M - LEARNING AWARENESS OF HIGH SCHOOL TEACHERS

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ABSTRACT

This study was conducted to find out the M- Learning Awareness of High school Teachers. The demographic variables selected are, Gender, Group of study, Locality. Type of family and Age of the Teachers. Random sampling technique is used in the selection of the sample for 200 High school Teachers. The tool used in this study was “M- Learning Awareness Scale” developed by Praksh. P, (2012). The major finding of this shows that the High school Teachers have high level of M- Learning Awareness.

KEYWORDS: M- Learning, Awareness & High School Teachers

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INTRODUCTION

Because of the wide spread availability of internet, the web and the Internet have been integrated into classroom teaching at all levels. Teachers may also use internet for Teaching. Students are also refereeing materials from the websites and attending live classes all over the world.. With both technology-enhanced classroom teaching, the move to on-line learning could be seen as evolutionary. However, despite the growing technology in higher education several recent studies have advocated that many students may lack the necessary skills to use e-learning effectively and are therefore handicapped. The availability and usage of Smart Phones increased the usage of internet to greater extent. Jones and Jones (2005) showed those faculties were significantly more likely than students to agree with web-based learning. In other words, while faculty believed web base course enhanced student communication, this was not the case according to students. Gurujan and Low (2004) also found that students preferred the knowledge which acquired from personal contacts than online courses. The text book is still considered as the main source of knowledge. In a study conducted by Becta (2008) found that many learners preferred traditional teaching methods and face – to – face rather than the use of computers.

In the recent years, mobile learning (M-Learning) has moved into a real and valuable contribution to learning environment. Mobile technology offers a new generation of learning for people. M-learning provides many advantages like, freedom to study with flexibility, low cost, ease of use, support in learning situations, fast production of digital learning materials and flexibility of learning. The use of m-learning is growing rapidly in the higher education. The focus is on learning materials services and administrative services.

NEED AND IMPORTANCE OF THIS STUDY

This study explored the requirement for utilizing m-learning services in the School education. The studies indicate that the school education environment has the required infrastructure to utilize m-learning services. However, the barriers and obstacles that could be faced during the actual use of mobile learning should be considered. Hence, the Investigator decided to take up this study.

OBJECTIVES OF THIS STUDY

The present study has the following objectives

- To find out the High school Teachers' level of M- Learning Awareness.
- To find out whether there is any significant difference between Male and Female, Arts and Science, rural and urban, below 30 years/31-40 years/Above 40 years and Joint family and Nuclear family in their M- Learning Awareness.

HYPOTHESES OF THIS STUDY

Researcher formulated the following null hypotheses on the basis of the objectives:

- There is no significant difference between Male and Female High school Teachers in their M- Learning Awareness.
- There is no significant difference between Male and Female, Arts and Science, rural and urban, below 30 years/31-40 years/Above 40 years and Joint family and Nuclear family in their M- Learning Awareness.

METHOD ADOPTED

Normative Survey method has been adopted.

SAMPLE SELECTED FOR THIS RESEARCH

Random sampling technique is used in the selection of the sample of 200 High school Teachers from Cuddalore District of Tamilnadu, India

TOOL USED FOR THIS RESEARCH

The tool used in this study was "M- Learning Awareness Scale" developed by Praksh. P, (2012).

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation, 't' test and 'F' test are calculated with the collected data to arrive at the results for the objectives.

DESCRIPTIVE ANALYSIS

To find out the M- Learning Awareness of High school Teachers, the mean and S.D have been calculated.

Table 1: M- Learning Awareness Scores of High School Teachers

Demographic Variable	Sub Sample	N	Mean	SD
Gender	Male	102	21.34	5.068
	Female	98	21.14	4.759
Group	Arts	94	20.64	5.039
	Science	106	21.75	4.713
Locality	Rural	88	21.26	4.795
	Urban	102	21.21	5.02
Age	Below 30 years	42	20.87	5.316
	31-40 years	83	21.5	4.863
	Above 40 years	75	21.16	4.584

Table 1: Contd.,				
Type of Family	Joint	136	21.16	4.962
	Nuclear	64	21.42	4.766
Total		200	21.23	4.898

Total Sample

It is inferred from the above Table that the calculated mean score of Total sample indicates that the High school Teachers have high level of M- Learning Awareness.

