



# A STUDY OF THE ATTITUDE OF LECTURERS OF TEACHER TRAINING INSTITUTES TOWARDS MOBILE LEARNING

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## Abstract:

*Early research and academic discourse focused on defining mLearning as a new emerging discipline. In recent years many projects assisted in the maturation of mLearning and much has already been done to integrate mLearning into mainstream education. However, mLearning is still in its infancy and we are merely seeing the tip of the iceberg. This paper was focusing attitudes of different category lecturers of Teacher Training Institutes (like D.Ed., B.Ed., M.Ed., M.Phil. or Ph.D. Course running institutions) towards mobile learning. The samples were selected on the basis of simple random sampling procedure. Maximum lectures have expressed positive attitude towards statements of the tools representing different aspects of Mobile learning. SPSS software was used for the analysis of the data.*

**Keywords:** *Mobile learning, Teacher Training Institutes, Attitudes, Education*

## 1. Introduction:

Mobile learning has become an integral part of our daily life. Mobile learning also plays a dominant role in the process of education. It has a huge impact in shaping the lives of our future generation. Mobile learning like internet is used to download information, play games, and retrieve information and so forth. It is also widely used for distance education even now using for Formal education. Mobile learning has both positive and negative effects. However, the positive effects outweigh the negative effects.

With the advent of Mobile learning, education and examination are no longer difficult or monotonous. There are many television programs that impart knowledge on various aspects of education including language, science, maths and so forth. There are various education related programs which help students to deal with competitive and board exams. Different teachers, intellectuals and professors from all over the world are roped in through Mobile learning to impart knowledge to the students. Students gain informative knowledge on various aspects of education and help them to cope with the burden of studies

Mobile learning has facilitated in motivating students to cope with the current educational system. It has altered their perspective towards education. With the introduction of Mobile learning, education has earned a new meaning. The constant development of science and technology promises a bright future for the progress of education in the coming generation. Undoubtedly, Mobile learning has made education more entertaining. The Mobile learning has its own disadvantages and it effects negatively on education process.

M-learning happens when people are away from their offices or classrooms. On the way back home from school or office, most people prefer to listen to music, the radio news, or sports programs. When they get home, if they want to learn, mobile devices are not likely to be their main choice. M-learning does not replace traditional learning, but is just another way of learning using a new technology.

Attitude here refers to predisposition to perceive feel or behave towards specific objects in a particular manner. However Attitude for this study is defined as the feelings of the lecturers of TTIs towards the Moblie learning wareness, uses and practical difficulties of Mobile learning.

A lecturer of TTIs here refers to the experts and highly experiences in education, who are contributed one or other way in education.

## 2. Objectives of the Study:

- 1) To study the attitude of male and female lecturers of TTIs towards Mobile learning
- 2) To study the attitude of science and arts lecturers of TTIs towards Mobile learning.
- 3) To study the attitude of Employed and Unemployed lecturers of TTIs towards Mobile learning.
- 4) To study the attitude of Urban and Rural lecturers of TTIs towards Mobile learning.

### 3. Hypotheses of the Study:

- 1) There is no significant difference in the attitude of male and female lecturers of TTIs towards Mobile learning.
- 2) There is no significant difference in the attitude of science and arts lecturers of TTIs towards Mobile learning.
- 3) There is no significant difference in the attitude of Employed and Unemployed lecturers of TTIs towards Mobile learning.
- 4) There is no significant difference in the attitude of Urban and Rural persons towards Mobile learning.

### 4. Design of the study:

#### 4.1. Methodology:

The main objective study is to find out the attitudes of lecturers of TTIs towards Mobile learning. Hence I have a sample of 300 lecturers of TTIs was selected from different districts of Karnataka on the basis of stratified random procedures. Stratification was done on the basis of Gender, Employment status, locale and group of the subjects.

#### 4.2. Construction of the Tool:

The investigator constructed the two tools which were:

1. **Personal Data Sheet:** From this tool, investigator collected details of Gender, Employment status, locale and group of the subjects of sample.
2. **Attitude measurement scale:** This scale is prepared keeping in view of the Mobile learning through areas like Mobile video recordings, Mobile audio recording, Mobile multimedia presentation, Pen Drive and online content throughout the world. The scale consists of 40 statements. The investigator utilized Likert's method. It is a five point scale consists of three alternatives, Strongly Agree, (SA) Agree, (A) Undecided, (UD), Disagree (D) and Strongly Disagree (SD) weight age to various items given as indicated below.

Type of Item

Type of Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive items	4	3	2	1	0
Negative items	0	1	2	3	4

The scale was prepared and standardized on the basis standard procedure of preparation of tools.

#### 4.3. Administration of the Tool:

The investigator personally approached the lecturers of TTIs of various districts of Karnataka State and distributed the Personal Data Sheet and questionnaires. All 300 copies were received by the investigator from the sample.

