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D.El.Ed., Students' Perceived Assistance of Mobile Phones for Course proceedings

Mohamed Basheer K
Ph.D., Research Scholar
Department of Education
Annamalai University.
jcbasheer@gmail.com

Venkataraman S,
Assistant Professor
Department of Education
Annamalai University.
karaivenkat@gmail.com

Abstract

This study was under taken to find out the D.El.Ed., Students' Perceived Assistance of Mobile Phones for Course proceedings. Normative survey has been adopted. The investigation was conducted in the area of Palakad, Ernakulam and Malapuram Districts of Kerala, India. Random sampling technique was used in the selection of the sample of 177 D.El.Ed.,, students from 3 Teacher Training institutions. Perceived Assistance of Mobile Phones for Course proceedings Scale constructed and validated by Venkataraman S & Manivannan S (2016), was used for the study. The findings of the study shows that there is a high level of Perceived Assistance of Mobile Phones for Course proceedings among the D.El.Ed., Students.

Key words: D.El.Ed., Students'. Mobile Phones, Perceived Assistance, Course proceedings

Introduction

M-Learning is not new in nations with advanced technology, and it is easily adaptable to institutions. With the usage of an educational system that demands higher degrees of connection between institutions, students, and faculty members in order to maximise resource use (Adalia Martin, G. and Jai Arul Jose, 2017). M-learning is defined as the process of accessing and studying learning materials while communicating with other students, institutions, or instructors utilising a mobile device (Ally 2009).

Smart phones have infiltrated the world, and their enormous impact on education has resulted in changes in both teaching and learning activities. Many institutions throughout the world have prohibited students from using cell phones in the past decades. The rationale for this implication is that using cell phones during school hours causes distraction. The use of cell phones in the classroom is becoming increasingly popular as a necessary learning aid now. Smart phones, tablets, and laptops are likely to replace physical books and study documents in classrooms in the digital era. During a pandemic, schools are forced to cancel real courses in order to focus on virtual classroom. Mobile phones are increasingly being used in school to support this type of learning.

Smart phones' impact on education

In terms of students, the advantages of smart phones in influencing their behaviour in life and learning are apparent. Learning materials were previously specified in physical forms or simply placed on desktops. As a result, accessing and referencing those papers required time. Students' learning have been made easier by the introduction of smart phones, which allow them to carry books and learning materials on their phones. Now a days institutions are using their own learning management systems, which would allow students to access useful information whenever they wanted. Students could use an e-learning system or a mobile learning system to access their require content.

Furthermore, including mobile phones into the learning process increased flexibility and preparedness. It fundamentally altered how teachers, schools, and students communicate. Manual work could be reduced with the use of school management software. It might, for example, do automated operations such as alerting students/parents about school activities, mass updating student grade books, and so on. Hence, the investigator decided to take up a study to know about the level of Perceived Assistance of Mobile Phones for Course proceedings.

Objectives of the study

To find out the D.El.Ed., Students' level of Perceived Assistance of Mobile Phones for Course proceedings.

To find out whether there is any significant difference between Male and Female D.El.Ed., Students with respect to their Perceived Assistance of Mobile Phones for Course proceedings.

To find out whether there is any significant difference between Rural and Urban D.El.Ed., Students with respect to their Perceived Assistance of Mobile Phones for Course proceedings.

Hypotheses of the study

1. D.El.Ed., Students' are having high level of Perceived Assistance of Mobile Phones for Course proceedings.
2. There is no significant difference between Male and Female D.El.Ed., Students with respect to their Perceived Assistance of Mobile Phones for Course proceedings.
3. There is no significant difference between Rural and Urban D.El.Ed., Students with respect to their Perceived Assistance of Mobile Phones for Course proceedings.

Method of Study

For the present study, Normative survey has been adopted.

Location of this study

The present investigation was conducted in the area of Palakad, Ernakulam and Malapuram Districts of Kerala, India.

Sample of this study

Random sampling technique was used in the selection of the sample of 177 D.El.Ed.,, students from 3 Teacher Training institutions.

Perceived Assistance of Mobile Phones for Course proceedings Scale constructed and validated by Venkataraman S & Manivannan S (2016), was used for the study.

Analysis of Perceived Assistance of Mobile Phones for Course proceedings Scores

The Mean and SD were calculated for the Perceived Assistance of Mobile Phones for Course proceedings scores of entire sample and its sub samples. It is show in Table No.1.

Table No.1
The Mean and SD of D.El.Ed., Students' Perceived Assistance of Mobile Phones for Course proceedings score

Demographic Variable	Sub sample	N	Mean	SD
Entire Sample		177	77.66	7.003
Gender	Male	21	79.10	5.864
	Female	156	77.46	7.137
Locality	Rural	124	77.17	6.920
	Urban	53	78.79	7.132

From the calculations computed for the scores of Perceived Assistance of Mobile Phones for Course proceedings, it is inferred that the D.El.Ed., Students have scored high level of Perceived Assistance for Course proceedings (M=77.66).

Gender

The mean score shows that Male D.El.Ed., Students (M=79.10) have scored high in their Perceived Assistance of Mobile Phones for Course proceedings than Female D.El.Ed., Students (M=77.46).

Locality

The mean score shows that Urban D.El.Ed., Students (M=78.79) have sored high and Rural D.El.Ed., Students (M=77.17) have scored low level in Perceived Assistance of Mobile Phones for Course proceedings.

Null hypothesis

There is no significant difference between Male and Female D.El.Ed., Students with respect to their Perceived Assistance of Mobile Phones for Course proceedings.

In order to test the above Null hypothesis 't' value has been calculated.

Table No. 3

Difference between Male and Female D.El.Ed., Students with respect to their Perceived Assistance of Mobile Phones for Course proceedings

Sub Sample	N	Mean	SD	t-value	Significance at 0.05 level
Male	21	79.10	5.864	1.66	Not significant
Female	156	77.46	7.137		

Since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between Male and Female D.El.Ed., Students with respect to their Perceived Assistance of Mobile Phones for Course proceedings.

Null hypothesis

There is no significant difference between Rural and Urban D.El.Ed., Students with respect to their Perceived Assistance of Mobile Phones for Course proceedings.

In order to test the above Null hypothesis 't' value has been calculated.

Table No. 4

Difference between Rural and Urban D.El.Ed., Students with respect to their Perceived Assistance of Mobile Phones for Course proceedings

Sub Sample	N	Mean	SD	t-value	Significance at 0.05 level
Rural	124	77.17	6.920	1.399	Not significant
Urban	53	78.79	7.132		

Since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between Rural and Urban D.El.Ed., Students with respect to their Perceived Assistance of Mobile Phones for Course proceedings.

Findings of the Study

D.El.Ed.. Students have scored high and hence, it is inferred that they are having high level of Perceived Assistance of Mobile Phones for Course proceedings.

There is no significant difference between Male and Female D.El.Ed., Students with respect to their Perceived Assistance of Mobile Phones for Course proceedings.

There is no significant difference between Rural and Urban D.El.Ed., Students with respect to their Perceived Assistance of Mobile Phones for Course proceedings.

Conclusion

The investigation reveals mobile users' perspectives. With current technological advancements, the creation of technologies that can make a difference in the world is not ruled out. Hence, making use of its utility for the teaching and learning will be a wise think. Since, the student Teachers' skill in usage of mobile learning, increasing the chances to make use of Mobile learning will ead to the future teaching learning process more effective.

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