

A Study of Attitude of Prospective Teachers towards Mobile Learning in context of their Demographic Factors

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In this study, it was aimed to examine the m-learning attitudes of teachers in terms of different variables. Today, advances in technology have changed the ways information is obtained, generated and spread. Technological developments, particularly those which affect spreading of information, became the main factor in determining the content of education, its organization and execution from spatial scales to individualization. As the processes related to information change in the information society, educational institutions will have to change themselves. Man's social learning effort has gained a new dimension with the development of individual needs and new technologies. One of these new dimensions is mobile learning. M-learning is defined as a learning model that lets the students' access learning materials at any place, any time through the use of mobile technology and the Internet.

[**Keywords** : Attitude, Mobile learning and Demographic factors]

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1. Introduction

The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of the society find their way into this profession. Anyone who fails to find an opening in any other walk of life, gets into this profession and recklessly plays with the destiny of the nation. An important reason for this is understood to be the poor salaries of our primary and secondary teachers which are no better than that of clerks. A large number of our teachers are, therefore, frustrated and uninterested.

Nowadays, it is increasingly common to find, in our schools, unmotivated pupils who experience repeated academic failure, what leads, in many cases, to dropping out of school. What is required from teachers, psychologists and schools' principals are new ways to combat these phenomena and increase student interest in school, and in addition improve their academic performance.

2. Objectives of the Study

1. To Study the attitude of mobile learning secondary school teachers towards teaching profession on their gender aspects.
2. To study the attitude of mobile learning secondary school teachers towards their teaching profession in respect to their marital status.
3. To study the attitude of mobile learning secondary school teacher towards teaching profession in respect of their types school.

3. Hypotheses of the Study

1. There is no significant difference between the attitude of mobile learning secondary school teacher towards teaching profession on their gender aspects.
2. There is no significant difference between the attitude of mobile learning secondary school teacher towards their teaching profession in respect to their marital status.
3. There is no significant difference between the attitude of mobile learning secondary school teacher towards teaching profession in respect of their types school

4. Design of the Study

The present study belongs to the category of descriptive field survey type of research and includes composite characteristics of causal comparative and co relational survey research.

4.1 Population of the Study

The population for the purpose of this study is defined as the entire mobile teaching secondary school teachers of district Meerut.

4.2 Sample of the Study

A sample of 100 mobile learning secondary school teachers from all schools of Meerut (40 male and 60 female) were selected through random sampling technique. The type and name of schools from which the samples were taken by the researcher are shown in the following table :

Table-1 : Sampled Schools and Number of Teachers

S. No.	Schools	No. of Teachers
Govt. Schools		
1.	Government Inter College, Meerut	15
2.	N.A.S. Inter College, Meerut	15
3.	S.D. Sadar, Meerut	15
4.	S.S.D. Boys Lalkurti, Meerut	15
Total		60
Private Schools		
1.	Noble Public School, Meerut	10
2.	Rishabh Public School, Meerut	10
3.	Radha Govind Public School, Meerut	10
4.	Meerut Public School, Meerut	10
Total		40

4.3 Tool Used for the Study

For the present study investigator has employ the following tool ASTTP inventory (2001) developed by Dr UMME KULSUM.

4.4 Statistical Technique Used for Analysis of Data

For the present study investigator has used mean, standard deviation and 't'-test.

5. Results and Analysis

The results of this study are presented in the following tables :

Table-2 : Attitude of Mobile Learning of Secondary School Teachers towards Teaching Profession according to their Gender

Gender	N	Mean	SD	t-Value	Level of Significance
Male	50	162.56	23.18	0.47	Not significant at 0.05 level
Female	50	164.46	17.01		

It is clear from above table, that there is very little difference between the mean attitude scores of male and female teachers on teaching profession, the mean scores of male and female teachers are 162.56 & 164.46 respectively. The t-value is 0.47 (<1.98 for df 98) which is not significant at 0.05 level. Therefore, formulated null hypothesis "There is no significant difference in the mean scores of male and female mobile learning secondary school teachers' attitude towards their gender aspects" is accepted.

Table-2 : Attitude of Mobile Learning of Secondary School Teachers towards Teaching Profession according to their Marital Status

Marital Status	N	Mean	SD	t-Value	Level of Significance
Married	54	160.26	20.27	1.73	Not significant at 0.05 level
Unmarried	46	167.17	19.62		

It is clear from above table, that there is not much difference in the mean scores of married or unmarried teachers in marital aspects of teaching profession. The mean score of married and unmarried teachers are 160.26 & 167.17 respectively the t-value is 1.73 which is not significant at 0.05 level. Therefore, formulated null hypothesis "There is a much significant difference in the mean score of married and unmarried mobile learning secondary school teacher attitude towards their marital aspect" is accepted.

Table-2 : Attitude of Mobile Learning of Secondary School Teachers towards Teaching Profession according to their Type of School

Type of School	N	Mean	SD	t-Value	Level of Significance
Govt.	60	163.32	4.23	0.07	Not significant at 0.05 level
Private	40	163.63	21.73		

By observing above table, that there is not much difference in the mean scores of private and govt. mobile- learning secondary school of teaching profession. The mean score of private and govt. school teachers are 163.63 & 163.32 respectively the t- value is 0.07 which is not significant at 0.05(<1.984 df 98) level. Therefore, formulated null hypothesis “There is a much significant difference in the mean score of private and govt. mobile learning secondary school teacher attitude towards their marital aspect” is accepted.

6. Findings of the Study

The result revealed that the male and female, married and unmarried and private and government mobile learning secondary school teachers were found not differ significantly on their attitude of teaching profession. However male teachers, unmarried teachers and private teachers have slightly higher mean score than their counterparts.

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