

# A STUDY ON THE ATTITUDE OF ODL B.ED. TRAINEES TOWARDS MOBILE LEARNING

Research  
Paper

## ABSTRACT

*The main objective of the study was to find out the significant difference if any, in the attitude of ODL B.Ed. trainees towards mobile learning with respect to background variables. The investigator adopted the survey method in order to carry out the research. The sample consisted of 93 IGNOU B.Ed. trainees who were selected through the simple random sampling technique. The findings revealed that there was no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on gender, locality, educational qualification, subject specification, age, teaching experience, religion, educational qualification of the parents, residence, type of management, family type and marital status.*

## INTRODUCTION

As mobile phones, tablets, and other connected devices become more common and affordable, wireless technology can dramatically improve learning and bring digital content to students. Students love mobile technology and use it regularly in their personal lives. It therefore is no surprise that young people want to employ mobile devices to make education more engaging and personalize it for their particular needs.

Technology-rich activities can sustain high levels of student engagement and peer collaboration compared to less technology focused activities. Educators need to figure out how to control mobile platforms for instructional purposes and employ them to boost educational learning. As a teacher, we need to educate the next generation of scientists, inventors, engineers, and entrepreneurs. Educating a workforce that is effective in a global context and adaptive as new jobs and roles evolve will help to support our economic growth. Mobile learning makes it possible to extend education beyond the physical confines of the classroom and beyond the fixed time periods of the school day. It allows students to access content from home, communicate with teachers, and work with other people online. The value of mobile devices is that they allow students to connect, communicate, collaborate and create using rich digital resources.

## SIGNIFICANCE OF THE STUDY

Technology plays an important role in all walks of life

of the individuals. The digital technology has entered into the field of education. The present day students are from digital natives and they are using digital technology widely. At first, Computer Assisted Instruction was introduced in Education. Then, e-learning, Mobile learning and web-based learning were introduced. Now the social net work plays an important role. The students are using social network for contacting friends throughout the world. The Open Distance Learning B.Ed. Students are acquiring skills for using digital technology in teaching-learning. The mobile phones have a lot of facilities for learning. So the mobile phone can be used for teaching and learning. Further, the laptops are used by the students in schools. So the investigator wants to study the attitude of ODL B.Ed. students towards Mobile Learning.

## OBJECTIVE OF THE STUDY

To study the significant difference if any, in the attitude of ODL B.Ed. trainees towards mobile learning based on gender, locality, educational qualification, residence, type of management, family type, marital status, teaching experience, age and religion.

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## HYPOTHESIS OF THE STUDY

There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on gender, locality, educational qualification, residence, type of management, family type, marital status, teaching experience, age and religion.

## METHODOLOGY

The investigator adopted the survey method in order to carry out the research. The sample consisted of 93 IGNOU B.Ed. trainees who were selected through the simple random sampling technique. Student's attitude scale was constructed by the investigator. The variables used for the study were

1. Dependent Variable (Student's Attitude)
2. Independent Variable (Gender, Locality, Residence, Type of Management, Age, Teaching experience, Religion, Subject specification, Educational qualification of trainees and parents, Family type and Marital status)

## STATISTICAL TECHNIQUE

The following statistical techniques were employed for data interpretation.

1. Descriptive Statistics (Mean & Standard Deviation)
2. Differential statistics (t Test & ANOVA)

**Hypothesis 1:** There is no significant difference in the attitude of ODL B.Ed trainees towards mobile learning based on gender.

**Table 1**

### SIGNIFICANT DIFFERENCE IN THE ATTITUDE OF ODL B.ED TRAINEES TOWARDS MOBILE LEARNING BASED ON GENDER

Variable	N	Mean	S.D	Calculated t value	0.05 Level of Significance	
Gender	Male	8	53.62	11.64	0.5088	NS
	Female	85	55.55	7.45		

From the table it is found that the calculated value 0.5088 is lower than the tabulated value 1.96 at 5% level of significance. Hence, the null hypothesis, "There is no

significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on gender" is accepted.

