



Research Article

The Impact of Smartphone Technology on Quality Teaching in Public Educational Institutes at Secondary Level of Faisalabad

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Abstract

This study was conducted to assess the impacts of smartphone technology on quality teaching in public educational institutes at Secondary Level of Faisalabad. The population consisted of 300 teachers from 10 schools out of 39 secondary schools which were selected at random. The sample size of this study was 119 teachers drawn through an online sampling calculator www.surveysystem.com with confidence interval 7 and confidence level 95% by SPSS. Findings show that a huge majority (70.6%) of the respondents were between the age of 36-40 years and only fraction (8.4%) of the teachers had 1-5 years of experience while 2.5% of them have 3 family members. Among guidelines, it is helpful in creating collaboration for subjects was rated as the 3th as perceived by the respondents with Mean Value of 4.55 and its weighted score was 541. Assist and support for implementing daily program was rated as the 5th with Mean Value of 4.40 and its weighted score was 524. It is concluded from the findings of the study that Smartphone might be one way to lock in and motivate student learning. Apart from that, smartphones could also change the way people communicate with these advanced inventions.

Keywords: Smartphone; educational system; Population; Communicate; Covid 19; Hybrid teaching.

Introduction

A smartphone is a progressed portable phone gadget that is planned to solve everyday availability issues. Smartphones give so many features and permit more than make phone calls and send text messages. Smartphones have become a gadget exceedingly in request due to their control to perform fundamental and progressed computer functions. Any issue can be solved through one-touch these days. That's why in modern life fashion, individuals can't live without it, and they have become the need in life. The utilize of smartphones gives high-quality performance and fast get to data and entertainment, such as portable sound and video calls, portable teleconferencing, sending and getting emails, and simply access to the web for different kinds of people, including understudies. One more utilization of it is excitement & social media. It is a source of all kinds of social networks and fun. Because of this, individuals especially students get dependent on it, which in turn impact their thinks about, ethical values and mental & physical health (Raza et al., 2020).



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Education is a concept and perspective that has been unique and respected since the earliest days in human history and efforts to improve the quality of education are widely known (Kumar, 2011). Educational works out that join smartphone utilization are getting to of course substance, persuading sharing and conversation sessions between teaches and understudies, recouping information for students' exhibitions. In this way, the smartphone utilizes may lead to an imperative effect in overhauling students' execution as this contraption might boost instructing and learning association (Cochrane, 2010). Education is the socially organized and controlled planning of determined transference of socially vital association from the past times to the following. The most way to get an education is to require a course of preparing within the framework of educational institutions (Naziev, 2017). Learning is nearly modified. The change brought roughly by making present-day expertise, understanding a coherent law, changing a state of intellect. The change isn't only coincidental or typical inside the way that our appearance changes as we get more prepared. Learning could be a moderately changeless modification, more regularly than not brought around aims (Sequeira, 2012).

Educational sector is considered as a vital supply of knowledge where more than two million teachers are providing education in Pakistan. It is the obligation of the kingdom and society to secure the contraption of educational training. Keep in considerations, it is requirement of the hour to create efforts for its improvement. In our society, the covid-19 shown the negative impact in every field of life but the education system in survival and gone done. Due to the pandemic, the study aims to convert toward the blended or hybrid system of education. Due to this hybrid system of education, it needs a smartphone to transmit the education in private and public schools. This study also focuses on the application which has access to students thus the education and teaching-learning process is continued effectively. The educational institutes should be provided the facilities to their teachers as well as their students of information technology. The government can also participate in this matter and make ensure to assess of information technology and cheap internet facility. Smartphone also provide an easy way to facilitate and inspire the student learning and creativity well increasing motivation. The goal is to give students ways to use this beloved technology to learn collaborate share and create in meaningful ways. Smartphone technology, when coordinates into the educational programs, revolutionizes the learning process. Increasingly studies appear that smartphone technology combination within the curriculum makes strides students' learning processes and results. Teachers who recognize computers as problem-solving instruments change the way they teach. This study will examine the impact of smartphone technology on teachers regarding to the quality teaching of public and private educational sector at secondary level. The objectives of the study include:

- To identify the demographic characteristics of respondents.
- To explore the perceptions of teachers to use smartphone technology as a learning device.
- To identify the needs of smartphone technology using during class.
- To identify the positive and negative impact of smartphone technology in quality teaching.
- To suggest recommendations for improving the impact of smartphone technology in quality teaching in the pandemic.

