MOBILE LEARNING AWARENESS AMONG BED STUDENTS

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Abstract

The first published studies focusing on M-learning began around 2000. In the April 2000 issues of computers and education. Sharples (2000) discussed the potential for new design in personal mobile technologies that enhance lifelong learning programmers and continuing adult educational opportunities. Mobile learning also known as M-learning is an education system. Mobile Learning support, with the help of mobile devices, a continuous access to the Learning process. The increased availability of personal mobile devices is taking education and learning to a new level. Mobile learning can learn wherever and whenever you want. Mobile learning is an educational activity makes sense only when the technology in use is fully mobiles and when the users of the technology are also mobile while they learn.

Key word: Moblie Learning, Technology, Educational technology

DEFINITION OF MOBILE LEARNING

"Learning that arises in the course of person-to-person mobile communication." - (Nyiri, 2000)According to Lan and Sie (2010) " Mobile learning is a kind of learning model allowing learners to obtain learning materials anywhere and anytime using mobile technologies and internet". Laurillard and pachler (2007) defines, "Mobile learning is being the digital support of adaptive, investigate, communicative, collaborative and productive learning activities in remote locations purposes a wide variety of environments in which the teacher can operate"."Mobile learning is a kind of learning model allowing learners to obtain learning materials anywhere and anytime using mobile technologies and the internet." - (Lan and Sie, 2010)

REVIEW OF RELATED LITERATURE

P.Gershomjebaraj & K.Barathia (2001) "Descriptive study of awareness of educational technology in B. Ed .trainees of Thiruvalluvar university" Tamil Nadu, India. This article aims to stress the relevance and desirability of introducing

technology in the field of education in India. The understanding behind such a use of technology in what is called 'the learning process' is that technology being a product of the human mind would enhance teaching skills and add to the available repertoire of knowledge resources.

Yongbin Zhou (2014) has conducted a study on "Impact of Mobile Learning on Distance Education" , BaiCheng Normal University Mobile learning is another new learning model following the emergence of digital learning, and a new research hotspot in the field of education technology. How to make effective use of mobile communications technology to assist the all types of teaching and learning has become the research center of mobile learning. This paper, from the aspect of meaning, characteristics and current research circumstances of mobile learning, describes research results and research status of mobile learning at domestic and abroad, and states the theoretical significance of mobile learning on research of distance education. It aims to provide a reference for educators who language in research of mobile learning and application of distance education.

OPERATIONAL DEFINITION OF THE TERMS
MOBILE LEARNING

Mobile learning is the use of mobile or wireless devices for learning while the learners are one the move. Personal mobile device such as a tablet and Smartphone to obtain learning materials through mobile apps, social interactions and online educational hubs. It is flexible, allow students access to education anywhere anytime.

OBJECTIVES OF STUDY

1. To find out the Mobile learning Awareness among the B.Ed. students the variables namely
- Genders
- Locality of college
- Type of college

HYPOTHESIS OF THE STUDY

1. There is no significant difference between male and female B.Ed. students in their awareness of mobile learning.

2. There is no significant difference between the rural and urban B.Ed. students in their awareness of mobile learning.

3. There is no significant difference among the Government, Government aided, and self-financing college of B.Ed. students based on awareness of Mobile learning.

SCOPE OF THE STUDY

The investigator aims at administering the mobile learning awareness inventory to 200 pupils randomly drawn from collages in Coimbatore city. Collages include government, government aided, private collages in Coimbatore. The reliability and validity of the items in the mobile learning awareness inventory are assessed by "test-retest" technique and by comparing the scores obtained be 30 pupils in three point scales. Data necessary for the obtained from the students.

SAMPLES FOR THE PRESENT STUDY

In this study, the investigator adopted stratified random sampling method. This technique is generally applied in order to obtain representative sample. Under stratified random sample the population is divided into various sub populations that are individually more homogenous than the total population and then we select items from each stratum to constitute a sample. For the final study, government collage, government aided collage, private collage .The collages were selected from Coimbatore district. 200 B.Ed. students were selected as the sample for the present study, out of these 200 students, 100 were boys and 100 were girls.

S. No	Name of the college	Locality	Male	Female	Total
1.	Government College of Education for women	Urban	-	60	60
2.	Sree Ramakrishna Mission vidyalaya for Education College	Rural	60	-	
3.	RVS college of education	Rural	25	15	40
4.	Bishop appasamy College of Education	Urban	15	25	40

NULL HYPOTHEIS: 1

There is no significant difference between male and female B.Ed. students in their Mobile learning awareness.