**Hypothesis 2:** There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on locality.

**Table 2**

### SIGNIFICANT DIFFERENCE IN THE ATTITUDE OF ODL B.ED. TRAINEES TOWARDS MOBILE LEARNING BASED ON LOCALITY

Variable	N	Mean	S.D	t value	0.05 Level of Significance	
Locality	Rural	49	55.69	6.63	0.692	NS
	Urban	44	55.04	9.06		

From the table it is found that the calculated value 0.692 is lower than the tabulated value 1.96 at 5% level of significance. Hence, the null hypothesis, "There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on locality" is accepted.

**Hypothesis 3:** There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on educational qualification.

**Table 3**

### SIGNIFICANT DIFFERENCE IN THE ATTITUDE OF ODL B.ED. TRAINEES TOWARDS MOBILE LEARNING BASED ON EDUCATIONAL QUALIFICATION

Variable	N	Mean	S.D	t value	0.05 Level of Significance	
Educational Qualification	UG	44	54.79	8.14	0.493	NS
	PG	49	55.92	7.59		

From the table it is found that the calculated value 0.493 is lower than the tabulated value 1.96 at 5% level of significance. Hence, the null hypothesis, "There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on educational qualification" is accepted.

**Hypothesis 4:** There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on residence.

**Table 4**

**SIGNIFICANT DIFFERENCE  
IN THE ATTITUDE OF ODL B.ED.  
TRAINEES TOWARDS MOBILE LEARNING  
BASED ON RESIDENCE**

Variable		N	Mean	S.D	t value	0.05 Level of Significance
Residence	Day Scholar	89	54.96	7.47	1.71	NS
	Hosteller	4	65	10.86		

From the table it is found that the calculated value 1.71 is lower than the tabulated value 1.96 at 5% level of significance. Hence, the null hypothesis, "There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on residence" is accepted.

**Hypothesis 5:** There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on type of management.

**Table 5**

**SIGNIFICANT DIFFERENCE IN THE  
ATTITUDE OF ODL B.ED.  
TRAINEES TOWARDS MOBILE LEARNING  
BASED ON TYPE OF MANAGEMENT**

F-Table	ss	df	MS	F	0.05 Level of Significance
Between Group	160.6865	2	80.3433	1.3177	NS
Within Group	5487.378	90	60.9709		

From the table it is found that the calculated value 1.3177 is lower than the tabulated value 3.07. Hence, the null hypothesis, "There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on type of the management" is accepted.

**Hypothesis 6:** There is no significant difference in the attitude of ODL B.Ed trainees towards Mobile learning based on Parents Educational qualification.

**Table 6**

**SIGNIFICANT DIFFERENCE IN THE  
ATTITUDE OF ODL B.ED TRAINEES  
TOWARDS MOBILE LEARNING BASED ON  
PARENTS EDUCATIONAL QUALIFICATION**

Variable		N	Mean	S.D	t value	0.05 Level of Significance
Educa tional Quali fication (Parent)	Literate	65	56.08	9.34	1.30	NS
	Illiterate	28	53.78	7.06		

From the table it is found that the calculated value 1.30 is lower than the tabulated value 1.96 at 5% level of significance. Hence, the null hypothesis, "There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on parent's educational qualification" is accepted.

**Hypothesis 7:** There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on family type.

**Table 7**

**SIGNIFICANT DIFFERENCE  
IN THE ATTITUDE OF ODL B.ED.  
TRAINEES TOWARDS MOBILE LEARNING  
BASED ON FAMILY TYPE**

Variable		N	Mean	S.D	t value	0.05 Level of Significance
Family Type	Joint	45	56.42	9.36	1.21	NS
	Nuclear	48	54.42	6.01		

From the table it is clear that the calculated value 1.21 is lower than the tabulated value 1.96 at 5% level of significance. Hence, the null hypothesis, "There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on family type" is accepted.

