RESEARCH ARTICLE

ATTITUDE OF TEACHER EDUCATORS TOWARDS M-LEARNING.

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Manuscript Info	*Abstract*
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Introduction:-

Technology in today's modern society is constantly evolving at a rapid pace. Tech savvy people are demanding access to information and instantaneous communication on portable devices such as smart phones and personal digital assistants (PDAs). This need for technology is affecting almost every area of society, including education. Extreme growth in the mobile technology and a recent rapid growth of the availability of smart phones and PDAs in combination with perceived affordability has led to the acknowledgement of a universal learning tool by researchers and educators in both school and higher education. Many researchers tried to define mobile learning and discuss specific challenges of pedagogy. The informal and flexible learning environments become necessary for students in an ever-connected society, research of m-learning will play a significant role in determining if institutions can support 21st century needs (Fetaji, 2008).

The information and communication technology has brought positive changes in the field of education. One of the emerging technologies utilized in the field of education is mobile technology. Mobile devices are considerably changing human–computer interaction, communication. The mobiles are increasing portability, functionality, multimedia convergence, social interactivity, context sensitivity, location awareness, connectivity. It is now accepted that mobile devices have a number of important characteristics which make it attractive from an educational perspective. It combines individualized learning with anytime and anywhere teaching.

M-learning, is a form of e-learning. M-Learning is the transmission or reception of intentional or incidental learning through physically small mobile and portable devices. The mobile phones now have intelligent user interfaces, context modelling, wireless communications and networking technologies. It helps to convert mobile into an effective tool of learning and attract more and more learners, especially adult learners.

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The young adults are observed using their cell phones every now and then. So it is a great idea to utilize this tool for the learning purpose. When it comes to using m-learning in higher education, the teachers need to have a positive attitude towards it. Thus it is essential to know the attitude of the teachers towards m-learning who are the motivating and directing source. The right kind of attitude towards any aspects has power to bring change in the system. The teacher educators' perspective is really going to affect the future teachers' perspective towards new technology. Thus the researcher selected the above mentioned topic for study.

Concept Of Mobile Learning:-
The concept of mobile learning goes right back to the 1970s, when companies such as Linguaphone started releasing recordings of language lessons that could be listened to at the learner's convenience. The term m-learning is a much more recent modification, motivated by mobile communications technology and modelled on expressions such as e-learning. Mobile learning refers to the use of mobile devices for the purpose of learning while on the move. The devices used for mobile learning include cell phones, smartphones.

Need Of The Study:-
The teacher educators' role in the whole education system is very important as they train future teachers with positive attitude towards emerging technology. The knowledge of it will help teachers to prepare digital school students in the age of ICT. Now a days students are more technosavy so the teachers need to have correct attitude towards the emerging technologies. The research will help institution to know about the teachers' attitude towards m- learning.

Significance Of The Problem:-
The findings of this study will lead to explanations for the variation in teachers' use of devices lack of confidence and skill in using the device, and technical problems which make using the device for learning and teaching unreliable. The increasing availability of multi-device authoring tools such as Captivate, Articulate Storyline, Lectora and Go Mo Learning allow e-learning courses to be delivered to a variety of mobile operating systems and devices.

M-learning is often viewed as a component of a learning programme, something that supports the learning process as an add-on tool, rather than being the principal learning method. It is an aid to formal and informal learning and thus holds enormous potential to transform the delivery of education and training. Mobile learning is emerging as one of the solutions to the challenges faced by education. UNESCO's programme of activities is therefore based on growing partnerships geared towards exploring how mobile technologies can enable the achievement of Education for All.

The problems perceived by the teacher educators can be kept in view while making reform. The teacher educator's ideas about using mobile technology in the B.Ed. classroom could be a reality in future.

Statement Of The Problem:-
A study of Attitude of Teacher Educators' towards M-Learning.

Objectives :-
1. To study attitude of the teacher educators' towards m-learning with respect to Gender
2. To study attitude of the teacher educators' towards m-learning with respect to Experience
3. To draw the teacher educators' preferences for mobile learning at teacher education level.

Hypothesis:-
1. There is no significant difference in the attitude of the teacher educators towards m-learning with respect to gender.
2. There is no significant difference in the attitude of the teacher educators towards m-learning with respect to experience.

