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## Attitude of physical education students towards mobile learning: Effect of pandemic

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### Abstract

The COVID-19 pandemic has had an impact on educational systems all around the world. Goal has proposed online education via several platforms. The current study was carried out with the goal of assessing medical students' perceptions of online learning in India during the COVID -19 lockdown periods. The purpose of this study was to find out the Attitude of Physical Education Students towards Mobile Learning. In this study 150 subjects were taken in which 75 male as well as female subjects were selected from rural areas of Amravati District, and 75 male as well as female subjects were taken from urban areas of Amravati District. The subjects were selected through simple random sampling method. After collection of data, the mean value, the standard deviation and critical ratio as an appropriate statistical technique were applied to realize the objective of the study. The mean value depicted shown that mean value of urban areas Physical Education students is higher than that of rural areas Physical Education students. It was found that the urban areas Physical Education students are more inclined than rural areas Physical Education students towards Mobile Learning.

**Keywords:** COVID-19, mobile learning, attitude, physical education

### Introduction

It is not only emotions of the effective determinants of the personality patterns, but it also helps to control the growth of children development. The worldwide COVID-19 pandemic has seen an extraordinary impact on human behaviour and well-being. Demographic characteristics and personality features have been demonstrated to independently impact whether people use adaptive or maladaptive coping strategies. The current worldwide pandemic produced by COVID-19 has had a massive impact on the general public's emotional stability. Given the increase in the number of incidents, humanity is confronted with a plethora of psychological issues, ranging from those connected to taking measures and preserving safety to those caused by separation and mourning. Because of the unexpected closure of schools, the official was obliged to propose immediate distance learning to guarantee that children were not idle during the illness pandemic. As a result, for the time being, the old technique (face-to-face teaching) has been supplanted by E-learning. In comparison, affluent nations to developing countries found that developing countries confront challenges such as poor internet access, inadequate knowledge of ICT (Information and communications technology) usage, and a lack of content growth.

Today's students have grown up with enormous access to digital technology developed during the last decades of the 20th century. Educators are trying their best to provide every possible key to learn better. The key to success is the ability of educators to design and develop pedagogically sound opportunities and environments that enhances learning. M-learning is the acquisition of any knowledge and skills using mobile technology. It is defined as the ability to access and manipulate data and communicate by using a mobile. It is also referred to as wireless learning. It enhances mobility of the learner, interaction with portable technology, learning in a mobile society, access to information so that people can update their knowledge continuously to satisfy the demands as also to improve cultural experiences of life. As Mark Prensky (2001) [7] maintains that today's students are no longer the people the current educational systems have been designed to teach.

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Today's students have enormous access to digital technology and display characteristics such as digital fluency and familiarity with new technologies never before imagined, they are digital natives. They are the speakers of the digital language of computers, mobile telephones, the Internet and other associated technologies, they are Generation C. Generation C typically produce and share digital content, such as blogs, digital images, digital audio or video files and SMS messages.

### Hypotheses

There is significant difference between rural and urban areas Physical Education students towards Mobile learning.

### Methodology

**Source of data:** The Subjects were selected from the Rural and Urban areas of Amravati district.

### Selection of subjects

75 male as well as female Physical Education Students were selected from rural areas of Amravati District, and 75 male as well as female Physical Education Students were taken from urban areas of Amravati District.

**Sampling Method:** The subjects were selected through simple random sampling method.

### Criterion Measures

Following are the criterion measures which were responsible for collection of data, to testing the hypothesis.

### Present Attitude Scale

There were forty three (43) items on the attitude scale. Each item was accompanied with 'Strongly Agree'(SA), 'Agree'(A), 'Indifferent'(I), 'Disagree'(D) and 'Strongly Disagree'(SD) categories. The problem before researcher was to study the attitude of graduate students towards teaching through mobile learning. The researcher felt that the study should be based on impartial attitude of students. The importance of attitude scale was obvious and it should effectively prove its usefulness to the researcher's study. To measure attitude towards mobile learning the researcher followed Likert method which is more pragmatic in nature so far as administrative, economic and time facilities are concerned. Thus in the investigation for measuring the attitudes, Likert method was used. Following scheme has been used for the scoring of responses:

|                         | SA | A | I | D | SD |
|-------------------------|----|---|---|---|----|
| Favourable statements   | 5  | 4 | 3 | 2 | 1  |
| Unfavourable statements | 1  | 2 | 3 | 4 | 5  |

The higher the score on the attitude scale, the more favourable is the attitude of students towards mobile learning.

