

Mobile Learning Attitude of Prospective Teachers in Relation to their Socio-Economic Status

Ritu Gupta¹ and Dr. Satish Kumar²

¹M.A 2nd Year, School of Education, Lovely Professional University, Phagwara, Punjab,
Mobile No-8699862588 Email: nareshgupta223@yahoo.com

²Assistant Professor, School of Education, Lovely Professional University, Phagwara,
Punjab, Mobile No-7589110552 Email: satishnurpur@lpu.co.in

Abstract: The present study was conducted to investigate into mobile learning attitude of prospective teachers in relation to their socio-economic status. Descriptive survey method was used in this study to obtained pertinent and detailed information. The objectives of the study were to explore (a) to compare mobile learning attitude among prospective teachers on the basis of gender, locality and social economic status. (b) to study the relationship between socio economic status and mobile learning attitude of prospective teachers. The sample of present study consisted of 200 prospective teachers were divided into 144 female prospective teachers and 56 male prospective teachers from Jalandhar and Kapurthala districts. Colleges were randomly selected from Jalandhar and Kapurthala districts. In this study, two standardized scales were administered. For collection of data the investigator used 1. Mobile learning attitude scale (2005) constructed and standardised by P. Pachaiyappan and S. Raja Kumar and 2. Socio economic status scale (2005) by Rajbir Singh, Radhey Shyam and Satish Kumar. The result showed that Therefore from the above conclusions, it can be said that the result suggests that there is no relation between mobile learning attitude and socio-economic status of prospective teachers. The collected data was analysed by using Correlation, Mean, Standard deviation and results were interpreted. Bar graph technique was used as a graphical technique. The results revealed that there is significant relationship between mobile learning attitude and socio-economic status of prospective teachers.

Keywords: Mobile Learning, Socio-Economic Status and Prospective Teachers.

Introduction

Mobile Learning

Mobile learning is a method of teaching which was done through web or internet using their own personal plans such as smartphones and tablets to find learning and teaching resources through online education centres and community family members. It is elastic and allows the students to contact data at anyplace and anytime.

Mobile learning is the way for an educational institution to distribute information and enlightening content to pupil anywhere and anytime at the period of need. Students use mobile application and tools to broaden their knowledge and teachers can upload the study materials and instructional plans.

Mobile is an electrical telecommunication device often which is known as a cellular phone or cell phone. These devices connected to a wireless communication network through radio wave and cable communications. Most mobile phones bring speech infrastructures like SMS, MMS and some phones may also provide internet services such as web browsing, emails, games, audio, recorder, video recorder, banking, Paytm, recharge, Wi-Fi, various social media apps, calculator, radio, online newspaper, online shopping apps, Google maps, Microsoft apps, print option, , share it, upload , download and lot many. Even the features like camera, torch, hotspot, settings, play store, Wi-Fi, Bluetooth, Locations, Mute, Flight mode, Power saving, Mobile data , tools and many others are inbuilt in the smartphone.

Mobile Learning is also known as m-learning. From mobile devices we gain education on various contexts by the use of social media and online content by using portable electronic media. It is also a form of distance education. The advantage of mobile learning is time saving and it can be a convenient form of distance education. Students can use mobile anytime anywhere without restriction of time.

Mobile learning is broader concept it is also known as blanket term. It includes plans for example:

- Mp3 players
- Smartphone's
- Mobile phones

- Tablets

The features of mobile learning are that it focuses on flexibility of time and place. The content should be made available according to the ease and convenience of the student.

To achieve the objective of mobile learning mobile tools have been created to engage learners in the finding new learning materials and sources. In present era, mobile learning is the most convenient form of online educational because content can be accessed from any place on demand. Mobile learning is a type of teaching which allows the pupils to search information and obtain learning resources at any location and at any point of time with the help of mobile phones by F. Ozdamli and N. Cavus (2011).

Disadvantages of Mobile learning

- Disturbance
- Does not have enough electricity for all mobile devices.
- Lack of skills to generate learning management system for mobile devices.
- Life of battery.
- Technology restriction.
- Access to the internet
- Price of the devices.

