



Cover Page



ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS THE USE OF MOBILE TECHNOLOGY IN TEACHING LEARNING PROCESS

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Abstract

Today we find mobile phones with almost all the students. The access and the affordable cost of mobiles enhanced the use of mobile phones even by a common man. Today mobile is no longer luxury one and it has become essential part of every one's life. The applications in mobile phone makes us to call it as a hand held computer. With the help of mobile phones one can chat, share videos, record voice, take small video clips, photos etc. Many students are using Mobiles for social networking, sending e-mails, greetings. If mobile phone is used in a planned way one can do wonders in imparting quality education. As we all know teaching is not confined to class room and there are no boundaries for teaching learning process. So mobile learning is an additional aid for the teacher educators for imparting quality teacher education. Mobile learning, or m-learning, can be defined as any form of learning that happens when mediated through mobile devices: a form of learning that established the legitimacy of 'nomadic' learners (Alexander, 2004). Mobile learning is defined as "learning across multiple contexts, through social and content interactions, using personal electronic devices." (Crompton, H.2013). Teacher educators can guide the students in doing their assignments, project works, teaching practice even though the student is away from the college. Through mobile phones the doubts of the students can be clarified. It encourages individualized instruction and aids learners to learn at their own pace. Even students can learn and share their opinions through social networking, video chatting, SMS, voice mail, etc., available in mobile phones.

Key words: Essential, Mobile Phones, Learning, Additional, Aid, Guide, Define.

Introduction

Today we find mobile phones with almost all the students. The access and the affordable cost of mobiles enhanced the use of mobile phones even by a common man, today mobile phone is no longer luxury one and it has become essential part of every one's life. The applications in mobile phone makes us to call it as a hand held computer. With the help of mobile phones one can chat, share voice, take small video clips, photos, etc. many students are using Mobiles for social networking, sending e-mails, greetings. If mobile phone is used in a planned way one can do wonders in imparting quality education.

As we all teaching is not confined to class room and there are no boundaries for teaching learning process. So mobile learning is an additional aid for the teacher educators for imparting quality teacher education.

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Teacher educators can guide the students in doing their assignments, project works, teaching practices even though the student is away from the college. Through mobile phones the doubts of the students can be clarified. It encourages individualized instruction and aids learners to learn at their own pace.

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Cover Page



Need for the study:

Very recently the Government of Andhra Pradesh issued instructions for providing WIFI facility in all the district Institute of Education (DIET) colleges, B.Ed Colleges. So the researcher felt the need for studying the attitudes of prospective teachers towards the use of mobile technology in teaching learning process.

Review of related literature:

The researcher has gone through certain researches done in this area in order to enhance perception about the problem and also to choose proper tools and techniques of study.

Ismail Cakir (2015) studied the “Opinions and Attitudes of Prospective Teachers for the Use of Mobile Phones in Foreign Language Learning” and found that the prospective teacher shown interest to use mobile phones for educational purposes when they become teachers.

Mac Callum, K., Jeffrey, L., & Kinshuk. (2014) studied “Factors impacting teacher’ adoption of mobile learning”. The findings of their research shown that a large portion of lecturers still resisting the integration of mobile technology into class room.

Oguz Serin (2012) studied that “Mobile learning perspectives of the Prosepective teachers” and found out that mobile learning perceptions and mobile learning levels of the prospective teachers showed no significant difference according to the department and gender variables. It was also found that the perception levels of prospective teachers towards mobile learning were low.

Objectives of the study:

1. To study the attitude of prospective teachers towards the use of mobile technology in teaching learning process in relation to Gender.
2. To study the attitude of prospective teachers towards the use of mobile technology in teaching learning process in relation to Age
3. To study the attitude of prospective teachers towards the use of mobile technology in teaching learning process in relation to their original place of residence (Urban/Rural).
4. To study the attitude of prospective teachers towards the use of mobile technology in teaching learning process in relation to their Course of Study. (B.Ed/D.Ed)

Hypotheses:

1. There is no significant difference in the attitude of prospective teachers towards the use of mobile technology in teaching learning process in relation to their gender.
2. There is no significant difference in the attitude of prospective teachers towards the use of mobile technology in teaching learning process in relation to their Age.
3. There is no significant difference in the attitude of prospective teachers towards the use of mobile technology in teaching learning process in relation to their original place of residence.
4. There is no significant difference in the attitude of prospective teachers towards the use of mobile technology in teaching learning process in relation to their course of study in B.Ed and D.Ed.

