.9% of the male prospective teachers have low, 32.1% of them have moderate and 21.4% of them have high level of mobile leaning.
3. 50.9% of the female prospective teachers have low, 26.0% of them have moderate and 23.1% of them have high level of a study on mobile leaning.

Inferential Analysis

1. There is a significant difference between male and female prospective teachers in their Mobile learning.
2. There is a significant difference between rural and urban prospective teachers in their Mobile learning.

Interpretation

1. The 't' test result point out that there is significant difference between male and female prospective teachers in their Mobile learning. Female students (141.50) have more attitude than male students (136.55) in their Mobile learning. This is may be due to fact that female students have favorable attitude shows a greater probability that learners will accept the new learning system. Factors such as patience, self-discipline, easiness in using software,

good technical skills, abilities regarding time management impact on students Mobile learning.

2. The ‘t’ test result revels that there is significant difference between rural and urban prospective teachers in their a study on Mobile learning. Rural students (141.79) have more attitude than urban students (136.74) in their Mobile learning.

Recommendations of the Study

1. Curriculum framers can also incorporate some of the inspiring contents of Mobile learning.
2. Development of different kinds of software/mobile apps, available open to teachers and students to cater the local needs will be encouraged and facilitated.
3. Special efforts should be made by the teachers in order to make the students interested in studies and to enable them to put on well with studies. Individual attention should be given and proper use of e- learning should be made while teaching.

Suggestions for Further Research

1. A similar study can be conducted on students of CBSE board or ICSE board.
2. A sample from other state of the country can also be taken to conduct a similar study.
3. The present study has been done on prospective teachers and similar studies can be done on elementary college students and college students.

Conclusion

The researchers can replicate the study to review and validate the findings of the present study. The study can also be conducted in different streams to find out whether these dimensions and factors are stream specific. The dimensions which have not emerged to be significant in the present study need to be looked into again by the researchers amongst various study groups. Longitudinal study can be conducted to explore whether these dimensions and factors are age specific, discipline specific, or universal. The major challenge faced by Mobile learning is that it cannot replace human being. Hence, it is necessary for the online learning designers to realize that the learners are not isolated. The policy makers of higher education like A Mobile Learning and UGC can promote Mobile learning as a supporting medium to the main stream education and also to the present methodologies of teaching and learning. It provides learner with the opportunity to enjoy the students.

References

1. Arora, R. (2016). Academic achievement of adolescents in relation to study habits. The International Journal of Indian Psychology, 3(2), 47-54. Retrieved on October 4, 2016 from oaji.net/articles/2016/1170-1458329796.pdf
2. Arul, A.S. (2014). Relationship between Study Habits and Academic Achievement of Higher
3. Bakare, C. A. M. (1970) game based learning inventory manual. Ibadan, Psycho-Educational Production.

4. Banas, E. & Emory, F. (1998). History and Issues of game based learning. Public Administration Quarterly. 22(3), 365-383.
5. Gururajan, V. & Low, E. K. (2004). Using ICT tools to manage knowledge: A student perspective in determining the quality of education. Retrieved from http://eprints.usq.edu.au/218/1/QIK_2005_Conference_viji's_paper.pdf
6. Gustafsson, J. E., & Undheim, J. O. (1996). Individual differences in cognitive functions. In D. C. Berliner & R. C. Calfee (Eds.), Handbook of educational psychology (186-242). New York, NY: Simon & Schuster Macmillan Gutman, L. &Feinstein, L. (2007). Parenting.
7. Yadav, V.S., Ansari, M.R., & Savent, P.A. (2000). A critical analysis of study habits and academic achievement of Collage students. Karnatka. Journal of Agriculture Science, 13(4) 914-918.
8. Yasin, K. & Luberisse, Y. (1997). Meeting the Needs of a New Democracy: Multichannel Learning and Interactive Radio Instruction in Haiti: A Case Study. Washington, DC: USAID. Online at http://ies.edc.org/pubs/book11.htm
9. Zhang, D., Zhao, J., Zhou, L., & Nunamaker, J. (2004). Can e-learning replace classroom learning? Communication of the ACM. 47 (5), 75-79.