Materials and Methods

This study includes the data from male and female secondary schools in city Faisalabad. This population of this study was 300 teachers of secondary level in 10 schools in city Faisalabad. Data were collected from respondents without any baseness. A list of total number of teachers of secondary schools was collect from principal's office of 10 public

schools of Tehsil Faisalabad. The target population of this study was comprised of all the teachers of 39 schools of secondary schools of this area. 10 schools out of 39 secondary schools are selected through the random sampling technique. The total strength of teachers in 10 schools is 300. The sample size of this study is 119 teachers who have been drawn through an online sampling calculator www.surveysystem.com with confidence interval 7 and confidence level 95%. Researcher conducted one research instruments. The instrument was questionnaire. Questionnaire was prepared for a teacher because they were easily understanding. After the data collection, for data analysis following statistical techniques were used to find out the result of collected data by using the Statistical Package for Social Sciences. Descriptive statistic such as frequency, percentage, mean, standard deviation, weighted score and rank order were used.

Results and Discussion

Table 1. Distribution of respondents according to their age

Age (years)	Frequency	Percentage
25-30	3	2.5
31-35	32	26.9
36-40	84	70.6

Table 1 reflected that huge majority (70.6%) of the respondents were between the age of 36-40 years. Furthermore, teachers having age group of 31-35% was 26.9% while 2.5% of them belonged to age group of 25-30 years respectively.

Table 2. Distribution of respondents according to their subject experience.

Subject Experience	Frequency	Percentage
English	15	12.6
Urdu	19	16.0
Math	21	17.6
Science	33	27.7
Arts	31	26.1

In the Table 2 data were added regarding experience of the teachers in the relevant subject whereas one-fourth (27.7%) of the respondents' experience of science while 26.1 % of them have experience of arts subject. Only few 12.6% of them belonged to English subject.

Table 3 Distribution of respondents according to their residence.

Residence	Frequency	Percentage
Urban	117	98.3
Rural	2	1.7

Data regarding respondent's residence mentioned in Table 3 depict that a vast majority (98.3%) of respondents were living urban areas while 1.7% of them belonged to rural residency.

Data presented in Table 4 regarding the effectiveness of smartphone technology on the academic activities reveals that access to email by teachers were on the lead with mean values of 4.88 which highly tended towards always category and weighted score were 545 followed by helps to share all lectures materials for activities with the mean values of 4.56 towards always category. Among academic activities, skill and experience outside the classroom was rated as the 4th as perceived by the respondents with mean value of 4.47 and its weighted score was 532. Schedule of lecture activities with reminder was rated as the 5th with mean value of 4.46 and its weighted score was 531. Use as alienate of laptop was rated as the 2nd last in the list of academic activities with mean value of 4.40

and its weighted score was 524. Effectively use of zoom and google classroom for learning was rated as the least by the respondents with mean value of 4.38 fell between often and always categories but tended towards often category. Qadri et al. (2015) showed that 78 % of students utilize their time by visiting social media sites through their smartphones. Finding on the purposes of smartphone used among students shows that four highly used motive of smartphone are "messaging (98.1%), social networking (91.6%), visiting websites (89.7%) and playing games (84.1%).

Table 4. Rank order of respondents according to academic activities.

Academic Activities	W. Score	Mean	Std. Dev.	Rank Order
Access to Email	545	4.88	0.49	1
Use as alternate of laptop	545	4.58	0.49	2
Helps to share all lectures materials	543	4.56	0.49	3
Skill and experience outside the classroom	532	4.47	0.50	4
Schedule of lecture activities with reminder	531	4.46	0.50	5
Use social media platform for class activities	531	4.46	0.50	6
Quick access to information online	528	4.44	0.49	7
Use as alienate of laptop	524	4.40	0.49	8
Effectively use the zoom and google classroom for learning	521	4.38	0.50	9

Conclusion and Recommendations

In conclusion, vast majority of respondents reside in urban areas, highlighting the urban-centric nature of the study's participants. Moving on to the effectiveness of smartphone technology in academic activities, the findings reveal that teachers' access to email is the most prominent aspect. This is closely followed by the seamless sharing of lecture materials. Respondents also recognize the value of developing skills and experiences beyond the classroom, albeit to a slightly lesser extent. However, it is noteworthy that using smartphones as alternatives to laptops ranks lower in perceived effectiveness. Lastly, the utilization of platforms like Zoom and Google Classroom for learning is rated the lowest, though still falling within the "often" category. These findings shed light on the prevalent patterns of smartphone use in academic settings, showcasing the prominence of communication and content sharing, but also indicating room for improvement in harnessing the full potential of these devices for educational purposes. It is crucial to consider these findings when devising strategies for integrating smartphone technology effectively into education, recognizing the multifaceted role these devices play in students' development.

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