A Study Of Teachers' Perception Towards The Effectiveness Of Mobile-Phone Use In Class - Teaching And In Monitoring Of Students' Learning With Reference To Time Span Of Teaching Experience And Gender.

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ABSTRACT

With the passage of time, every person acquires various types of experiences whether at job or in life. The degree of these experiences may get increase in case of positive and decrease in case of negative affecting. Similarly, increasing teaching experience with span of time has been observed to be increasing the teachers' perception towards the use of Mobile - Phone in the class – teaching and in the monitoring of students' learning in case of male as well as female teachers. Though male teachers are observed to have a better this perception than to the female teachers up to 15 years of experience but after 15+ years of teaching experience the female teachers exhibit their better perception than to those male teachers, towards the use of Mobile - Phone in class teaching and in the monitoring of students' learning.

Keywords: Mobile-Phone use, Perception, class-teaching and monitoring of students' learning, Span-time of teaching experience.

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with the passage of time at work-place, one gains experience and this kind of one's experience helps one in one's personal and professional sector. This one's working experience affects one's thinking, doing and in perceiving many things and events. This is also true for the teacher who gains the professional experience while at working in the school.

A teacher at work place, that is, in the school happens to have interaction with school authorities. colleagues and the students. During these interactions a teacher also comes in contact with novel educational technology to be used in teaching-learning process. With the help of his fellow teachers and practical experience in-side and out-side class-rooms, he tries to learn and adapt the functional technology of the new gadgets coming under Educational Technology.

One of these gadgets is Smart-Phone or Mobile- Phone. The Mobile-Phones are preferred in use because they are easily available, portable, useable, and accessible. The mobile - Phone provides the right information to the right people at right time. Through Mobile – Phone, a teacher may communicate with students the necessary content in an easily, smoothly and quickly manner. A teacher can make contacts to many students in an organised way. Through Mobile-Phone, a teacher receives feedback from students and the teacher can notice the learners' specific mistakes, usually, are done by the students while receiving instruction, doing homework or class-assignments. in displaying figure, diagrams and pictures too. These all uses of Mobile-Phones in teaching-learning process, somehow may put effect on teacher's competency and simultaneously in the monitoring of student's learning, with the increasing span of time of teaching experience might affect his perception towards the use of Mobile - Phone in class teaching and in monitoring of students' learning. With this view, the present study has been conducted.

Review of Related Literature:

The available following research - studies related to the present research problem are reviewed as under-

V.J. Harman (2010): In his study " Using Mobile-Phones to improve educational outcomes: An Analysis of Evidence from Asia" reported that Mobile-Phone use facilitate to improve educational outcomes in the developing countries in two specific ways in-

1. improving access to education
2. promoting new learning.

M.P. Gohain (2014): In the UNESCO study, " Effectiveness of Mobile-Phone in Promoting Reading and Literacy in developing countries" explained how mobile-technology is used to facilitate reading and improve literacy in the developing countries.

K. Gabor and P. Eszstelecki (2015): In the study, "Implementation of Mobile-

-Phones m Education" reported that it is an effective tool for producing of revolutionary changes in Education particularly in teaching and learning.

It transforms the advantage of smooth learning among the deprived class pupils in accelerating their potential towards learning.

A. Bosal, S. Yilmaz, A. Tanrivedi and L. Soril (2016): In their study "Effectiveness of Mobile Application in vocabulary teaching" revealed that Mobile-Application use enhances significantly help in teaching Vocabulary.

S.F. Ng, Hassan, Nor and Malik (2017): In the study," Relationship between Smart - Phone use and Academic Performance: A Case study of students in a Malaysian Tertiary Institute" was revealed that more students utilized their Smar-Phone for University learning Activities, they have better access to educational application and they feel comfortable while learning.

R. Foztik (2017): in the study "The use of Mobile Devices in Education" has reported that mobile devices enhance teaching but also brings the new difficulties and problems.

B. W.O. Bannon, S, waters, and J. Luke (2017): In the study, "Teachers and students Poised to use Mobile-Phones in the classroom", supported the use of M-Phone in the Cless room where as some voiced uncertainties in this context.

Ribeiro, Nunes and Amorin (2017) conducted the study, "The use of Cell- Phone in school: Hybridization of knowledge and teaching practices". In the outcome of the research. The viability of using Cell-Phone in the school materialised through the productions and interventions of the teachers and the achievement of the proposed objectives allowed the understanding that teaching and learning can be made hybrids and occur on network, anywhere, any time.