**Hypothesis 8:** There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on subject specification.

**Table 8**

**SIGNIFICANT DIFFERENCE  
IN THE ATTITUDE OF ODL B.ED.  
TRAINEES TOWARDS MOBILE LEARNING  
BASED ON SUBJECT SPECIFICATION**

Variable		N	Mean	S.D	t value	0.05 Level of Significance
Subject specification	Arts	62	54.40	7.61	1.71	NS
	Science	31	57.35	8.02		

From the table it is found that the calculated value 1.71 is lower than the tabulated value 1.96 at 5% level of significance. Hence, the null hypothesis, "There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on subject specification" is accepted.

**Hypothesis 9:** There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on marital status.

**Table 9**

**SIGNIFICANT DIFFERENCE  
IN THE ATTITUDE OF ODL B.ED.  
TRAINEES TOWARDS MOBILE  
LEARNING BASED ON MARITAL STATUS**

Variable		N	Mean	S.D	t value	0.05 Level of Significance
Marital status	Single	9	56.77	8.00	0.56	NS
	Married	84	55.24	6.28		

From the table it is found that the calculated value 0.56 is lower than the tabulated value 1.96 at 5% level of significance. Hence, the null hypothesis, "There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on marital status" is accepted.

**Hypothesis 10:** There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on teaching experience.

**Table 10**

**SIGNIFICANT DIFFERENCE  
IN THE ATTITUDE OF ODL B.ED.  
TRAINEES TOWARDS MOBILE LEARNING  
BASED ON TEACHING EXPERIENCE**

Source of Variation	ss	df	MS	Calculated F Value	0.05 Level of Significance
Between Group	13.74785	2	6.87392	0.1098	NS
Within Group	5634.317	90	62.6035		

From the table it is found that the calculated value 0.1098 is lower than the tabulated value 3.07. Hence, the null hypothesis, "There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on teaching experience" is accepted.

**Hypothesis 11:** There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on age.

**Table 11**

**SIGNIFICANT DIFFERENCE IN THE  
ATTITUDE OF ODL B.ED. TRAINEES TOWARDS  
MOBILE LEARNING BASED ON AGE**

Source of Variation	ss	df	MS	Calculated F Value	0.05 Level of Significance
Between Group	52.24885	2	26.1244	0.4202	NS
Within Group	5595.816	90	62.1757		

From the table it is found that the calculated value 0.4202 is lower than the tabulated value 3.07. Hence, the null hypothesis, "There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on Age" is accepted.

**Hypothesis 12:** There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on religion.

**Table 12**

**SIGNIFICANT DIFFERENCE  
IN THE ATTITUDE OF ODL B.ED.  
TRAINEES TOWARDS MOBILE  
LEARNING BASED ON RELIGION**

Source of Variation	ss	df	MS	F	0.05 Level of Significance
Between Group	39.54088	2	19.77	0.317	NS
Within Group	5608.524	90	62.317		

From the table it is clear that the calculated value 0.3173 is lower than the tabulated value 3.07. Hence, the null hypothesis, "There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on religion" is accepted.

**FINDINGS**

There is no significant difference in the attitude of ODL B.Ed. trainees towards mobile learning based on gender, locality, educational qualification, subject specification, age, teaching experience, religion, educational qualification of the parents, residence, type of management, family type and marital status.

**CONCLUSION**

The study is carried out to measure the attitude towards mobile learning. The obtained findings reveal that there is a positive attitude towards mobile learning. It is conducted among the open and distance learning B.Ed. trainees who use mobile learning often. IGNOU offers various programs through the online mode. So it will be very useful for the learners to know the current news. Also, technology makes classroom teaching and learning more effective. This type of learning makes the teacher and student update their knowledge and cope up with current needs. So, mobile learning may be implemented in the regular classes. Many foreign universities allow their students to pursue this kind of learning.

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