

A STUDY ON THE ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS SMARTPHONES IN TEACHING LEARNING PROCESS IN DISTRICT HARIDWAR

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Abstract : Smartphones have emerged as inevitable device in modern, student-centered education, cost effective and appropriate resources for learning. The main aim of this study was to shed attention on the teachers' attitude towards the usefulness of mobile learning. For this purpose, **25 primary school teachers** of dist. Haridwar were taken as random sampling method. Data collection from self-made rating scale made by the researcher itself. The statistical technique used was mean. The findings of the study show that; the learners enjoy mobile learning but the attitude of students in mobile is satisfactory.

IndexTerms - Attitude, Smartphones, Learning

INTRODUCTION

The development of technology in the last two decades has drastically changed people's lives across the world and the use of smart devices has become more widespread. The advent of smartphone and mobile apps and tools to complete and upload assignments to teachers, download courses instructions and work in online social group to complete tasks. Mobile learning is an addition to distance education, supported by mobile devices equipped with wireless technology. Effective use of smart phones in education is less about tools and more about students' digital literacy skills, including the ability to access, manage and evaluate digital resources.

NEED OF THE STUDY

The last decades, mobile technologies such as smartphones, tablets as well as outline application become an integral part of the lives of most teachers and students around the globe.

Now a days senior secondary students are much mature; they will understand the importance of mobile learning and worth of the study. Therefore, researchers feels that particularly the primary school teachers' opinions or their attitude towards mobile learning can never be ignored, rather those should be monitored and re-explored time- to- time, it is the trigger point that has urged the researcher to take up the present study. It is expected that, this study will be able to make some significant contribution in the field of education.

STATEMENT OF THE PROBLEM

To precisely propose the problem, the present study is titled: -

A study on the attitude of primary school teachers towards the smart phones in teaching learning process in district Haridwar.

REVIEW OF THE LITERATURE

- Alhajri, R. (2016) has conducted a study on "Prospects and challenges of mobile learning implementation: A Case Study". He found that students and instructors' attitude to mobile learning is welcoming and that the majority of the students and the instructors believes that m-learning is appealing because it allows the freedom to learn wherever they want regardless of their gender, age or their educational institution.
- Vandana & Rajnewa (2009) conducted a study to examine the "school teacher's attitude towards ICT." The main findings of the study were that private and secondary school teacher's exhibit comparable attitude towards ICT.
- Behera (2013) has conducted a study entitled as "E- and mobile learning: A comparative study." The researcher highlights the areas of the study on the concept, characteristics advantages and disadvantages similarities and significance of E- learning and mobile learning.

OPERATIONAL DEFINITIONS OF IMPORTANCE TERMS

The operational definitions of the terms in this present study were-

• ATTITUDE-

1. TRAVERS(1973)- An attitude is a respond in such a way that behavior is given as certain direction.
2. MECKEACHIE, W.J. and DOYEL, C.L. (1966)- We define as an organization of concepts, beliefs habits and motives associated with a particular object.

- SMARTPHONE LEARNING- Wikipedia said that smart phone learning is learning across multiple contexts, through social and content interactions using personal electronic devices.

DELIMITATIONS OF THE STUDY

- The investigation was delimited to only dist Haridwar.
- The study was restricted to the primary school teachers Haridwar dist.

OBJECTIVES OF THE STUDY: -

- To study the status of primary school teachers towards the smartphones in the teaching learning process in dist. Haridwar.
- To compare the status of primary school teachers towards smartphone in the teaching learning process with respect to gender.

HYPOTHESIS OF THE STUDY: -

- There is no significance difference in the level of primary school teachers towards teaching learning process.
- There is no significance difference in the male and female primary school teachers towards teaching learning.

METHODOLOGY: -

SAMPLE AND SAMPLING PROCEDURE: - 25 primary school teachers in district Haridwar were taken as representative sample for the whole population by random sampling method.

METHOD USED: - random sampling method was used to select 25 primary school teachers of district Haridwar.

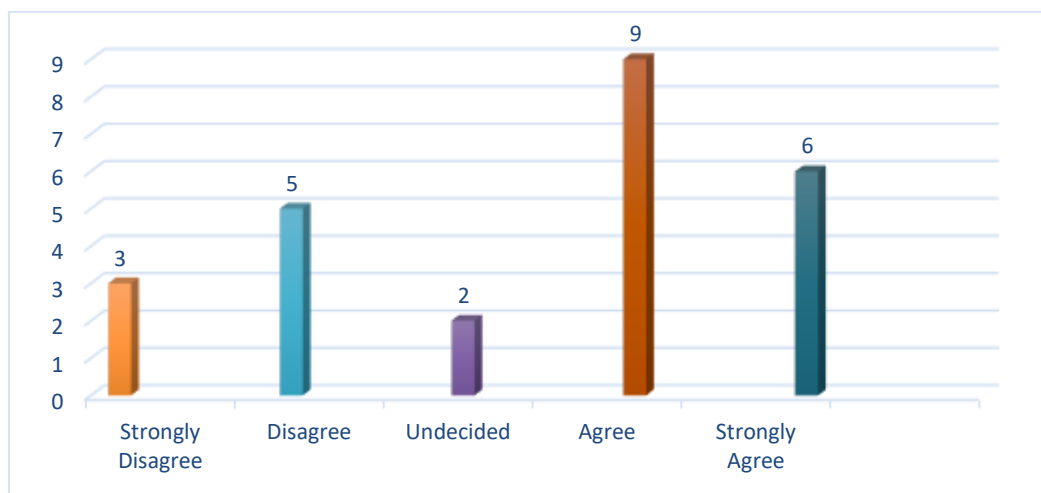
TOOL USED: - A self-made rating scale was used for knowing the attitude primary school teachers towards mobile phone in teaching learning process.