Farrah and Dawood (2018): In the study." Using Mobile -Phone Applications. in Teaching and Learning Process", observed that there appears easeness of accessibility and flexibility in teaching process, a noteworthy effect on students' academic performance. Further, the instructors should be pursued to use the mobile application in their teaching process and in availing the benefits.

T. Alokurt and B. Yilmaz (2020): In the study "Teachers' views on the use of Mobile – Phones in schools" reported that Mobile-Phone has become an indispensable tool for teachers in both to access information and in communicating in their personal and professional lives. In this regard, proper education and guidance activities be carried out for the learners in most of the schools.

C.N. Okafor (2019): In his Ph.D. Degree research-study, "The influence of the use of mobile devices in the classroom by the undergraduate students at a University in Nigeria", it was observed that majority of the participants have accepted in the use of internet, in the doing collaboration with other students and in concentrating better on their studies. It also supported the academic performance and engagement.

M. Mohammadi, M.S. Sarvestani, S. Nouroozi (2020): In the study, "Mobile-Phone use in Education and learning by Faculty member of Technical-Engineering groups: Concurrent Mixed Methods Design", indicated that Ease of use, usefulness, self-efficacy make rise to above the average level by using Mobile-Phone in their class teaching.

M. Cotin, S. Eastman, M. Merril and Alex Rocky (2021): In the study " Leveraging Mobile - Technology to Achieve Teaching Goals" reported that it helped them to achieve their teaching goals such as increasing of student's engagement, allowing students to learn specific skills, enabling the creation and use of analytics in class and in boosting instructor efficiency.

M. Palmer (2023): In the study, "Mobile-Phones in the classroom can support teaching and learning," observed that M- Phone technology can overcome everyday teaching challenges such as time, learning resources, inadequate teaching space and large class size by reducing reliance on face- to- face learning activities and positive impact on student engagement.

Aditi et al (2023): In the study "Effectiveness of Mobile- Phone as learning Aid among senior High School students" found that M-Phone usage by students is beneficial and have a good impact on students learning as a learning Aid.

Thus, it appears that above research studies were carried out on various aspects of teaching and learning. But in none of the above studies the teachers' perception towards the Effectiveness of Mobile- Phone use on their class-teaching and in the monitoring of students' learning was conducted, So the present research- study was being conducted on the male and female teachers.

Statement of the Problem-

"A Study of teachers' perception towards the Effectiveness of Mobile-Phone use in class -teaching and in monitoring of students' learning with reference to time span of Teaching Experience and gender."

Objectives of the study -

(1) To study the perception of teachers towards the use of Mobile-Phone in class-teaching and monitoring of students learning.
(2) To compare the teachers' perception towards the use of Mobile- Phone in class-teaching and monitoring of students' learning with respect to span of teaching experience.
(3) To compare the male and female teachers in the above context.

Hypotheses-

(1) The teacher's perception towards the use of Mobile-Phone in class - teaching and monitoring of students' learning remains same with respect to span of years of experience.

(2) The male and female teachers' perception remains same with respect to span of years of experience towards the use of Mobile- Phone in class -teaching and monitoring of students leaning.

Delimitation of the study

The study was conducted on the teachers working in the Government Intermediate Colleges in the town and its nearby urban area location of Uttarkashi District in Uttarakhand State of India in the year 2023-24.

Methodology

The present study deals with to assess the perception of teachers towards

the use of Mobile - Phone in their class - teaching and in monitoring of students' learning with respect to span of teaching experience years prevailing among them. So, the Normative Survey Research Method was adopted under the Descriptive Research.

Population and Sample

The Regular teachers working in the Government Intermediate Colleges situated in the town and its nearby location of Uttarkashi District in Uttarakhand State of India were constituted as the Population of the present study. A sample of teachers was selected Randomly as described under from the 05 (five) Government Intermediate Colleges: -

Span of Teaching	0 -5	5-10	10-15	15-20t	Total
Experience years					
Male	15	16	5	37	73
Female	10	6	3	8	27

Total = 100

Data Collection Research Tool

A self-developed questionnaire was used with three response option: Utmost, Agrees, Agree, and Disagree in 3, 2, and 1 scores allotted for positive items and in reverse 1, 2, and 3 scores for the negative items. The questionnaire included the items in the Perception of teachers towards the use of Mobile- Phone in

(A) Class-teaching: making contact with learners, directing them to prepare for class-teaching, The introduction of subject-topic, directing them not to prepare for class-teaching, Transacting the subject – content, In the form of Teaching-Aid, In Tabularizing of needed content, Asking questions before the class – students, Ensuring normal distribution of questions among the class – students, Receiving answers from the students, Proper management of the class – hour (Period), Motivating students in the use of e – books or e – library.