Scope And Limitation:-
The present study was restricted only to study of teacher educators' attitude towards m-learning. It was restricted only to colleges of education [B.Ed. colleges] affiliated to University of Mumbai. The present study was restricted to study of teacher educators' attitude towards m-learning on the basis of gender and teaching experience. Other

correlated variables like educational qualification, type of institution [Government, aided, unaided] were not considered for the present study.

Methodology:-
The descriptive method - survey method was used for finding out the attitude of faculty towards m-learning.

Sampling:-
In present study, simple random sampling technique was used to study teacher educators' attitude towards m-learning. All the teacher educators in colleges of education affiliated to University of Mumbai was the universe of the study. The researchers have selected the sample from the population by simple random sampling method. The researchers had selected 102 teacher educators from Greater Mumbai.

Tools For Research:-
For the present study researcher had used the personal data sheet, "Attitude towards M-Learning", the rating scale to find out the attitude towards m-learning. The rating scale consisted of 20 statements. The respondents had to select the correct alternative preference.

Findings:-
The Mean score of male teacher educators' attitude towards m-learning is 72.97. The Mean score of female teacher educators' attitude towards m-learning is 75.81. The mean score of attitude of female teacher educators is more than mean of attitude of male teacher educators. Both male and female teachers have positive attitude towards m-learning.

Gender wise Attitude towards M- Learning.
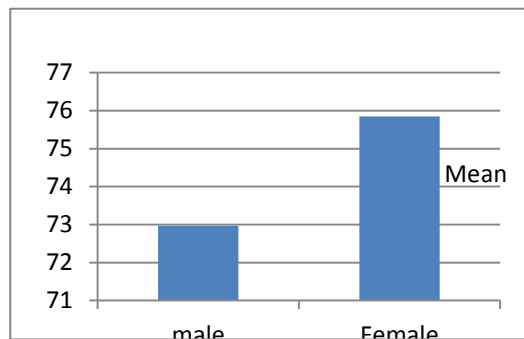
The mean score of teacher educators who are having experience 0 to 5 years is 76.38. The mean score of teacher educators who are having experience 6to 10 years is 75.03. The mean score of teacher educators who are having experience more than 10 years is 75.5. It shows that the teacher educators irrespective of teaching experience have positive attitude towards m –learning. The mean score of attitude of teacher educators having more than 10 years' experience is less in comparison with other having less than 10 years' experience.

Experience wise attitude towards M-Learning
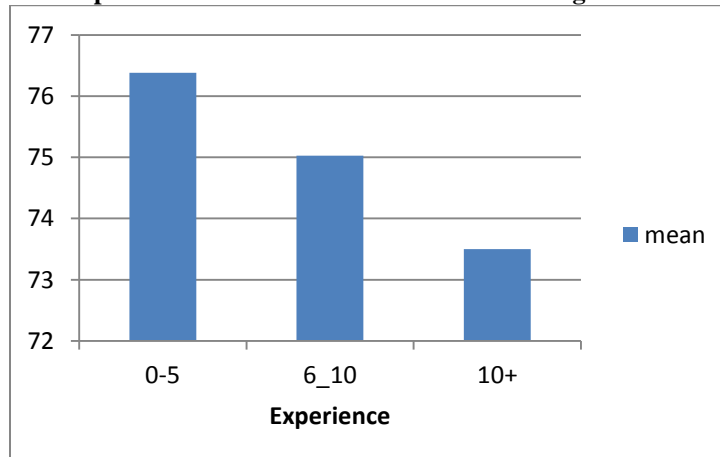
Discussion:-

The teacher educators have realized the need of integrating the mobile technology in education. The digital immigrants are trying to be part of global education. That is the reason the teacher educators have positive attitude towards m-learning.

The teacher educators having more than 10 years' experience may be are not keen is using technology in their class in comparison to the ones who are newly joined the profession. The educators who have recently joined the profession are part and parcel of the digital age and using technology in the each stage of their life confidently and comfortable that does not seem to happen with the teacher educators who are in this profession for years.

Most of the teacher educators perceive that lack of training in use of mobile technology, lack of technical support, lack of instructional design support, lack of institutional policy and lack of knowledge of appropriate techniques for using mobile technology in education are the major barriers to m-learning. 70% teacher educators perceive lack of professional motivation like incentives to use M –learning, inadequate availability of hardware and support, Self-intimidated by technology are barriers to m-learning. Though there are barriers almost 50% of the teacher educators feel there are role models available for using mobile technology in education.