#### 4.4. Statistic Used:

The statistical techniques like mean, Standard deviation, t- test and F-test were used. SPSS software were used to analyze the data

## 5. Analysis and Interpretation of the result:

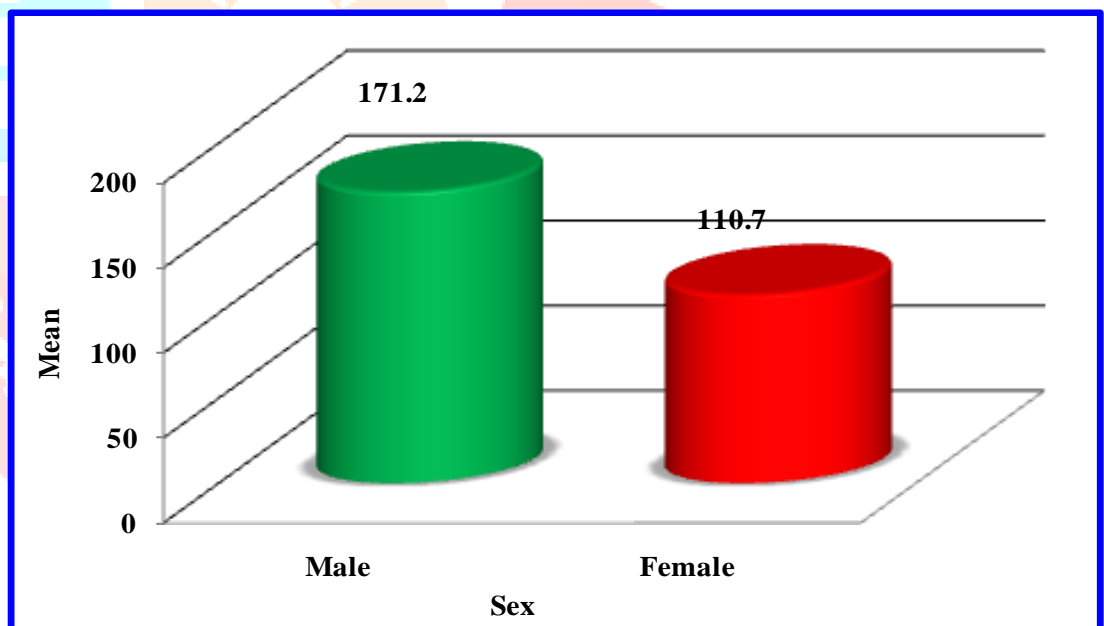
**Objective -1:** To study the attitude of male and female lecturers of TTIs towards Mobile learning

**Table 1 :** Comparison of mean, S.D and t- values between Male and female students.

Sl. No	Sex	N	Mean	SD	t-Values
1	Male lecturers of TTIs	150	171.2	16.79	54.29
2	Female lecturers of TTIs	150	110.7	18.43	

It can be observed from the table-1, attitude of male and female lecturers of TTIs towards Mobile learning has mean score 171.2 and 110.7 and standard deviation 16.79 and 18.43 respectively. The t-value these two groups is 54.29 which is significant at 0.05 level. Hence hypothesis  $H_0$  that is there is no significant difference in the attitude of male and female lecturers of TTIs towards Mobile learning rejected and alternative hypothesis is accepted. It indicates that the male lecturers of TTIs having more positive attitude compared to female lecturers of TTIs towards Mobile learning.

