



Postgraduate Students Perceptions on Mobile Learning

Dhanalakshmi C¹, Latha L H²

¹ Department of English, Government CPC Polytechnic Mysore, Karnataka, India.

² Department of English, Government Polytechnic Tumkur, Karnataka, India.

Abstract

In this study, the title of the research project is "Attitude of Postgraduate Students Towards Mobile Learning of Class VI Students." The aims of the research are to investigate the progress that postgraduate students have made toward mobile learning. There are a total of one hundred (100) postgraduate students who are included in the study's sample. Of them, fifty (50) males and fifty (50) females are postgraduate students who are interested in mobile learning. The questionnaires that were used to gather data were self-made. The attitudes of male and female postgraduate students toward mobile learning are not significantly different. Additionally, the research demonstrates that compared to the male group of students, the female group has a somewhat more favorable attitude toward mobile learning. Additionally, the research shows that students from urban areas benefit more from mobile learning than students from rural areas.

Key words: Postgraduate, Student, Mobile Learning, Attitude.

1. INTRODUCTION

Smartphones are become a commonplace item in everyone's life. People all across the globe have embraced this innovative and fascinating technology as one of the most crucial tools they need for daily living. Numerous smartphone apps are available for use in a wider range of contexts. In 1973, Motorola's Jone F. Mitchell and Martin Cooper showed the first handled mobile phone with a device that weighed around two kilos. The Dyna 8000x was the first mobile phone to be sold commercially in 1983. Smartphones are unquestionably a new technology that has the power to transform people's lives. Digital cameras, watches, video recorders, and many more devices are being replaced by smartphones. A smartphone is similar to a little computer that fits in your pocket. Teachers, students, and parents may access digital information in a highly customized way via smartphones and tablets. Students who own connected mobile devices may significantly enhance their educational experience. Smartphones are now used for more than just making phone calls thanks to the development of Internet technology and apps. They may be used for email, chat, sharing documents and photographs, reading news, surfing the web, and online purchasing and selling. Social media use has surged in tandem with the sharp rise in smartphone users. Mobile learning is the process of achieving flexibility and engagement via the use of handheld, tiny, and portable wireless devices, including smartphones, PDAs, mobile phones, personal computers, and small tablet PCs (Crompton, H. 2013). Mobile learning offers a sensible solution to some persistent problems in education. Learning that can capitalize on the strength, speed, and pervasiveness of digital capacity has been made possible by the emergence of new technology and tools. A tailored, changed, and expedited learning experience that puts the student in control is what digital learning entails. With the use of wireless technology, mobile learning (m-learning) settings provide a variety of innovative and captivating learning possibilities. Everyday life is dominated by mobile devices, such as smartphones and tablets, which may have an effect on education. These days, m-learning is a growing trend in education

and a new, essential platform for higher education settings. Students are becoming more conscious of the need to utilize this technology in their learning process. If institutions can successfully use structured, integrated approaches for the implementation of this new technology, mobile technology offers a multitude of features and benefits that allow it to completely disrupt the educational system, engaging students in new ways and making educational experiences more meaningful. Smartphones provide a significant chance to deliver innovative and captivating learning opportunities. For the simple reason that material may be accessed whenever and wherever needed, m-learning is now the most convenient kind of online educational platform. In addition to receiving and making phone calls, today's technologically advanced mobile devices may store data, take photographs, and even function as walkie talkies, to mention a few of the features that are available. Since mobile devices are far less costly than PCs and laptops, they provide a wealth of potential at a comparatively low cost. It will assist to raise literacy levels and provide ongoing, contextualized learning support. Young people benefit much from mobile devices, which provide them with study materials, fresh updates, and pleasure. Many students use their mobile phones for study purposes, which also helps them succeed. Thus, mobile has an influence on pupils' academic performance either directly or indirectly. The market for mobile apps that assist and support instructors and students is expanding daily, which has an impact on how information is shared and communication on learning perspectives is conducted. As technology advances, so does mobile technology, which has become smaller and more portable while yet having the same chip size as a standard computer. This allows us to utilize the same gadget to achieve the same results. There are several apps available on the market, such as Blackboard Mobile, that allow students to study on smaller, portable devices like smartphones, tablets, iPods, and so on. These devices perform the same tasks as a laptop or desktop computer whenever and wherever it is necessary to download or submit a document in order to meet deadlines. The researcher's goal for this study is to address the issue of postgraduate students' attitudes toward mobile learning.

2. OBJECTIVE OF THE STUDY

1. To investigate the notable disparity in attitudes regarding mobile learning between P.G. students who are males and girls.
2. To investigate how scientific and arts P.G. students' attitudes about mobile learning vary significantly.
3. To investigate the notable disparity in attitudes toward mobile learning amongst P.G. students in rural and urban areas.