Objectives of mobile learning as stated by Carly Shuler:

- 1. Mobile learning inspires the students to learn anywhere and anytime:** Mobile gadgets provide information to the student in the classroom and out of the classroom as well and they can also encourage the students to learn in a practical world and also help the school to make home-based atmosphere.
- 2. Improve 21st century social communications:** Mobile skills have enhanced social communication among the children's. Mobile devices can help the children to overcome challenges associated with greater technologies.
- 3. Enable a personalized learning experience:** Mobile learning not only fulfil the need of single individual it also fulfils the need of different individuals. There are too many chances for the students to discover the world through independent and personalized learning.

Advantages of mobile learning described by John Laskaris (2015) are as follows:

1. **Elasticity to learners:** Elasticity is not restricted to any location and period. Elasticity in mobile learning also includes headphones and tablets.
2. **Improved achievement rates and higher preservation:** The content present in the mobile phones is brief. The elasticity offered by the mobile learning content is huge as it enables the learners to complete developments and work the next development as well. This circumstance ultimately leads to a positive mobile learning.
3. **Combined learning:** Engaging learners towards online learning is more actual. This is unique advantage of the mobile learning that it is the learning which offers lack of teamwork among e-learners.
4. **Difficult meeting:** One of the major advantage of mobile learning is that it offers personalization meeting. This fact of mobile learning is close any time, any place by the user with the help of learners stay on track with their training.
5. **Multi-device support:** Major assistances of mobile learning are that of multi-device support. Mobile learning atmosphere involves the same course such as PCs, tablets, laptops and smartphones.
6. **Learning path:** Beginners get on-going warnings and informs on their developments which they can check wherever and at any time. They can also start again their development easily without any earlier content. The learning pathway in a mobile learning is more personal and continuous.

Socio-Economic status

The socio-economic status is a mixture of two status. No one of the two status cannot occur without each other but they are dissimilar from each other. ‘Socio-economic status’ appear to be the importance for a person place in a society and both the status do not run parallel. This grouping takes place in an curious and vague manner. Therefore, we can say that ‘socio-economic status’ is a position of an individual in a society in which she/he lives and in terms of his properties along with the mark of respect. Socio-Economic Status means the position of fiscal and public issues that influence the place of a person and it also effects other factors such as health, education, occupation, income.

In India there are many classes and differences between these classes are varied from individual to individual and there are some privileged and unprivileged classes. On the basis of these differences, communities and socio-economic groups give differential treatments to the children. All these principals lead to the conflict in the minds of teenagers and results in unstable behaviour of many young males and females. Socio-economic condition of the household plays a vital part in deciding the interest of the teenagers. Socio-economic groups also develop different type of vocational choices. Thus, we can speak that socio-economic status is a place that a single individual occupies in his or her family by means of sources such as education, income and wealth. Number of studies conducted in India and foreign countries show the positive relation amongst the socioeconomic status of parentages and profession choices of their kids.

Classes of Socio-Economic Status

Socio-Economic Status is broadly categories into three classes namely:

- Low Socio-Economic Status
- Middle Socio-Economic Status
- High Socio-Economic Status

1. Low Socio-Economic Status-

Low socio-economic status means working class. These people have to work harder for their livelihood and sometimes these people do not fulfil their stomach three times a day. Their children are getting education in a government schools and some parents did not know importance of education their children do not see the face of the school. They guide their students for begging. For 6 to 14 age of children in India government has launched mid-day programme to attract the students towards the education.

2.Middle Socio-Economic Status-

Middle socio-economic status is that rank who are owners of various works. For example owner of the company or a shop. These persons have to do hard work to get comfortable life in the future generation and they also find good reputed school for their children.

