ORIGINAL RESEARCH PAPER

Education

KEY WORDS: Attitude, Smart Phone, M-Learning, B.Ed., Trainees.

ATTITUDE TOWARDS MOBILE PHONE FOR LEARNING AMONG B.ED., TRAINEES IN THANJAVUR EDUCATIONAL DISTRICT

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ABSTRACT

Today's world is rotating on the axis of technology.Technology intermingled with our life from our womb to tomb.Without technology and its innovative findings modern man can't live comfortably and happily.Technology is doing Midas touch to every inch and sphere of our life. Education is not exempted from this influence of techno touch. More over our bursting population should be trained in all sorts of knowledge. Then only our novel approaches regarding education will reach the shore of prosperity. Besides the education is the only tool which cater the needs of bursting population. Hence the content and the presentation of education should be improvised and updated in accordance with the changing passion of world. Keeping this view in mind I strongly believe that mobile phone and its applications will play an inevitable role in the field of education in due course of time. The present study has been conducted to investigate Attitude towards mobile phone for learning among B.Ed., trainees. A normative survey method was adopted on a sample of 380 B.Ed., trainees using simple random sampling technique.

INTRODUCTION

Education is a training- Human senses, mind, behavior, activities; skills are trained in a constructive and socially desirable way. Learning does not only happen inside the four walls of the classroom, it can happen anywhere. Personal Learning Environment (PLE) is systems that help learners take control of and manage their own learning.Mobiles can support the great amount of learning that occurs during the many activities of everyday life, learning that occurs spontaneously in unprepared settings outside of the classroom and outside of the usual environment of home. Mobile learning is a gateway to tools and resources. Mobile learning enables learners interact using the latest application and some additional tools such as a text messaging, mobile internet access and voice communication. Attitude provides readiness posture to respond to the positive or negative nature of the object or situation. The attitude towards the mobile learning is a root for the learning.

Need and Importance of the Study

To retain student's competitive edge, organizations have started to investigate which training techniques and delivery methods enhance motivation performance, collaboration, innovation, and a commitment to life-long learning. New technologies the life of knowledge and human skills today is shorter than ever, mounting the pressure to remain up to date with one's education and training through a career. In the age of globalization and technologies revolution, Life-Long learning is quickly becoming an imperative in today's world.

Objectives of the Study

To find out the attitude towards M- learning among B.Ed., trainees with reference to gender, medium of instruction and study habit.

Hypotheses of the Study

1. There is no significant difference among B.Ed., trainees in their attitude towards of mobile phone for learning with respect to gender.
2. There is no significant difference among B.Ed., trainees in their attitude towards of mobile phone for learning with respect to medium of instruction.
3. There is no significant difference among B.Ed., trainees in their attitude towards of mobile phone for learning with respect to study habit.

Limitations of the Study

i. Only 380 samples are taken for the study.
ii. Owing to the constraint of time and money, only Thanjavur Educational District is taken for this study.
iii. Owing to the constraint of time and money, limited variables were assumed for this investigation

Method Used in the Study

The researcher followed the 'Normative Survey' method for the present study.

Tools Used

Attitude towards mobile phone for learning scale was standardized by Ramachandran, S. (2015). The scale was prepared as a five point scale.The different option were never, rarely, sometimes, often, always were asked to put a tick mark in the appropriate space given in the response sheet against each item. The scoring scheme of 4,3,2, 1 and 0. The scoring procedure is reverse in the case of negative items. Maximum score possible is 100 and minimum score is 0.The reliability of the scale by split-half technique followed by the use of Spearman-Brown prophecy formula and it is found to be 0.700.

Sample and Sampling Technique

Simple random sampling technique was adopted for the present study. The researcher decided to collect data from B.Ed., trainees of Thanjavur Educational District. Using Simple Random Sampling, 380 samples have been collected from the various B.Ed., colleges of Thanjavur Educational District for the present study.

Statistical Techniques Used

(i) Mean
(ii) Standard Deviation
(iii) 't' test

Analysis of Data

VARIABLE		N	Mean	Standard Deviation	't' Value	Level of Signi-ficance
Gender	Male	49	55.94	9.78	0.526	NS
	Female	331	55.08	10.71		
Medium of Instruction	Tamil	348	55.14	10.65	0.327	NS
	English	32	55.78	10.02		
Study Habit	Group	69	56.90	10.76	1.480	NS
	Individual	311	54.82	10.53		

NS refers Not Significant at 5% level. The above table indicates that the calculated 't' values are less than the table value (1.96) with 378 degrees of freedom at 0.05 level of significance.

Therefore the null hypothesis is accepted. Hence there is no significant difference among B.Ed., trainees in their attitude towards M- learning with respect to gender, medium of instruction and study habit.

RESULTS AND DISCUSSION

1. There is no significant difference among B.Ed., trainees in their attitude towards of mobile phone for learning with respect to gender.
2. There is no significant difference among B.Ed., trainees in their attitude towards of mobile phone for learning with respect to medium of instruction.
3. There is no significant difference among B.Ed., trainees in their attitude towards of mobile phone for learning with respect to study habit.

Recommendations of the Study

i. The government should frame new syllabus which fulfils the need of mobile learning
ii. Mobile learning awareness, attitude and literacy programmes have to be conducted periodically for the student's community.
iii. The teacher should be trained to use the mobile phone for learning effectively.
iv. New teaching technologies using mobile learning can be introduced.

Educational Implications

i. "Mobile learning" system of teaching may be introduced through in-service training program for teacher through DIET, SCERT, NCERT and other autonomous pioneering colleges.
ii. This method will create innovative and creative ideas among the learners.
iii. It can play a vital role in adult education and non-formal education.

CONCLUSION

Today's world is rotating on the axis of technology. Technology intermingled with our life from our womb to tomb. Education is not exempted from this techno touch. Hence possible, rational, applicable and useful innovative measures should be taken in teaching learning process. In this view mobile phone and its applications will play a considerable role in the field of education in due course of time.

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