**Graph-1:** Comparison of mean Attitude scores of Male and female students towards Mobile learning



**Objective -2:** To study the attitude of science and arts lecturers of TTIs towards Mobile learning.

**Table – 2:** Comparison of Mean, SD, and t -values between Arts and Science subject

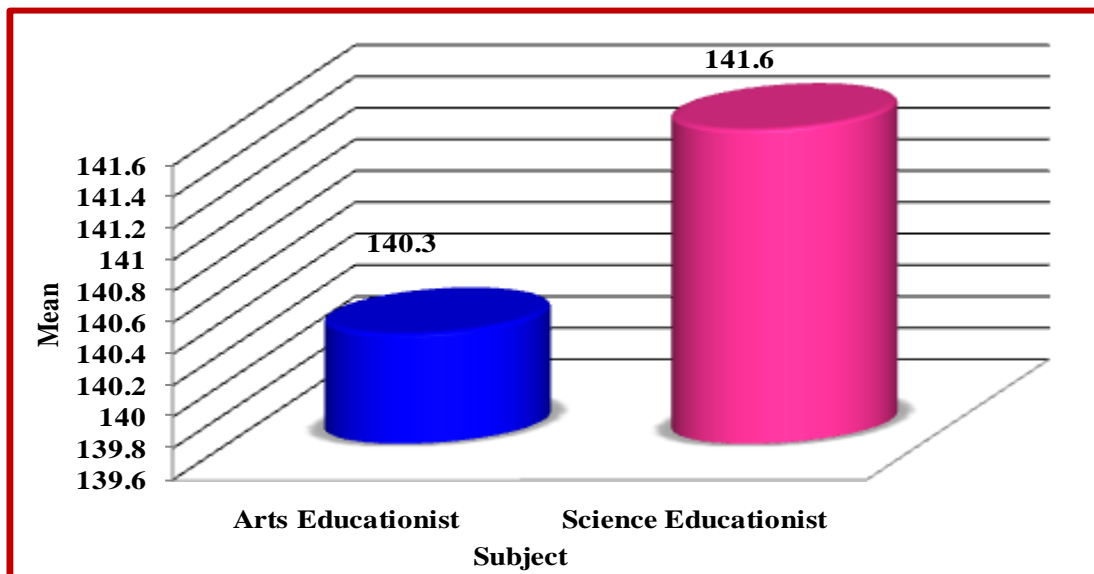
Subject	N	Mean	SD	t-Values
Arts lecturers of TTIs	150	140.3	34.64	5.38
Science lecturers of TTIs	150	141.6	35.63	

Ns - Not significant

It can be observed from the table-2, attitude of Arts and Science lecturers of TTIs towards Mobile learning has mean score 140.0 and 141.6 and standard deviation 34.64 and 35.63 respectively. The calculated t-value of these two groups is 5.38 which is significant at 0.05 level.

Hence it is conformed that there is significant difference in the attitude of science and arts lecturers of TTIs towards Mobile learning. It also indicates that the science lecturers of TTIs having more positive attitude compared to arts lecturers of TTIs towards Mobile learning.

**Graph-2: Comparison of mean attitude scores of Arts and Science subjects lecturers of TTIs towards Mobile learning**



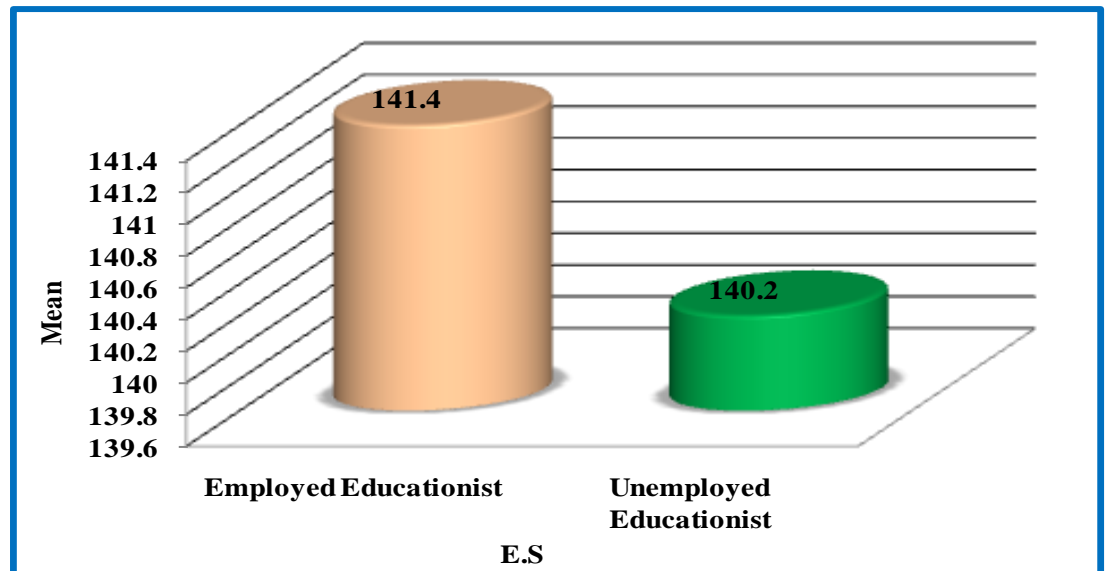
**Objective -3: There is no significant difference in the attitude of Employed and Unemployed lecturers of TTIs towards Mobile learning.**

**Table -3 : Comparison of Mean, SD, and t -values between Employed and Unemployed lecturers of TTIs**

Employment status	N	Mean	SD	t-Values
Employed lecturers of TTIs	100	141.4	34.29	6.253
Unemployed lecturers of TTIs	100	140.2	36.39	

It can be observed from the table-3, attitude of Employed and Unemployed lecturers of TTIs towards Mobile learning has mean score 141.4 and 140.2 and standard deviation 34.29 and 36.39 respectively. The ratio between these two groups is 6.253 which is significant at 0.05 level. Hence it is conformed that there is significant difference in the attitude of Employed and Unemployed lecturers of TTIs towards Mobile learning. It also indicates that the Employed lecturers of TTIs having more positive attitude compared to Unemployed lecturers of TTIs towards Mobile learning.

