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B.Ed. TRAINEES ATTITUDE TOWARDS M-LEARNING IN CUDDALORE DISTRICT



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ABSTRACT

The study was intended to find out the Attitude towards M-Learning of B.Ed. Trainees in Cuddalore District, Tamil Nadu, India. Random Sampling Technique was used to compose a sample of 600 B.Ed. Trainees. Mean, Standard Deviation and t values were calculated for the analysis of data. The result revealed that the Gender, Locality had no significant difference but, Subject group, Residence and Internet users exhibited significant difference in respect of their Attitude towards M-Learning of B.Ed. Trainees.

KEYWORDS : B.Ed. Trainees, Attitude, M-learning.

INTRODUCTION

M-learning or mobile learning is defined as "learning across multiple contexts, through social and content interactions, using personal electronic devices." A form of e-learning distance education, m-learners can use mobile device educational technology in many locations at their time convenience. M-learning technologies include handheld computers, MP3 players, notebooks, mobile phones and tablets. M-learning focuses on the mobility of the learner, interacting with portable technologies. Using mobile tools for creating learning aids and materials becomes an important part of informal learning. M-learning is convenient in that it is accessible from virtually anywhere. M-learning, like other forms of e-learning, is also collaborative. Sharing is almost instantaneous among everyone using the same content, which leads to the reception of instant feedback and tips. This highly active process has proven to increase exam scores from the fiftieth to the seventieth percentile, and cut the dropout rate in technical fields by 22 percent. M-learning also brings strong portability by replacing books and notes with small devices, filled with tailored learning contents. In addition, it is simple to utilize mobile learning for a more effective and entertaining experience.

NEED AND IMPORTANCE OF THE STUDY

In recent years there has been a groundswell of interest in how M-learning can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and

non-formal settings. B.Ed. Trainees have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. Hence effective combination of Educational Technology and teaching skills contribute solutions to the problems of the country by developing desirable understanding of attitudes, skills and abilities of the students. The role of teachers is complex to meet the individual needs of the learners. The B.Ed. Trainees face innumerable number of challenges in their daily classroom teaching. They are to be equipped with the most relevant research works and progress taking place in the online library usage for teaching; this also enhances the quality of teaching.

Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning. M-learning opportunities and the use of open educational resources and other technologies can increase educational productivity by accelerating the rate of learning; reducing costs associated with instructional materials or program delivery; and better utilizing teacher time. Nowadays interest towards technology in teaching is essential.

STATEMENT OF THE PROBLEM

The problem selected for the present study may be stated as follows, "B.Ed. Trainees attitude towards M-learning in Cuddalore District".

OBJECTIVE OF THE STUDY

The researchers have framed following objectives for the study to find out the difference in Attitude towards M-learning if any, among:

1. Male and Female trainees.
2. Rural and Urban area trainees.
3. Arts and Science group trainees.
4. Hostel and day scholar trainees.
5. Internet users and non users of B.Ed. trainees

HYPOTHESES OF THE STUDY

For the present study, based on the objectives the researchers framed the following hypotheses,

1. There is significant difference between Male and Female B.Ed. trainees in respect of their Attitude towards M-learning.
2. There is significant difference between Rural and Urban area B.Ed. trainees in respect of their Attitude towards M-learning.
3. There is significant difference between Arts and Science group B.Ed. trainees in respect of their Attitude towards M-learning.
4. There is significant difference between Hosteller and day scholar B.Ed. trainees in respect of their Attitude towards M-learning.
5. There is significant difference between Internet users and non users of B.Ed. trainees in respect of their Attitude towards M-learning.

METHODS OF THE STUDY

Normative survey method was employed. The tool was administered to the samples of 600

Higher Secondary Teachers. The data was collected and subjected to statistical analysis to arrive at a conclusion.

TOOLS USED

Attitude towards M-learning Scale was constructed and standardized by Sureshkumar. M and Lavanya D.(2009). M-learning Scale consists of 40 items. There are 19 positive statements and 21 negative statements in respect of the Attitude towards M-learning. In each statement five point scale ranging from “strongly agree”, “agree”, “undecided”, “disagree”, “strongly disagree” is used. The different points on the scale are assigned with arbitrary weights, for example 5, 4, 3, 2, and 1 in the order of “strongly agree” response to “strongly disagree” response for the positive statements. The scoring scheme is reversed for the negative statements. Here the “strongly disagree” response is given the weight of 5 and the “strongly agree” response is given the weight of 1. An individual score is the sum of all the score of the 40 items. The maximum score that one can get in this is 200. Higher score indicates the favourable Attitude and the Lower score indicates the unfavourable Attitude towards M-learning.

SAMPLE OF THE STUDY

In this present study, 600 B.Ed. trainees in different B.Ed. colleges were taken as sample. The random sampling technique has been used in the selection of the sample. The samples were collected from the B.Ed. trainees of various B.Ed. colleges in Madurai District, Tamil Nadu, India.

STATISTICAL TECHNIQUES USED

The following statistical techniques have been used in the present study for the analysis of collected data.

- 1.Descriptive Analysis
- 2.Differential Analysis

DIFFERENCE BETWEEN THE MEANS OF THE ATTITUDE TOWARDS M-LEARNING

SL. NO	VARIABLE		NUMBER	MEAN	S.D	t'	Significant value
1.	Gender	Male	350	133.48	16.81	0.44	NS
		Female	250	132.80	18.94		
2.	Locality	Rural	225	139.20	18.68	1.08	NS
		Urban	375	140.42	17.64		
3.	Subject group	Arts	240	131.34	18.18	3.46	S
		Science	360	134.54	17.95		
4.	Residence	Hosteller	260	138.18	18.92	4.64	S
		Day scholar	340	133.29	16.95		
5.	Internet Users	Yes	270	146.17	17.33	4.26	S
		No	330	141.24	18.82		

S=Significant

NS=Not Significant

MAJOR FINDINGS OF THE STUDY

(i) The verification of the hypothesis based on the analysis of data indicates that there is no significant difference in the Attitude towards M-learning of Male and Female B.Ed. trainees ($t=0.44$).

(ii) The testing of the hypothesis based on the analysis of data indicates that there is a no significant difference in the Attitude towards M-learning of Rural and Urban area B.Ed. trainees ($t=1.08$).

(iii) The testing of the hypothesis based on the analysis of data indicates that there is significant difference in Attitude towards M-learning of Arts and Science group B.Ed. trainees ($t=3.46$) and it is inferred that the Science group B.Ed. trainees have more Attitude towards M-learning than the Arts group B.Ed. trainees.

(iv) The testing of the hypothesis based on the analysis of the data indicates that there is significant difference in the Attitude towards M-learning of Hostel and Day scholar B.Ed. trainees ($t=4.64$) and it is inferred that the Hosteller have more Attitude towards M-learning than their counterparts.

(v) The testing of the hypothesis based on the analysis of data indicates that there is significant difference in Attitude towards M-learning of Internet users and non users of B.Ed. trainees ($t=4.26$) and it is inferred that the Internet users of B.Ed. trainees have more Attitude towards M-learning than the non users of B.Ed. trainees.

CONCLUSION

To sum up, the following conclusions have been reached in the light of the present investigation. Gender and Locality had no significant difference but, Subject group, Residence and Internet users exhibited significant difference in Attitude towards M-learning of B.Ed. trainees in Cuddalore District, Tamil Nadu, India.

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