Research Article

Student's Teachers Perceptions of Their Mobile Learning Readiness

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Abstract

M-Learning (Mobile Learning) is a new tool for assisting students and teachers as they navigate the constantly expanding realm of online learning opportunities. In India, mobile learning plays an important part in the learning and teaching process, as well as in promoting "Democratization of Education" by giving high-quality educational opportunities and quick access to information at a low cost. The success of m-learning deployment will be determined by teacher readiness and good attitudes toward it. M-Learning is a term used to describe learning that occurs on small, portable computers. The findings of a study aimed at gaining a better understanding of B.Ed. students' psychological readiness for mobile learning (m-learning).

Keywords: Mobile Learning, Mobile Technology, Teachers, Psychological Readiness

Introduction

The traditional teaching and learning process has the potential to be revolutionized by technology. It has the potential to break down the obstacles to education created by time and space, greatly increasing access to lifelong learning. Students no longer need to be in the same area at the same time in order to learn from the same instructor. Modern technologies have the ability to fundamentally alter the perception of a student teachers in higher education. Mobile phones have opened a new era in educational technology, providing for unique and innovative learning and teaching methods. The way the individual's study, work, access information, and readily communicate with others has changed as a result of technological advancements, opening up a wide range of options for providing unique and interesting learning experiences both inside and outside the classroom m-learning is the delivery of learning resources and services to learners through any wireless or mobile phone network, regardless of time or location.

M-Learning Readiness and Perception

The science of psychology is concerned with the study of human behaviour. Human behaviour toward the usage of mobile technology leads to a behavioural intention to use m-learning and the expectation that it will be seen as user-friendly in order to develop and construct a successful mobile technology. As a result, the m-learning system should be linked to the perspectives of students and teachers. Positive student attitudes, which are a crucial psychological aspect, have been credited with the m-learning system's efficacy.

Teachers will need to make a paradigm shift to properly integrate mobile devices into classroom learning. Simply owning mobile devices does not guarantee that students and teachers will use them effectively in the classroom. Teachers must receive supportive training on the theory of integrating these devices, as well as practical classroom management skills, so that they can feel comfortable in their classroom instructional setting. "Current pedagogical practices are incompatible with mobile learning and the new generation of students." There must be a paradigm shift in education that promises to dramatically alter how children learn" (UNESCO, 2012). Muir, Knezek, and Christensen (2004) found that successful teacher application of emerging technologies in education required well-planned, ongoing professional development and support, guided by data-driven decisions.

Literature Review

(Chapnick, 2000) literature review suggests that studies exist on e-learning readiness, covering various aspects such as psychological, sociological, environmental, financial, technological, etc.

Yun and Murad (2006) studied psychological and technical skill readiness for e-learning. Early studies on m-learning readiness have identified some parameters affecting readiness for learning such as educational level (Nwagwu, 2001), gender (Trifonova, Georgieva, & Roncheii, 2006) and age (MacCallum & Jeffrey, 2009).

The results of readiness based on m-learning studies (Alzaza & Yaakub, 2011; Attewell, 2005; Fozdar & Kumar, 2007; Maniar, 2008) on learners of higher education indicated that:

- learners perceived mobiles as an effective way to communicate, collaborate and learn.
- learners were enthusiastic and looked forward to the integration of m-learning in their learning process.

- Similar to the learners it is also important for the teachers to have the readiness for m-learning to impart knowledge pedagogically.

Perception studies on learners towards m-learning demonstrated that mobile phones help to increase the access to the information regardless of location (Valk et al., 2010, Gikas & Grant, 2013). M-Learning provided opportunities for reinforcement of the course material. It also provided a platform where learners could collaborate and communicate informally. (Looi et al., 2010). Moreover, gaps were also found in the perception of m-learning among learners and teachers.

According to learners, some teachers were unwilling to effectively incorporate technology in their course and did not assist their students in interacting with the course content. These 'anti-technology instructors' did not want students to use mobile computing devices during class (Gikas & Grant, 2013). Mishra & Koehler, 2009). This study showed that the digital learning technologies hold great potential to improve the students' knowledge and skills in an informal manner (Wouters, Van Nimwegen, VanOostendorp & Van Der Spek, 2013; Camilleri & Camilleri, 2019a, 2017).