### Collection of data

For the collection of data, the subjects are given full administration of the tests which is used for the collection of data in the study.

### Analysis and interpretation of data

This chapter consists of information of statistical technique that was used after the classification and tabulation of the data. For the present study entitled as "Attitude of Physical Education Students towards Mobile Learning".

### Statistical Technique Employed

The mean value "Eq. (1)" and the standard deviation "Eq. (2)" for the scores of all the subjects were calculated with the help of following formula:

$$M = A.M + \frac{\sum fx^1}{N} \times I \quad (1)$$

$$S. D. = i \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx^1}{N}\right)^2} \quad (2)$$

Here, A.M stands for Assumed Mean, F for frequency, X for coded value, I for Interval, N for Total number of cases,  $\sum fx^2$  for Sum of the product of frequencies and squared deviations and  $\sum fx^1$  for sum of the product of frequencies and deviations keeping in view the algebraic signs.

In the study, critical ratio "Eq. (3)" as an appropriate statistical technique applied to realize the objective of the study. Formula used is given below:

$$C.R = \frac{|M_1 - M_2|}{SEDM} \quad (3)$$

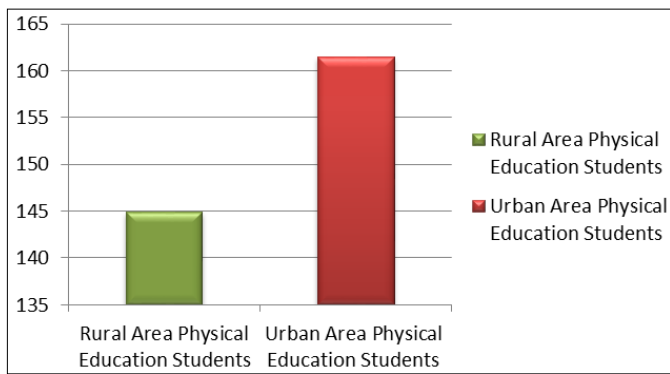
Here,  $M_1 - M_2$  Stands for difference between two means and SEDM stands for Standard error of differences between Means.

### Result and Findings

The data collected was carefully edited, scientifically analysed, systematically classified, tabulated and interpreted. The mean attitude score of urban and rural students calculated is presented in table 1. The critical ratio value calculated is also presented in table.

**Table 1:** Showing Mean Difference between Physical Education Students from Rural And Urban Area of Amravati District Towards Mobile Learning.

| Variance                               | M      | SD    | DM   | CR   | Level of significance |
|--|--------|-------|------|------|-----------------------|
| Rural Area Physical Education Students | 144.93 | 13.7  | 6.45 | 4.25 | Significant           |
| Urban Area Physical Education Students | 161.5  | 12.21 |      |      |                       |



**Fig 1:** Showing Mean Difference between Physical Education Students from Rural And Urban Area of Amravati District Towards Mobile Learning.

Result reveals the mean attitude scores of urban students (161.5) and rural students (144.93). The critical ratio value (4.25) is found to be significant at .01 level of confidence. The mean value depicted show that urban students mean value is higher than rural students. It means that the attitude of urbanarea Physical Education Students towards Mobile learning in Amravati District is more favourable than the rural area Physical Education Students. It is found that the urban area Physical Education Students are more inclined than rural area Physical Education Students towards Mobile learning.

### Conclusion

It means that there is a significant difference in the attitude of physical education students belonging to the rural and urban area of Amravati district. Therefore the formed hypothesis that 'There is significant difference between rural and urban area physical education students towards Mobile learning' is accepted. The urban students seemed to be favouring the concept of learning through Mobile Applications. Mobile technologies have provided unique opportunities for educators to deliver educational materials efficiently, and to support the cognitive and social process of student learning.

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