Table 1

DIFFERENCE BETWEEN MALE AND FEMALE B.ED. STUDENTS IN THEIR MOBILE LEANING AWARENESS.

Variable	Gender	N	Mean	SD	Calculated t-value	Remarks
Mobile learning Awareness	Male	100	104.09	9.925	2.141	S
	Female	100	101.00	10.477		

From the above table 1, it is inferred that there is significant difference between male and female B.Ed. students in their mobile learning awareness. The calculated 't' value (2.141) is higher than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. Therefore, there is significant difference between male and female B.Ed. students in their mobile learning awareness.

NULL HYPOYHESIS: 2

There is no significant difference between rural and urban B.Ed. students in their mobile learning.

Table 2

DIFFERENCE BETWEEN LOCALITY OF B.ED. STUDENTS IN THEIR MOBILE LEARNING AWARENESS.

Variable	Locality of college	N	Mean	SD	Calculated t-value	Remarks
Mobile learning Awareness	Rural	100	104.28	9.941	2.412	S
	Urban	100	100.8	10.401		

From the above table, it is inferred that there is a significant difference between rural and urban B.Ed. Students in their mobile learning awareness. The calculated 't' value (2.412) is higher than value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. Therefore, there is a significant difference between rural and urban B.Ed. students in their mobile learning awareness.

NULL HYPOTHESIS: 3

There is no significant difference between among the Government, on awareness of mobile learning.

Table-3

DIFFERENCE BETWEEN TYPES OF COLLEGE B.ED. STUDENTS IN THEIR MOBILE LEARNING AWARENESS.

Types of College	N	Mean	SD
Government	60	99	9.993
Government Aided	60	103.68	10.537
Self- finance	80	104.35	9.783

From the above table it is inferred that there is difference in the mean score of mobile learning awareness among Government, Government Aided and Self-finance B.Ed. students. The mean scores of Self-finance College is higher than of Government and Government Aided Colleges. To find out whether there is significant difference ANOVA (F – test) was used.

FINDINGS OF THE STUDY

The data was analyzed by using descriptive statistics, t- test and one-way ANOVA. The findings of this study are as follows :

According to the gender interpretation the calculated 't' value (2.141) is higher than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. Therefore, there is a significant difference between male and female B.Ed. students in their mobile learning awareness.

According to the locality of the collage, the calculated 't' value (2.412) is higher than value (1.96) at 5% level of significance. Hence the null hypothesis is

rejected. Therefore, there is a significant difference between rural and urban B.Ed. students in their mobile learning awareness

INTERPRETATION

In the present study, there is a significant difference between male and female B.Ed. students in their awareness of mobile learning. This study is supported by the "Using Mobile learning to increase environmental awareness" carried out by Huseyin Uzunboylu, et al.(2008) who revealed that there is a significant difference between male and female mobile learning awareness.

In the present study, there is a significance difference between the rural and urban B.Ed. students in their awareness of Mobile learning. .This study contrary by the study on mobile learning awareness of "attitude towards Mobile learning among prospective teachers" by T.Sudhakskrand P.Pachayappan (2017)", who revealed that there is a significant difference between the rural and urban girls in their Mobile Learning awareness.

In the present study, there is a significant difference in the awareness of mobile leaning of B.Ed. students based on Mothers' Occupation. This study is contrary by the "Students' attitudes in colleges of education at the Jordanian Universities towards mobile phone usage in university education" Jebreen A, Hussain, et al.,(2013). who revealed that there is no significant difference between in the students attitudes in colleges of education towards mobile phone

RECOMMENDATION

In the light of the findings of the study, the researchers recommend the following:

1. Internet connection can be provided to student teachers who can go through many related websites for their teaching learning process.

2. Orientation programme can be conducted to the student teachers to use the technology resources effectively.

3. Workshops can be organized to update the technological knowledge of the student teachers.

4. University administrations should design and implement courses to acquaint the B.Ed. students with the mobile learning education as a curriculum.

5. The B.Ed., students should improve their working knowledge in handling the Mobile Learning Technology.

6. It is recommended that practice and training to prepare and handling the teaching aids should be given to all B.Ed., students.

CONCLUSION

The present study indicates the majority of the B.Ed. students have the awareness about the mobile learning. An attempt is made to study the technological awareness among student teachers. Technologies are electronic devices that have come to reshape the world in all aspects of human endeavor with its stronghold in the provision of education for all. Pivotal to the provision of education for all are teachers who have been trained professionally to educate, improvise and integrate emerging technologies into the paradigm of education. Traditional methods of teaching could never develop plan effective foundation for critical thinking and understanding for the students.

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