Barriers towards M- Learning
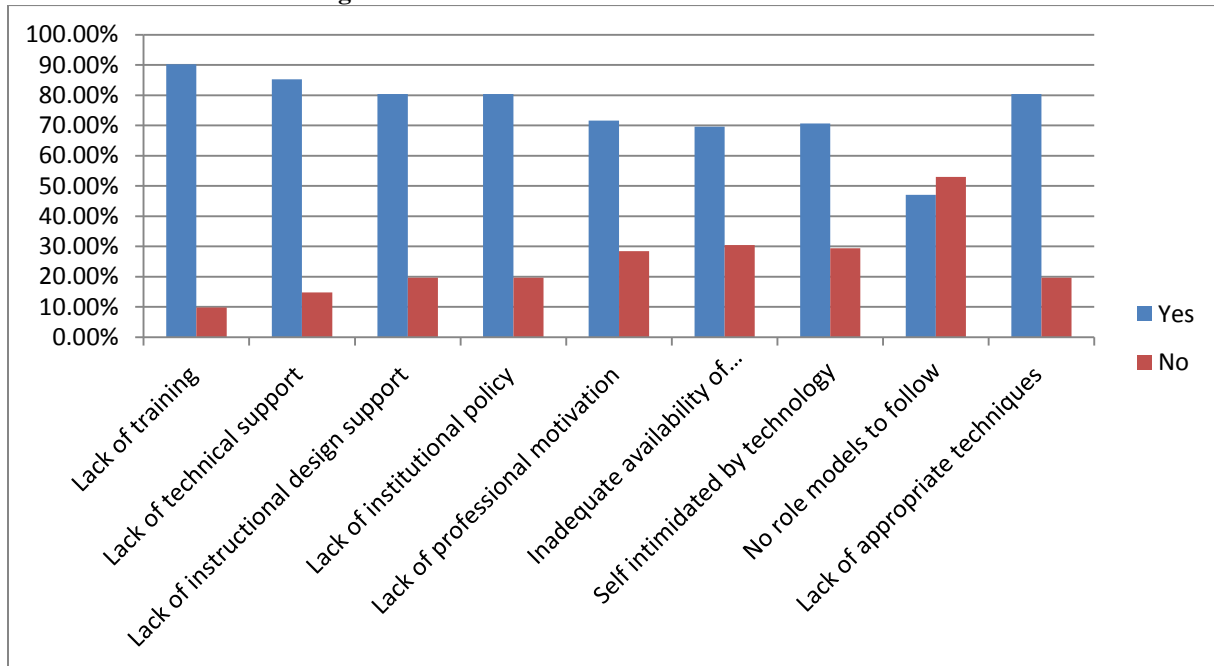
Though there are many perceived barriers to mobile learning, the teacher educators are still positive in using mobile technology in education and Following are the teacher educators' preferences for using mobile learning at teacher education level.

1. Calculated 't' 0.09 is lesser than tabulated t' 1.98. Therefore the null hypothesis is accepted. There is no significant difference in level of attitude of the teacher educators towards m-learning with respect to gender.
2. The statistical technique used to test the hypothesis "There is no significant of difference in level of attitude towards mobile learning of the teacher educators having various years of experience" was One Way ANOVA.
3. F observed 1.12 is lesser than F critical 3.08, therefore null hypothesis is accepted. There is no significant difference in level of attitude of the teacher educators towards m-learning with respect to experience.

Conclusion:-

1. There is no significant difference in level of attitude of the teacher educators towards m-learning with respect to gender.

2. There is no significant difference in level of attitude of the teacher educators towards m-learning with respect to experience.
3. Both male and female teachers have positive attitude towards m- learning.
4. The teacher educators irrespective of teaching experience have positive attitude towards m –learning.
5. Most of the teacher educators perceive that lack of training in use of mobile technology, lack of technical support, lack of instructional design support, lack of institutional policy and lack of knowledge of appropriate techniques for using mobile technology in education are the major barriers to m-learning.
6. 70% teacher educators perceive lack of professional motivation like incentives to use   M –learning, inadequate availability of hardware and support, Self-intimidated by technology are barriers to m-learning.
7. Almost 50% of the teacher educators feel there are role models available for using mobile technology in education.
8. The teacher educators' prefer to use mobile learning at teacher education level in following manner: - Check information, any term /concept, Send messages, Showing demo lessons or other educational videos, using different mobile apps in teaching learning process eg. WhatsApp, providing guidance, language development programme, mentoring, follow up.

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