



Correlation Between Student Teachers' Use Of Smart Phone Skills And Effective Teaching In Faculty Of Education, University Of Calabar, Nigeria.

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ABSTRACT

The paper investigated the correlation between student teachers use of smart phone skills and effective classroom teaching: A case study of student teachers of faculty of education university of Calabar, Calabar. The study consisted of one hundred and fifty student teachers that were randomly selected using the accidental sampling method. Instrument for data collection was a 15 item student teachers' smart phone skills and effective class room teaching questionnaire. The Ex-post Facto research design was adopted for the study, Pearson Product Moment Correlation Analysis was the statistical tool used to test the hypothesis formulated for the study. The result of the analysis revealed that, there is a significant relationship between smart phone use skills and effective classroom teaching. Based on the results, the following recommendations were made. The use of smart phones should be properly introduced into pre-service teacher education. For teaching and learning to meet the 21st century demands, there is need for change in our classroom instruction base. Since collaboration, communication, critical thinking and creativity are the 21st century demands, the use of smart boards, projectors and other educational technology gadgets should be adequately provided for in classrooms to help enhance effective and efficient teaching.

Keywords: Student Teachers, Smart Phone Skills, Classroom Teaching Skills

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1. INTRODUCTION

Classroom instruction has always been where the teacher feeds the learners with information from the textbooks. Presently, there is a great shift from what was in the educational space, from the analogue style of teaching where most teaching was done by the use of chalkboard, passing classroom instruction across to the learners just by standing in front of the pupils and referring them to textbooks. The text book used are almost not available even when available do not have rich content as expected to help fulfill the objectives of learning. There is a great shift from the era of text books to a digital age where smart phones, access to internet connectivity and mobile technology is apt.

Information and communication technology advancement in the 21st century has evolved it has helped in giving spontaneous information, brought about collaboration, help solve problems, increased greater communication skills and enhance researches into rich digital content. Educational method must be dynamic and continuously adapt to ever changing social environment. Technology plays many roles according to David (2010) technology is a tool to engage students to ensure access to knowledge, to support content and skill acquisition. The fact that virtually all segments of the society have change dramatically by information technologies and will continue to change in the future cannot be ignored. Schools must be part of these changes and research should proceed with the assumption that technology will continue to be a growing element within the schools,(Fouts, 2000).

It is an era of digital natives and digital migrants, the 21st century students are digital natives. They are born into a century with different demands in learning. The requirement of this 21st century is quite different from previous times. It is a century of collaboration, communication, critical thinking, creativity, a century where teachers and students needs a higher level of interaction. Teaching made easy learning made easy.



A century where problem solving and making spontaneous decisions are sacrosanct. For the students to be prepared for the demands and challenges of the 21st century teachers need to adapt to these new innovations that are sweeping across the world. Strathan and Torell (1996) stated that for teaching and learning to meet the demands of the 21st century, there is need for change that "Learning environments must become more authentic by giving students the opportunities to use higher order thinking and solving skills connected to real world applications". Fouts (2000) emphasized that a rich technological environment can increase self esteem and enthusiasm for learning. The use of smart phones and other technological gadget in a classroom setting increases interaction within the learning space and brings about more cooperative learning.

Dahisfirm Walker and Dziuban (2013) carried out a research from 2010 to 2013 on smart phones ownership by undergraduate and the authors discovered that 48.8% to 76% of undergraduate students in the universities in California have or owned smart phones and that they agreed that it has helped developed their educational content. Students have always been comfortable using digital technology, but in recent years, there is a shift in not only communicating but also increase in networking. Technology use amongst student has been an integral part of student lives and as well as how they relate with their education and environment. Internet devices such as smart phones helps today's student to connect and access information instantly, research about their subject or courses, network among friends to get or share information, expands their knowledge base about any topic, collaborate easily within school and outside school environment with friends, meet and starts relationship via social media.

Kaid and Kuh (2005) found out that the use of smart phones had positive effects on student engagement. It helps then engage positively like accessing the internet for informational social networking, gaming chatting and researching for education content. Kurd and Wolf-Wendell (2009) carried out an empirical research to understand the relationship between first-year residential students' use of online social networks and found that it helps student integrate socially. The study consisted of 354 first year student at a mid-western rural, public, regime higher education institution. The study was done in three parts. First to check students' perceptions of their involvement in and importance in the college experience, secondly the study investigated the students' level of social integration and thirdly how the use of smart phones devices affects their behaviour. The authors found out that students' use of online, social networks was not significantly related to integration with peers. The authors further stated, that online social networks may be substituting for in-person interactions. That is constant online networking may lead to shutting down of interpersonal relationship.

Drury, (2012)The benefit of the use of smartphone as stated by students is the personalization and the freedom for students to access resources. It helps the lower ability children to interact more freely and use tools to learn. It also encourages student voices and increases engagement. Twum (2017), stated that smart phones can help improve student understanding of abstract concept and further suggested that since most student in higher institution of learning already owned smart phones, the device should be looked at as a tool for learning. Saeed, Yang and Sinnappan's (2009) study adopted an experimental and action research approach to examine the learning styles and preferences of the present generation for the inco-operation of emerging web technologies to be used effectively in the classroom. The action research approach was a collaborative activity of finding way to improve teaching and increase student achievement using 204 pupils in web programming courses and the survey revealed that student were ready to experience new technologies in learning routine and wanted to use multiple communication devices in the emerging web environment.