3.High Socio-Economic Status-

High economic status means that people who are financially strong and who are fully dependent on the luxury's things, without they cannot live. They have their own house in well-developed area, for them various sources of income are membership from clubs and their

children are in highly famous institutions. "Socioeconomic status is defined as a measure of one's combined economic and social status and tends to be positively associated with better health. This entry focuses on the three common measures of socioeconomic status; education, income, and occupation", Elizabeth H. Baker 2014.

Socio-economic status is a sociological and economic of a person's and it is derived from two Greek words that are "Socio" and "Economic." Socio-economic status of the person also depends on the various factors such as income, education, wealth, occupation and area of house. Low income and education of a person resulted in many physical and mental problems.

A review of related literature reveals that "Mobile Learning: A framework and evaluation". The objective of his study was to know about the allowance of electronic learning into handheld computing or wireless devices with the help of a mobile learning framework. The sample of the study was 63 undergraduates and graduate courses at university level. The students used the mobile learning strategies and described their services done by meetings and study at the finish of the six months. The result of this exploratory study revealed that students have better understanding on the role of mobile technology in higher education. (Motiwala 2007) conducted study on "mobile learning and student retention". The main aim of the study was to measure and understand students' perceptions and attitude towards the use of mobile learning. The sample of the study was tested on B.sc students of IGNOU in India. Outcomes of the study clearly show that mobile learning was one of the way for educating the effectiveness of IGNOU students. (Fozdar& Kumar 2007) conducted study on "socioeconomic status and academic achievement: A meta-analytic review of research". The sample 1,01,157 students. The results showed that there is a strong association between socio economic status and the academic achievement. Socio economic status and the academic achievement is defined by the range of socio economic status. This relative is also depend upon minority status, school level and school location and the outcomes exposed that there was reduction in the average correlation. Sirin (2005)

Significance of the study:

Mobile learning is new phenomena which has been appeared since one and half decade in the context of education specifically in teaching learning process. Several researches have been done and support mobile learning as it facilitates learners with an up to date knowledge and

information anywhere and anytime. Along with this, most of the prospective teachers in this present world are dependent on their mobile or smart phones for their learning process. The present study will try to explore mobile learning attitude of prospective teachers and in relation to their socio-economic status.

As studies exposed that socio-economic status is positively correlated with academic achievement, morality, well-being, physical and mental health. It will try to reveal that what is the result of socio-economic status on pupils' attitude towards mobile learning.

So, it is interested to observe that if the socio-economic status has any relation to mobile learning attitude or not. Moreover there are no studies have been conducted previously, to examine the relationship of socio-economic status and mobile learning attitude. So it will fulfil this research gap.

Objectives of the study:

1. To compare mobile learning attitude among prospective teachers on the basis of gender, locality and socio-economic status.
2. To study the relationship between mobile learning attitude and socio-economic status of prospective teachers.

Hypotheses of the study:

1. There is no significant difference between mobile learning attitude among prospective teachers on the basis of gender.
2. There is no significant difference between mobile learning attitude among prospective teachers on the basis of locality.
3. There is no significant difference between mobile learning attitude among prospective teachers on the basis of high and low socio-economic status.
4. There is no significant relationship between mobile learning attitude and socio-economic status of prospective teachers.

Method: For conducting the present research the researcher used descriptive method.

Sampling: In the present study, the researcher used random sampling technique. The sample of present study was comprised of 200 prospective teachers which was selected from different B.Ed. colleges and the data were comprised of 144 female prospective teachers and 56 male

prospective teachers. All the prospective teachers were selected by the researcher in order to meet the objectives of present study.

Tools: Researcher has used following tools for present study: -

1. Mobile learning attitude scale (2005) constructed and standardised by P. Pachaiyappan and S. Raja Kumar for assessing the mobile learning attitude of the target sample units.
2. Socio economic status scale(2005) developed by Rajbir Singh, Radhey Shyam and Satish Kumar.