(B) In monitoring students' learning-

Giving requisite instructions to learners, observing students' attention in learning in class, guiding them for notes preparation, Receiving proper answers in terms of content and language, not guiding them for notes preparation, giving them class- assignments and home assignments, not giving them home assignments, receiving these assignments and in checking, Communicating them about the requisite corrections in these assignments,

Administering the class-tests/examination paper, Evaluating the answer booklets/Answer sheets, communicating their performance results, not administering class test/examination Paper, counselling them

for better performance, Categorising students on their performance, receiving feed backs from students regarding of their assignment examination.

The experts' opinion was sought in the preparation of items in terms of Meaning and language of every items. So, its content validity was examined.

Procedure of Data-Collection

The researcher visited to the identified Intermediate Colleges and contacted the principal and teachers therein. Then, the questionnaire was given to teachers for responding and the responded sheets were collected back. This procedure was followed in all the Five colleges. These respond-sheets were scored down and the scores were added of section 'A' and section 'B'. for every teacher.

Data Analysis and Interpretation-

The teacher's obtained scores were categorised into the span-years of experience and their mean values were calculated. These are presented as below -

Span of Teaching	0 -5	5-10	10-15	15-20t	Total
Experience years					
Male	33.07	35.5	36.4	36.5	141.47
(Values No. of Teachers)	15	16	5	37	73
Female	32.5	35.3	35.6	38.0	141.40
(Values No. of Teachers)	10	6	3	8	27

From the above table it appears that

* The perception of Male as well as Female teachers towards the use of Mobile – Phone in class teaching and in the monitoring of students'

learning increases in terms of mean-values along with their increase in teaching Experience.

* The perception of Male Teachers has been found to be better than the Female Teachers up to 15 years of teaching experience, towards the use of Mobile - Phone in class-teaching and in the monitoring of students' learning.

* Further, it is surprising that the female teachers' perception on the above issue increases than to the male teachers.

As with the experience of Mobile-Phone use by the teachers in teaching -learning process, they become more skilled and efficient.

They by interaction with other teachers in the school and in the Seminars/Conferences they gain more experience in the multiple use of Mobile-Phone in their profession. These kinds of experiences increase with the span of their teaching experience. They become more mature and expertise in this context.

But after 15 years of teaching experience the female teachers are found to have better perception than to the male teachers towards the use of Mobile- Phone in the class-teaching and in the monitoring of students' learning. This might be due to the reason that the females spare more time in their family in helping their children in performing home assignment and in other activities of their learning. So, their more interest and efficiencies in using Mobile-Phones, in comparison to male persons in the family. This is very much true in cases of female teachers. That is why, female teachers' perception has been observed to be in more degree than to those female teachers possessing teaching experience more than of 15+ years, towards use of Mobile-Phone in class-teaching and in the monitoring of students' learning. Thus, on the basis of above findings it can be deduced in case of testing the hypotheses that —

(1) The perception of the male as well as the female teachers towards the use of Mobile - Phone in class-teaching and in monitoring of student' learning have been found to be varied (Increase) in terms of mean – values. So, the hypothesis no.1 could not be accepted rather stands to be rejected.

(2) The female teachers' perception. towards the use of Mobile - Phones in class-teaching and in monitoring of students' learning, was observed to be increasing up to 15 years of teaching experience but after 15+ years of

teaching it is decreasing than to those female teachers having 15+ years of teaching experience.

This leads to reject the hypothesis no. 2.

Hence, following conclusions can be drawn-

(1) The span of teaching experience contributes in increasing the male as well as the female teachers' perception towards the use of Mobile - Phone in class -teaching and in monitoring of students' learning.

(2) Up to 15 years of teaching experience the male teachers have better perception than to the female teachers towards the use of Mobile - Phone in class - teaching and in monitoring of students' learning.

(3) But, among the teachers with more than 15+ years of teaching experience, the female teachers become better than to those male teachers on their perception towards the use Mobile - Phone in class - teaching and in the monitoring of students' learning.

Hence, the span of teaching Experience put a positive role in increasing their level of perception towards the use of Mobile-Phone in their class -teaching and in the monitoring of students' learning.

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