Also, Gan and Balakrishnan (2014) supported the view of (Saeed Yang and Sinnappan) in an empirical study on the adoption of wireless electronic technology in the classroom. The study consisted of 50 students' and the quality of communication with students from an educators perspective was the focus of the study. It was observed that majority of the participants felt that wireless electronic, technology would bring about an increase of interaction using electronic devices as an interaction tool.

Classroom teaching can be greatly enhanced by the use of technology Teachers can adopt the use of smart phones in classroom instruction to bring about rich educational content. These technological tools help them assess current information quickly and help impart knowledge and change behaviour. Student teachers are future teacher or pre-service teachers most of them are digital natives. As they undergo the teachers training and later qualified to be professional teachers, transferring the smart phones skills that they have acquired to classroom instruction will bring about effective classroom teaching. It will reduce the burden of searching for information in textbooks that are almost not available. The use of smart phone can bring about greater collaboration and networking between teachers and students.



1.1 Purpose of the study

The main purpose of this study is to investigate the relationship between student teachers use of smartphone skills and effective classroom teaching.

1.2 Research Question

How do student teachers use of smartphone skills relate to effective classroom teaching?

1.3 Hypothesis

There is no significant relationship between smart phone use skills and effective classroom teaching

2. METHODOLOGY

The study utilized Ex-post Facto research design and accidental sampling technique was adopted for the study. The population of the study consisted of 500 student teachers of Faculty of Education, University of Calabar. A total of 150 student teachers make the sample who responded to the research instrument. Data collecting instrument was 15 item student teacher use of smart phone use skills and effective classroom teaching questionnaire (STSPSECTQ). The research instrument was divided into three sections. Section A sought for personal and demographic data of the respondents. Section B sought for data on the use of smart phone use skills for learning and it utilized the options (R) Regularly (O) often (S) Seldom (N) Never Section C sought for data on the use of smart phone on effective classroom teaching and it utilized the options (SA) strongly agreed (A) Agreed (D) Disagree (SD) strongly disagree. Both section B and C utilized a four point Likert scale. The research instrument used in this study was given to two lecturers in test and measurement for face validity.

3. RESULTS

Hypothesis one

There is no significant relationship between smartphone use skills and effective classroom teaching. The independent variable in this hypothesis is smartphone use skills while the dependent variable is effective classroom teaching. Pearson Product Moment Correlation Statistical Tool was used for data analysis through the Statistical Package for Social Science (SPSS). The result of this analysis is presented in Table 1

TABLE 1: Pearson Product Moment Correlation Analysis of the relationship between smartphone use skills and effective classroom teaching among student-teachers in Faculty of Education, University of Calabar, Calabar (N = 150)

Variables	\bar{x}	SD	Cal-r
Smartphone use skills	16.9800	3.11194	.385*
Effective classroom teaching	21.8267	2.58998	

*Significant at 0.05; df = 148; Critical r = 0.159

The result of analysis presented in Table 1 showed that the calculated r-value of 0.385 was higher than the critical r-value of 0.159 at 0.05 level of significance with 148 degree of freedom. This implied that the null hypothesis was rejected. Therefore, there is a significant relationship between smartphone use skills and effective classroom teaching among student-teachers in Faculty of Education, University of Calabar, Calabar.

4. DISCUSSION OF FINDINGS

The result obtained from analysis of the hypothesis formulated for the study indicated that the null hypothesis was rejected. The implication of this finding is that there is a significant relationship between smartphone use skills and effective classroom teaching in the study area. This finding agrees with the work of Twum (2017) who reported that the use of smartphones and other devices has increased students' access to relevant information that keeps them abreast with recent inventions and innovations. This accessibility to information through smartphones has exposed several students to useful information that makes the teaching-learning process effective. This underline the importance of using smartphones effectively in searching, retrieving and storing information. This has helped to complement classroom learning activities. The finding of this study also supported the finding of Dahistrum, Walker and Dzuiban (2013) who stated that the use of digital technology and potable internet devices is very common today.



Today's students have grown up using cell phones and computers to access the internet from early on in their lives. Internet devices such as smart phones help today's students to connect and access information instantly about their subject or course, networking among friends to get or share information, expand their knowledge base about any topic, collaborate easily within and outside the school environment with friends, meet and start relationship via social media.

5. CONCLUSION/ RECOMMENDATIONS

Based on the results, the following recommendations were made. The use of smart phones should be properly introduced into pre-services teacher education. For teaching and learning to meet the 21st century demands, there is need for change in our classroom instruction base. Since collaboration, communication, critical thinking and creativity is the 21st century demand, the use of smart boards, projectors and other educational technology gadgets should be adequately provided for in our classrooms to help enhance effective and efficient teaching.

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