Statistical technique

In order to test hypothesis stated in the present study following techniques were used:

Correlation, Mean, Standard deviation, T-test, Regression

Result and interpretation: Analysis of data means revising the prearranged data in order to determine characteristic, evidences and miracles. It breaks complex issues into simple fragments and assemble all the fragments together to form a new measure for the persistence of understanding i.e. proof of hypothesis and revising responses to the study queries. In the present study, the main aim was to the study mobile learning attitude and socio-economic status.

H01- There is no significant difference between mobile learning attitude among prospective teachers on the basis of gender.

Table

t-test for mobile learning attitude among prospective teachers on the basis of gender

Groups	N	M	S.D	Df	't' Value	Remarks
Male	56	184.46	19.17	198	1.38	Non-significant
Female	144	188.44	21.37			

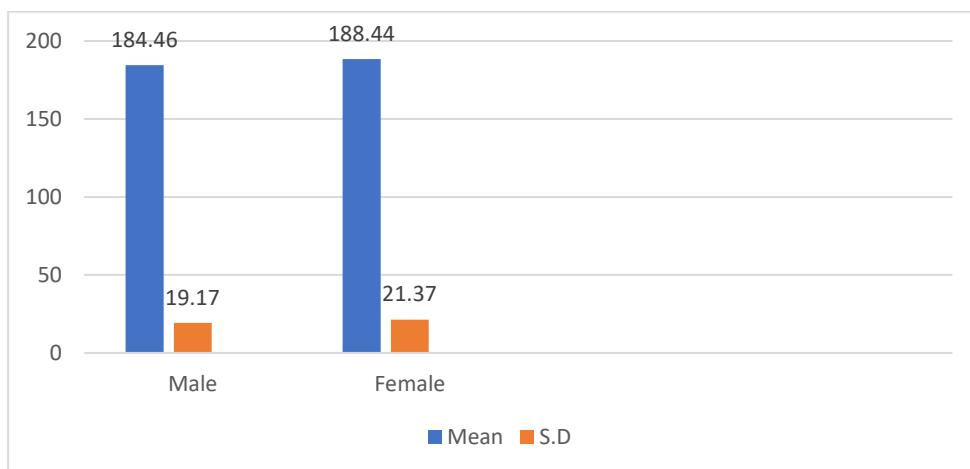
*Non-Significant at 0.05 level of confidence

It is obvious from **table** that the mean score of mobile learning attitude of prospective teachers at male and female prospective teachers was found to be 184.46 and 188.44, SD score are 19.17

and 21.37 respectively. Degree of freedom was 198. The calculated value of 't' is **1.38** which is less than the table value **1.96** at 0.05 level of significance. It implies that there is exists no significant difference between mobile learning attitude among prospective teachers on the basis of gender.

Hence the **H_{01(a)}**, "**There exists no significant difference between mobile learning attitude among prospective teachers on the basis of gender.**" Hence, H₀₁ is accepted.

Showing the Mean and S.D of mobile learning attitude among prospective teachers on the basis of gender



H₀₂- There is no significant difference between mobile learning attitude among prospective teachers on the basis of locality.

Table t-test for mobile learning attitude among prospective teachers on the basis of locality.

Groups	N	M	S.D	Df	't' Value	Remarks
Rural	142	183.76	13.25	198	1.92	Non-significant
Urban	58	188.96	24.42			

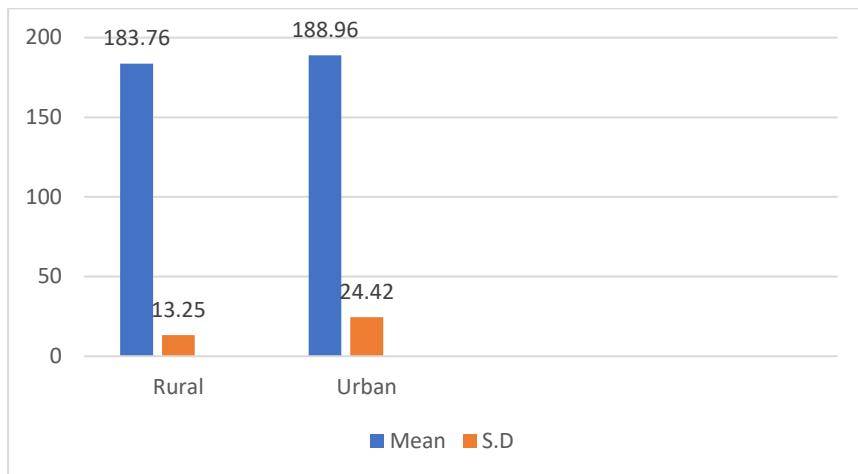
*Non-Significant at 0.05 level of confidence