**Graph-3: Comparison of mean attitude scores of Employed and Unemployed lecturers of TTIs towards Mobile learning**



**Objective -4: There is no significant difference in the attitude of Urban and Rural lecturers of TTIs towards Mobile learning.**

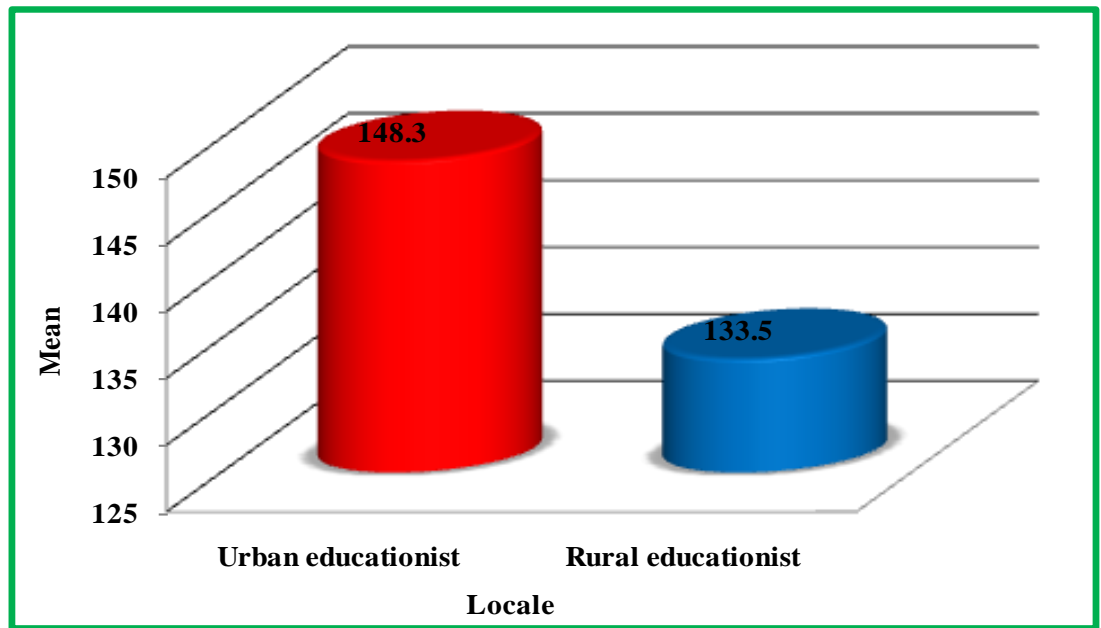
**Table - 4 : Comparison of Mean, SD, and t -values between Scores of Urban and Rural lecturers of TTIs**

Sl. No	Locale	N	Mean	SD	t-Values
1	Urban lecturers of TTIs	100	148.3	33.40	4.27
2	Rural lecturers of TTIs	100	133.5	35.26	

S- Significant

It can be observed from the table-4, attitude of Urban and Rural lecturers of TTIs towards Mobile learning has mean score 141.4 and 140.2 and standard deviation 34.29 and 36.39 respectively. The ratio between these two groups is 4.27 which is significant at 0.05 level. Hence it is conformed that there is no significant difference in the attitude of Urban and Rural lecturers of TTIs towards Mobile learning. It also indicates that the urban lecturers of TTIs having more positive attitude compared to rural lecturers of TTIs towards Mobile learning.

**Graph-4: Comparison of mean attitude scores of Urban and Rural lecturers of TTIs lecturers of TTIs towards Mobile learning**



**6. Findings of the Study:**

- 1) There is significant difference in the attitude of male and female lecturers of TTIs towards Mobile learning.
- 2) There is no significant difference in the attitude of science and arts lecturers of TTIs towards Mobile learning.
- 3) There is no significant difference in the attitude of Employed and Unemployed lecturers of TTIs towards Mobile learning.
- 4) There is significant difference in the attitude of Urban and Rural persons towards Mobile learning.

**7. Conclusion:**

The Findings of the study reveals that lecturers of TTIs are quite aware of the advantage of Mobile learning in education. It is also come to know that science lecturers of TTIs showed more favorable attitude when compared with Science lecturers of TTIs. Employed lecturers of TTIs showed more favorable attitude when compared with unemployed lecturers of TTIs, urban lecturers of TTIs showed more favorable attitude when compared with rural lecturers of TTIs.

The emergence of mLearning has occurred in congruence with the disruption of hierarchical teaching and learning structures. Emergent pedagogical approaches embrace new ways of learning taking into cognisance the characteristics of current and future learning environments, the comparatively easy access to an abundance of information in various modes, and the possibilities of communicating both synchronously and asynchronously with relative ease. The future of mLearning is indeed only limited by our own imagination.

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