Differential Analysis

Null Hypothesis -1

To test the above Null hypothesis 't' value is calculated.

Table 2: M- Learning Awareness Scores of Male and Female High School Teachers

Gender	N	Mean	SD	t-value	Significance at 0.05 level
Male	102	21.34	5.068	0.482	Not significant
Female	98	21.14	4.759		

From the above table, since the 't' value is not significant at 0.05 level, the framed Null hypothesis is accepted and it is concluded that there is no significant difference between Male and Female High school Teachers with respect to their M- Learning Awareness.

Null Hypothesis -2

To test the above Null hypothesis 't' value is calculated.

Table 3: M- Learning Awareness Scores of Arts and Science High School Teachers

Group	N	Mean	SD	t-value	Significance at 0.05 level
Arts	88	21.26	4.795	2.08	Significant
Science	102	21.21	5.02		

From the above table, since the 't' value is significant at 0.05 level, the framed Null hypothesis is rejected and it is concluded that there is significant difference between Arts and Science High school Teachers with respect to their M- Learning Awareness.

Null Hypothesis -3

To test the above Null hypothesis 't' value is calculated.

Table 4: M- Learning Awareness Scores of Rural and Urban High School Teachers

Locality	N	Mean	SD	t-value	Significance at 0.05 level
Rural	88	21.26	4.795	1.02	Not significant
Urban	102	21.21	5.02		

From the above table, since the 't' value is not significant at 0.05 level, the framed Null hypothesis is accepted and it is concluded that there is no significant difference between rural and urban High school Teachers with respect to their M- Learning Awareness.

Null Hypothesis -4

To test the above Hypothesis 'F' value is calculated.

Table 5: Significance of Difference among the Sub-Samples of Age with Respect to their M- Learning Awareness

	Sum of Squares	df	Mean Square	F	Significance at 0.05 level
Between Groups	13.475	2	6.738	0.483	Significant
Within Groups	2979.920	197	15.126		
Total	2993.395	199			

From the above table, since the 'F' value is not significant at 0.05 level, the null hypothesis is accepted and it is concluded that there is no significant difference in the M- Learning Awareness of High school Teachers with respect to their Age (below 31 years/30-40 years/Above 40 years).

Null Hypothesis -5

To test the above Null hypothesis 't' value is calculated.

Table 6: Significance of Difference between Joint and Nuclear Family High School Teachers with Respect to their M- Learning Awareness

Type of Family	N	Mean	SD	t-value	Significance at 0.05 level
Joint	136	21.16	4.962	0.97	Not significant
Nuclear	64	21.42	4.766		

From the above table, since the 't' value is not significant at 0.05 level, the Null hypothesis is accepted and it is concluded that there is no significant difference between Joint family and Nuclear family High school Teachers with respect to their M- Learning Awareness.

RECOMMENDATIONS

On the basis of the findings the following recommendations are suggested

- High level of M- Learning Awareness recorded, hence, the ways to make use of this awareness for Teaching and Learning should be evolved.
- Workshops should be conducted to update High school Teachers' M- Learning Awareness
- Training to make use of Mobile Phones for Teaching and Learning should be included in the B.Ed., curriculum.
- Training on Android content development should be conducted High school Teachers.

CONCLUSIONS

The present study gives a view about the present position of High school Teachers' M- Learning Awareness. M- Learning centres are to be set up in District level and their function should be ensured with good quality of service to the Teachers. Inculcation of M- Learning training should be included in all the levels of Teacher Education. Software professionals may concentrate on M-Learning content production and supply of interactive M-Learning websites for schools.

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