It is obvious from **table** that the mean score of mobile learning attitude of prospective teachers rural and urban of prospective teachers was found to be 183.76 and 188.96, SD score are 13.25 and 24.42 respectively. Degree of freedom was 198. The calculated value of 't' is **1.92** which is smaller than the table value **1.96** at 0.05 level of significance. It implies that there is

no significant difference between mobile learning attitude among prospective teachers on the basis of locality.

Hence the **H₀2**, “**There exists no significant difference between mobile learning attitude among prospective teachers on the basis of locality.**” Hence, H₀2 is accepted.

Showing the Mean and S.D of mobile learning attitude among prospective teachers on the basis of locality



H₀3- There is no significant difference between mobile learning attitude among prospective teachers on the basis of high and low socio-economic status.

Table

t-value for mobile learning attitude among prospective teachers on the basis of high and low socio-economic status.

Group	N	M	S.D	Df	't' Value	Remarks
Low SES	120	85.36	9.11	198	13.46	Significant
High SES	80	128.17	27.43			

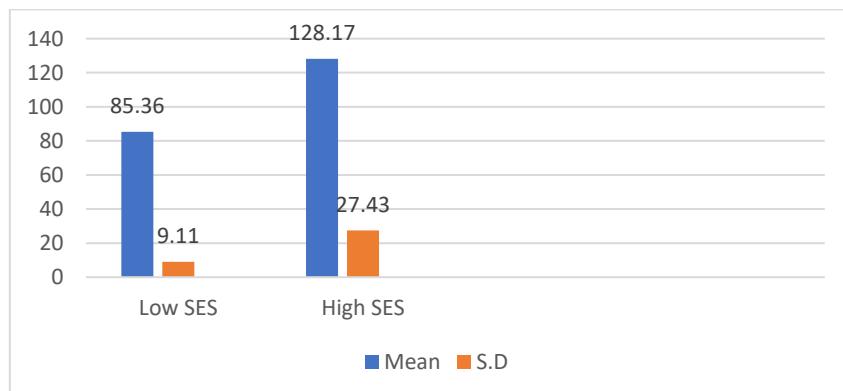
*significant at 0.05 level of confidence

It is obvious from **table** that the mean score of mobile learning attitude of prospective teachers high and low on the basis of high and low socio-economic status was found to be 85.36 and

128.17, SD score are 9.11 and 27.43 respectively. Degree of freedom was 198. The calculated value of 't' is **13.46** which is greater than the table value **1.96** at 0.05 level of significance. It implies that there is significant difference between mobile learning attitude among prospective teachers on the basis of high and low socio-economic status. It further means that the prospective teachers from high socio-economic status possess higher level of mobile learning attitude than the low socio-economic status prospective teachers.

Hence the **H₀3**, "**There exists significant difference between mobile learning attitude among prospective teachers on the basis of high and low socio-economic status. Hence, H₀3 is not accepted.**

Showing the Mean and S.D of mobile learning attitude among prospective teachers on the basis of high and low socio-economic status.



H₀4- There is no significant relationship between mobile learning attitude and socio-economic status of prospective teachers.

Table Correlation between mobile learning attitude and socio-economic status of prospective teachers.