3. HYPOTHESIS OF THE STUDY:

1. There is no discernible difference in the attitudes of P.G. students who are male and female about mobile learning.
2. There is no discernible difference in the attitudes of P.G. students studying science and the arts toward mobile learning.
3. There is no discernible difference between rural and urban P.G. students' attitudes on mobile learning.

4. HYPOTHESES OF THE STUDY

1. There is no discernible difference in the attitudes of P.G. students who are male and female about mobile learning.
2. There is no discernible difference in the attitudes of P.G. students studying science and the arts toward mobile learning.
3. There is no discernible difference between rural and urban P.G. students' attitudes on mobile learning.

5. SAMPLE OF THE STUDY AND TOOLS USED:

The investigation was conducted using the random sample approach. One hundred (100) postgraduate students from N.O.V. Odisha, Baripada in the Mayurbhanj District make up the study's sample; fifty of them are male and fifty are female.

In order to obtain desired data for the present study tools are used. Attitude of post graduate students towards mobile learning self made test were used.

6. ANALYSIS AND INTERPRETATION OF THE DATA

Percentage analysis of attitude of Post graduate students towards mobile learning.

Table 1

Level of attitude	N	Percentage (%)
High	60	60
Medium	25	25
Low	15	15

Table No. 4.1 indicates that 60% of students have a high level of positive attitude toward mobile learning, compared to 25% who have a medium level of attitude and 15% of the population who have a low level of positive attitude toward mobile learning.

The aforementioned evidence supports the students' positive attitude toward mobile learning.

Further the percentage analysis of Post graduate students attitude towards mobile learning is present in Figure-1.

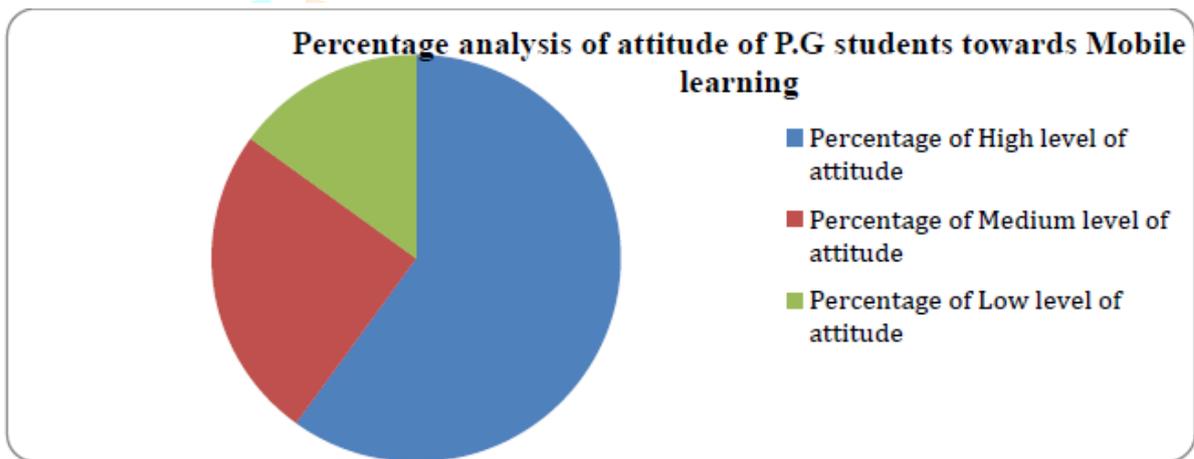


Fig-1

Table.2 Significance of Difference between Male and Female post graduate students attitude towards mobile learning

Group	N	M	SD	t-ratio	Level of Significance
Male	50	94.08	6.091	0.67	Not Significant
Female	50	95.62	4.519		

The mean scores of male and female postgraduate students' attitudes toward mobile learning are 94.08 and 95.62, with SDs of 6.091 and 4.519, respectively, according to Table No. 4.1.

The two groups mentioned above had a t-ratio of 0.67, which is not significant at any level of significance. This indicates that postgraduate students' views regarding mobile learning are not significantly different for males and females. Additionally, the research demonstrates that compared to the male group of students, the female group has a somewhat more favorable attitude toward mobile learning.

Therefore, the first hypothesis—that there are no significant differences between male and female P.G. students with regard to mobile learning—is valid.

Further the mean score of male and female post graduate students attitude towards mobile learning is present Figure-2.