Method of Research:

The researcher adopted normative study method to study the problem taken for present study.

Sample:

The researcher has randomly selected 200 respective teachers studying in various teacher training colleges in East Godavari District of Andhra Pradesh.



Cover Page



Tools of data collection:

The researcher used a 'questionnaire' on the attitude of prospective teachers towards the use of mobile technology in teaching learning process.

Statistical techniques used:

The researcher used the following statistical techniques for treatment of the data collected through questionnaire.

1. Men
2. Statndard Deviation
3. 't' test

Scope and limitation of the study

Present study was done within the frame work of the following limitations.

- The present study is concerned to the Prospective teachers studying in the teacher training colleges of Andhra Pradesh only
- The study is limited to Krishna district of Andhra Pradesh
- The study is limited to the attitude of prospective teachers towards the use of mobile technology in teaching learning process.
- The study is limited to the sample of prospective teachers chosen for the study only.
- The study is statistically limited to 0.05 level of significance only.

Analysis and interpretation of data:

The researcher has applied Statistical techniques such as Mean, Standard Deviation to find out whether there exists significant difference or not

1. Attitude of prospective teachers in relation to Gender:

Gender	N	Mean	Standard Deviation	't' value
Male	86	136.29	14.82	2.472
Female	114	131.24	13.92	

Table 1 showing the mean values of attitude of prospective teachers in relation to gender.

The 't' value obtained is found to be significant at 0.05 level, which indicates that the attitudes of Male and Female prospective teachers differed significantly towards the use of mobile technology in teaching learning process. The mean values show that the Male prospective teachers are more inclined towards the use of mobile technology in teaching learning process than that of Female.

2. Age (less than or equal to 20 years and more than 20 years)

Age	N	Mean	Standard Deviation	't' value
Less than or equal to 20 years	126	133.52	15.15	0.145
More than 20 years	74	133.22	13.41	

Table 2 showing the mean values of attitude of prospective teachers in relation to their age.

The 't' value obtained is not significant which indicates that there is no significant difference in the attitudes of prospective teachers of different age groups towards the use of mobile technology in teaching learning process.

3. Original Place of residence

Original place of residence	N	Mean	Standard Deviation	't' value
Urban	23	139	12.51	1.980
Rural	177	132.68	14.61	



Cover Page



Table 3 showing the mean values of attitude of prospective teachers in relation to their original place of residence.

The 't' value obtained is found to be significant at 0.05 level, which indicates that the attitudes of prospective teachers differed significantly towards the use of mobile technology in teaching learning process with respect to their original place of residence. The mean values show that the prospective teachers whose original place of residence is Urban, are more inclined towards the use of mobile technology in teaching learning process than that of prospective teachers whose original place of residence is Rural.

4. Course of study:

Course of study	N	Mean	Standard Deviation	't' value
B.Ed	51	131.9	14.24	0.838
D.Ed	149	133.2	14.60	

Table 4 showing the mean values of attitude of prospective teachers in relation to their course of Study. The 't' value obtained is not significant. Hence there is no significant difference in the attitudes of prospective teachers, undergoing B.Ed. and D.Ed. course, towards the use of mobile technology in teaching learning process.

Findings:

1. Male prospective teachers are more inclined towards the use of mobile technology in teaching learning process than that of Female.
2. There is no significant difference in the attitudes of prospective teachers of different age groups towards the sue of mobile technology in teaching learning process.
3. Prospective teachers whose original place of residence is Urban, are more inclined towards the use of mobile technology in teaching learning process than that of prospective teachers whose original place of residence is Rural.
4. There is no significant difference in the attitude of prospective teachers, undergoing B.Ed and D.Ed course, towards the use of mobile technology in teaching learning process.

Conclusions:

The role of teacher in constructing knowledge is very vital for the development of country. Each student is unique and a teacher need to follow numerous methods or techniques to suit the aptitude and needs of the students. Use of technology is very useful for imparting quality inputs to students. Hence the prospective teachers need to be provided with various opportunities to use technological resources for enhancement of learning in them as well as future citizens whom they are going to deal in their professional life. Mobile technology is a good source in the hands of teachers and students for learning. So, it would be encouraged in teacher training colleges to use mobile technology in their practice teaching.

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Cover Page



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