Variable	N	r- value	Remarks
Mobile learning attitude			
Socio-economic status	200	0.273	Significant

The Correlation Coefficient found is 0.273. It is significant. Hence, the null hypothesis is not accepted. There is significant relationship between mobile learning attitude and socio economic status of prospective teachers. Relationship between mobile learning and socio economic status is weak in strength 0.273 and positive in nature it is highly significant at $\alpha =$

0.01 it means that socio economic status of the subjects and there mobile learning attitude significantly but weekly co-vary. Hence the H₀₄ is not accepted.

Regression analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.273 ^a	.075	.070	19.775

a. Predictors: (Constant), Socio-economic status

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6240.317	1	6240.317	15.957	.000 ^b
Residual	77431.103	198	391.066		
Total	83671.420	199			

a. Dependent Variable: Mobile learning attitude

b. Predictors: (Constant), Socio-economic status

Conclusion

Conclusions are the vital aspects of study. They offer a review and finishing touch to the complete work. Conclusion hold significant importance. This portion of the study plays significant role in any study work. Outcomes of study show significant and insignificant of hypotheses. Researcher conducted the study on “Mobile learning attitude among prospective teachers in relation to their Socio -economic status.” Following conclusions were drawn on the basis of result and interpretation of data.

1. There exists no significant difference between mobile learning attitude among prospective teachers on the basis of gender. This further implies that there is no effect of gender on the mobile learning attitude of the prospective teachers. It means that male and female prospective teachers possess equal level of mobile learning attitude.
2. There exists no significant difference between mobile learning attitude among prospective teachers on the basis of locality. This further implies that there is no effect of locality on the

mobile learning attitude of the prospective teachers. It means that urban and rural prospective teachers possess equal level of mobile learning attitude.

3. There exists significant difference between mobile learning attitude among prospective teachers on the basis of high and low socio-economic status. It means that prospective teachers of high socio-economic status possess higher level of mobile learning attitude in comparison to the prospective teachers belonging to low socio-economic status of prospective teachers.

4. The coefficient of correlation among mobile learning attitude and socio-economic status of prospective teachers was found to be positive which reveals that there exists significant relationship among mobile learning attitude and socio-economic status of prospective teachers. Regression analysis showed that socio-economic status has positive and significant effect over mobile learning attitude.

Therefore from the above conclusions, it can be said that the result suggests that there is significant positive relation between mobile learning attitude and socio-economic status of prospective teachers.

Recommendations

1. It is evident from the finding of study that boys and girls do not differ significantly on the mobile learning attitude level so educational institutions and parents should provide equal facilities to the both.

2. Urban and rural prospective teachers possess equal level of mobile learning attitude, as study resulted, so equal type of opportunities must be there for the students in spite of their area of residence.

3. The study showed that mobile learning attitude level is high in those prospective teachers who belong to the high socio-economic status background in comparison to the low socio-economic status background prospective teachers, in the light of this it can be recommended that some assistance must be provided to the prospective teachers of low socio-economic status background so that they can also be benefited by the new emerging technologies of learning.

4. Positive Correlation found in mobile learning attitude and socio-economic status and by regression analysis it was found that socio-economic status is predictor of mobile learning attitude in prospective teachers. By these evidences it can be suggested that affects must be initiated to enhance the socio-economic status of prospective teachers.

5. On the basis of general observations of the investigator it is suggested that mobile learning

is a powerful tool in the hands of students and especially to those who are going to be teachers in future, so efforts should be made on the institutional level to provide and enhance the facilities of mobile learning in institutions.

References

- Ozdamli, F., & Cavus, N. (2011). Basic elements and characteristics of mobile learning. *Procedia-Social and Behavioural Sciences*, 28, 937-942.
- John Laskaris(2015) Advantages of mobile learning Retrieved on from.
- Motiwalla, L. F. (2007). Mobile learning: A framework and evaluation. *Computers & education*, 49(3), 581-596.
- Fozdar, B. I., & Kumar, L. S. (2007). Mobile learning and student retention. *International Review of Research in Open and Distance Learning*, 8(2), 1-18.
- Elizabeth H. Baker(2014). Socioeconomic Status, Definition Retrieved on from.
- Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of educational research*, 75(3), 417-453.