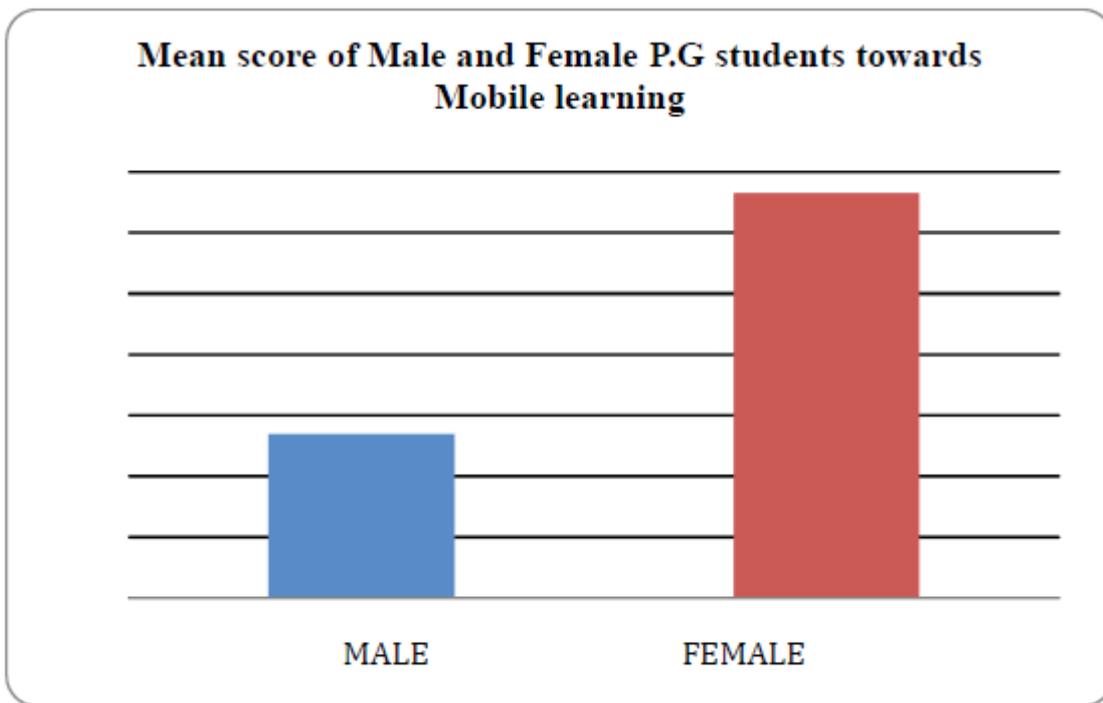


Fig-2

7. MAJOR FINDINGS OF THE STUDY

1. There is no discernible difference in the attitudes of male and female postgraduate students toward mobile learning, according to the data analysis and interpretation.
 2. Postgraduate students in the arts and sciences have similar attitudes toward mobile learning.
 3. The attitudes of postgraduate students in rural and urban areas regarding mobile learning varied significantly.
 4. In addition, the research suggests that, in comparison to the male group of students, the female group has a somewhat more favorable attitude toward mobile learning.
- Additionally, the research shows that students from urban areas benefit more from mobile learning than students from rural areas.

8. SUGGESTION:

1. The study may be undertaken in a variety of settings, including universities, governmental institutions, and private ones, and it may be drawn from a large sample population.
2. The research may be adapted from other fields for improved generality.
3. Additional factors might be added to the research.
4. To provide academics and non-academics access to comprehensive information so they can give students high-quality education, more study on tablet and smartphone use should be conducted.

9. CONCLUSION

The goal of the study was to determine how postgraduate students felt about mobile learning. The study's data demonstrates how broadly the student body has adopted mobile learning. Most postgraduate students agreed with the idea that wireless networks allow them to work freely and provide more freedom in accessing instructional materials. As information and communication technology advance, mobile learning will gain popularity. Education is advanced using mobile technologies. At the moment, mobile learning may greatly enhance the learning process and may be most helpful when used in conjunction with online learning, ICT (information and communication technology), and more conventional teaching approaches. In situations when more conventional approaches have failed, mobile learning is thought to have a significant role in encouraging disengaged young children to participate in their education. The teaching-learning scenario will be successful if we can get pupils to have a good attitude toward mobile learning. This research does, in fact, provide clear proof of students' preparedness to embrace and use m-learning in the classroom. According to the study's results, mobile technology may provide fresh opportunities for education. Students may participate in extracurricular learning activities more often as a

result of these experiences, giving them more access to learning opportunities within their community of practice. Additionally, the findings of the t-test showed statistically significant changes in students' perceptions of mobile learning. Students' constantly evolving connection with mobile devices determines how they utilize them as a learning tool. According to the study's findings, the majority of graduate students had a favorable opinion of mobile learning. It has a significant impact on both their everyday lives and their education. Most importantly The idea of mobility will undoubtedly play a bigger part in lifelong learning as our experiences as learners and with the enabling technologies grow more flexible, adaptable, collaborative, and exploratory, regardless of future advancements in pedagogy and technology.

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