Need and Significance of the Study

Most students' lives have become embedded with mobile devices, and they expect mobile technologies to play a significant role in their education. Mobile technology's educational significance should be examined because they may provide crucial insight into the consequences for 21st-century student learning. Yu, Lee and Ewing (2014),To provide students with access to effective learning, instructional designers must adopt new ways of enabling learning through the use of diverse pedagogical strategies.(Kilmova & Poulova, 2016).M-Learning is characterized as a learning environment that focuses on the mobility of technology, learners, and learning and is especially advantageous to the higher education scene.(Peters, 2007).This mobility enables ubiquitous learning in both formal and informal contexts, and as a result, transforms the way we work and learn by removing the need for fixed locations for work and study.

Objectives of the Study

- To examine the difference in Student teachers' perception of their mobile learning readiness owing to difference in region.
- To examine the difference in Student teachers' perception of their mobile learning

readiness owing to difference in stream of Study.

- To examine the difference in Student teachers' perception of their mobile learning readiness owing to difference in Type of institution.

Hypotheses of the Study

- There is no significant difference in Student teachers' perception of their mobile learning readiness owing to difference in region.
- There is no significant difference in Student teachers' perception of their mobile learning readiness owing to difference in stream of Study.
- There is no significant difference in Student teachers' perception of their mobile learning readiness owing to difference in Type of institution.

Method and Sample

The determination of this study was to identify the readiness and perceptions of the student teachers towards Mobile learning. The questionnaire consisted of 12 items to measure perceptions of mobile readiness of student teachers. Perception towards m-learning and its possible applications was measured through a four-point ranging from 'Never' (1) to 'very often' (5). The Survey was conducted through online to collect the necessary data. The survey link was sent to Student teachers to three colleges, through e- mail and WhatsApp. Table 1 presents a list of colleges.

Table 1

Distribution of Sample

Sl. No	Name of the Colleges
1	Stella Matutina College of Education
2	Shantha College of Education
3	Narazeth College of Education

Tool Used:

The tool used to conduct the research is "Psychological Readiness for M-Learning" developed by Sulaiman Alumutairy, Trevor Davies, Yota Dimitriadi (2015).

Analysis and Interpretation

Hypothesis 1: There is no significant difference in Student teachers' perception of their mobile learning readiness owing to difference in region.

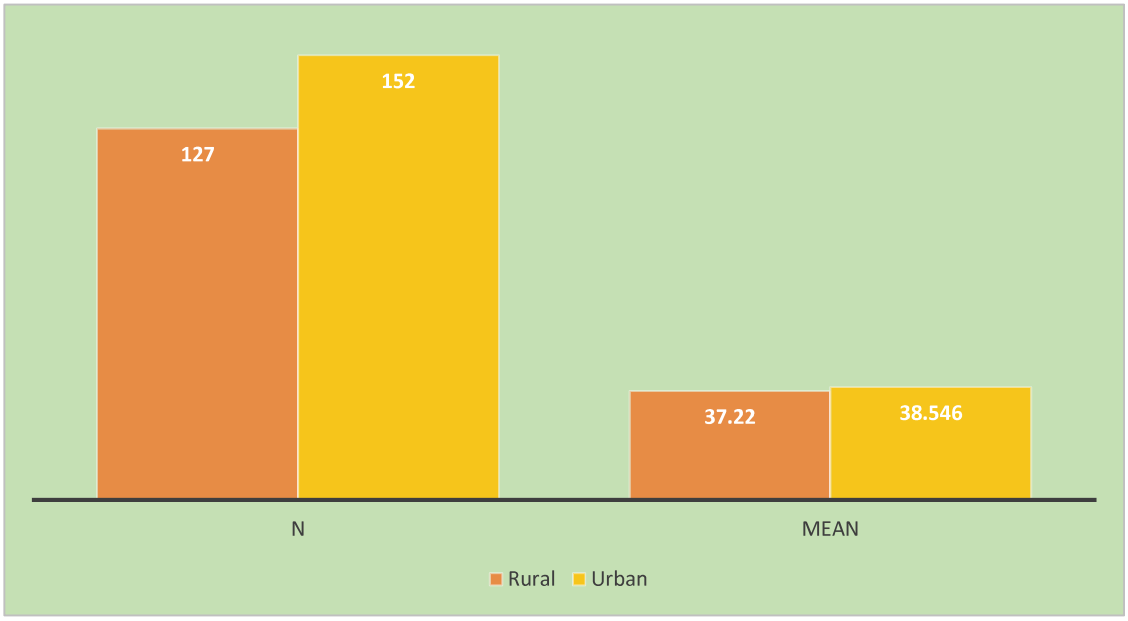
Table 2

Student teachers' perception of their mobile learning readiness Based on Region.