In order to find the differences in the level of attitude of primary school teachers towards mobile phone in teaching learning process, a null hypothesis is formulated as follows-

Hypothesis 1. There is no significance difference in the level of primary school teachers towards mobile phone in teaching learning process.

To test the null hypothesis for finding out the level of significant difference, the data has been analyzed. It is shown in the table no.1 below:

level	strongly disagree (1)	disagree (2)	undecided (3)	agree (4)	strongly agree	total
response	3	5	2	9	6	25



Graph A: Graphical representation showing overall level of Attitude of Primary school Teachers towards mobile phone in teaching learning process.

The maximum number of scores, i.e. 9 falls under the range of Agree. Therefore, we see that the respondents have rated their skills and abilities as having average/ moderate/ agree level of attitude towards mobile phone in teaching learning process.

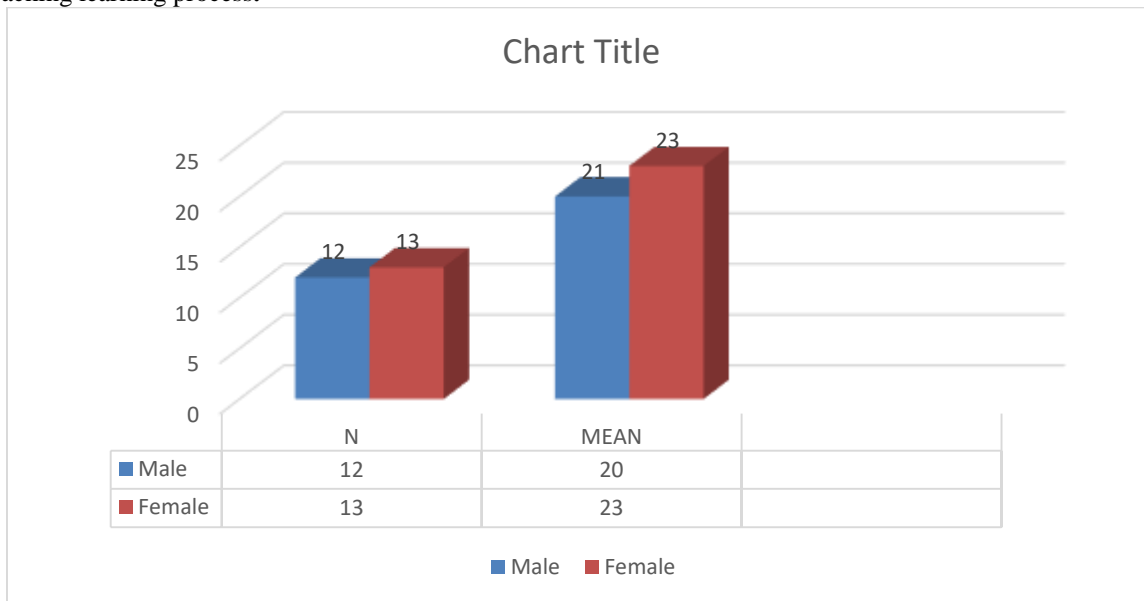
From table the result shows that most of the responses falls under the category of Agree. Hence, the null hypothesis “**There is no significance difference in the level of primary school teachers towards mobile phone in teaching learning process**” is accepted.

To study the attitude of primary school teachers towards mobile phone in teaching learning process with respect to gender.

Hypothesis 2. There is no significance difference in the attitude of male and female primary school teachers towards mobile phone in teaching learning process.

s.no.	gender	n	mean
1.	male	12	21
2.	female	13	23

Table 2 shows the number and mean value of attitude differential between male and female primary school teachers towards mobile phone in teaching learning process.



Graph 2: - attitude of male and female primary school teachers towards mobile phone in teaching learning process. Hence the null hypothesis, that “there is no significant difference in the attitude of male and female primary school teachers towards mobile phone in teaching learning process.

CONCLUSION:-

The data has been analyzed and presented in the form of graphs and tables. The ever-increasing dependency on mobile phone even in the field of education are catalyst for the adoption of mobile learning in the field of education. This study has significance educational implications in the context of primary school teachers towards mobile phone in teaching learning process and some of its key elements. Learning with mobile and its attitude among the primary school teachers is concluded to be average. There is no significant difference in the attitude of primary school teachers towards the smartphones in learning process. With the emergence of new features and +education-friendly applications, smartphones will be the leading technology in every sphere of our lives. There is no significance difference among male and female primary school teachers towards the smartphones in learning process. So, it is time to implement this technological advancement in our educational system as a practical learning tool. In a nutshell, we can conclude that smartphones can positively change our habit of learning by increasing interactive learning to attain learning goals and objectives.

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