Region	N	Mean	Std. Deviation	t--value	df	Sig.level
Rural	127	37.220	5.7334	0.063	277	0.14
Urban	152	38.546	6.0427	0.062		

Figure 1

Sample Distribution Based on Region



The above table shows that the mean scores and standard deviation and 'p' value of region. Here the 'p' value of region is 0.14which is greater than 'p' value at 95% confidence level (0.05) with degrees of freedom 277. The hypothesis assumed that the there is no significant difference in Student teachers' perception of their mobile learning readiness owing

to the difference in region is accepted. Therefore, it is concluded there is no significant difference in Student teachers' perception of their mobile learning readiness owing to the difference in region.

Hypothesis 2: There is no significant difference in Student teachers' perception of their mobile learning readiness owing to difference in Stream of study.

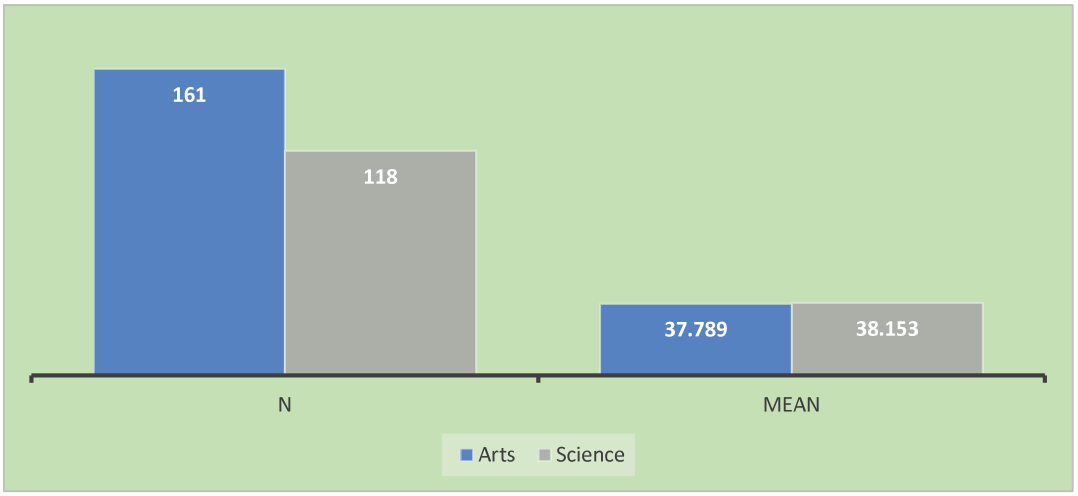
Table 2

Student teachers' perception of their mobile learning readiness Based on Stream of study

Stream of study	N	Mean	Std. Deviation	t-value	df	Sig.level
Arts	161	37.789	5.9565	0.614	277	0.71
Science	118	38.153	5.9134	0.613		

Figure 2

Sample Distribution Based on Stream of study



The above table shows that the mean scores and standard deviation and 'p' value of Stream of study. Here the 'p' value of Stream of study is 0.71 which is greater than 'p' value

at 95% confidence level (0.05) with degrees of freedom 277. The hypothesis assumed that the there is no significant difference in Student teachers' perception of their mobile learning readiness owing to the difference in Stream of study is accepted. Therefore, it is concluded there is no significant difference in Student teachers' perception of their mobile learning readiness owing to the difference in Stream of study.

Hypothesis 3: There is no significant difference in Student teachers' perception of their mobile learning readiness owing to difference in Type of Institution.

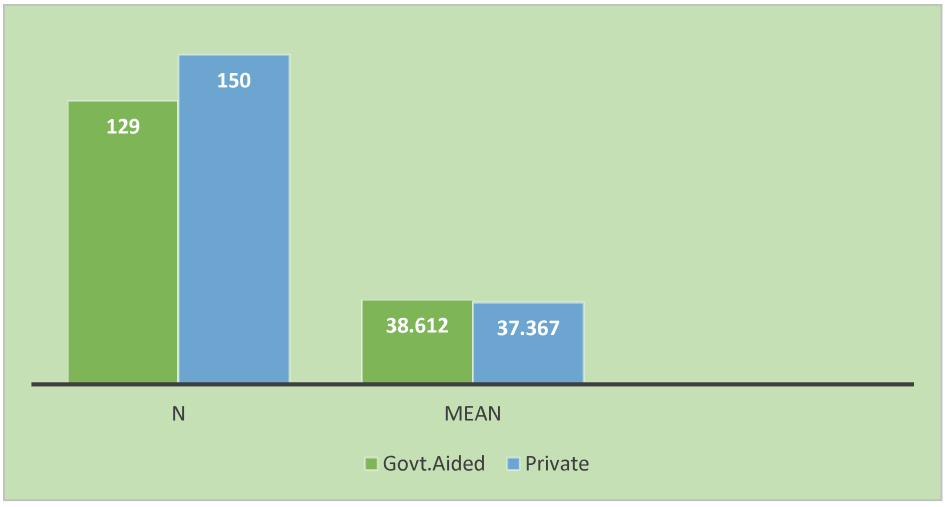
Table 2

Student teachers' perception of their mobile learning readiness Based on Type of Institution.

Type of institution	N	Mean	Std. Deviation	t-value	df	Sig.level
Govt. Aided	129	38.612	6.0909	0.80	277	0.20
Private	150	37.367	5.7468	0.82		

Figure 3

Sample Distribution Based on Type of Institution



The above table shows that the mean scores and standard deviation and 'p' value of Type of institution. Here the 'p' value of region is 0.20 which is greater than 'p' value at 95% confidence level (0.05) with degrees of freedom 277. The hypothesis assumed that the there is no significant difference in Student teachers' perception of their mobile learning readiness owing to the difference in Type of institution is accepted. Therefore, it is concluded there is no significant difference in Student teachers' perception of their mobile learning readiness owing to the difference in Type of institution.

Finding of the Study

- The acceptance of null hypothesis in table 2 showed that there is no significant difference in Student teachers' perception of their mobile learning readiness owing to the difference in region. These findings infer that Student teacher's perception of their mobile learning readiness of rural and urban are the same.
- The acceptance of null hypothesis in table 3 showed that there is no significant difference in Student teachers' perception of their mobile learning readiness owing to the difference in Stream of study. These findings infer that Student teacher's perception of their mobile learning readiness of arts and science are the same.
- The acceptance of null hypothesis in table 4 showed that there is no significant difference in Student teachers' perception of their mobile learning readiness owing to the difference in Type of institution. These findings infer that Student teacher's perception of their mobile learning readiness of Government Aided and Private are the same.

Delimitation of the Study

- The data is collected from Chennai and Sivangangai districts only.
- The findings of the study are limited to the sampling areas only.
- The data is collected from the population of B.Ed. college students only.

Educational Implications of the Study

Mobile devices come with built-in features like digital displays, speakers, cameras with significant memory and processing speed which allows sound, text, pictures, and video files to be used, downloaded and uploaded. These features make the creation and delivery of multimedia content feasible using mobile devices. M-learning is also a practical choice since

the users do not need much technological expertise to carry out m-learning. However, all learning cannot be imparted through m-learning. Despite fulfilling the technological requirements, m-learning can only be used as a tool to supplement existing teaching and learning models or for communicating small chunks of information quickly to the learners.

In the Present Study it was observed that the student teachers irrespective of their region, type of institution and stream of study having the same mindset in mobile learning readiness. Therefore, the teachers can give scope for the emergence of newer pedagogies suitable for m-learning in the classroom setting. M-learning will be more suitable for accessing the syllabus and assignments, which are compact and modular. Learners may also share any course related pictures, audios, and videos, Course material and notes provided they are not large in size. Learners will also participate in interactive activities like quizzes or participating in social interactions like discussions forums. So far, the present study indicates that, m-learning is successful in increasing access to educational opportunities.

Conclusion

Mobile learning is collaborative 21st-century learning that is defined by constructivist learning. It establishes a framework for ubiquitous learning – access to learning at any time and from any location. The features of mobile technologies that support individual, psychological and social aspects of learning and to explore emerging technologies in order to increase student engagement and, as a result, improve retention and graduation rates. With the use of outstanding instructional design, more mobile learning applications will be integrated into teaching and learning, which will benefit both students and teachers.

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