



Attitude of Graduate Students Towards Mobile Learning

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Abstract: This study has been undertaken to examine the attitude of undergraduate and post graduate students towards using mobile as a learning resources. The Investigators used Quasi-Experimental research method to study the variables for which 100 (50 UG and 50 PG) students of MPC Autonomous College and Maharaja Sriram Chandra Bhanj Deo University of Baripada town in Mayurbhanj District were selected as sample by using Simple random sampling technique. For collection of data the investigators used Likert's 5-point Attitude scale for collection of data and the collected data were analyzed using Statistical Techniques like Mean, Standard Deviation and Independent t-test and tested at 0.01 and 0.05 Significance levels. The results showed that there exists no significance difference in attitude between the male and female UG and PG students of MPC Autonomous College and Maharaja Sriram Chandra Bhanj Deo University of Baripada town in Mayurbhanj District. The findings also showed that there exists a significant difference in attitude between the UG and PG students of MPC Autonomous College and Maharaja Sriram Chandra Bhanj Deo University of Baripada town in Mayurbhanj District towards mobile learning.

Key Terms – Attitude, Mobile learning, and Graduate students.

I. INTRODUCTION

Mobile Learning, often shortened as M-learning, is the concept of gaining education on various available contexts by the usage of social media interactions and online content from using portable electronic media. The advantage with this technology is that it doubles up as a convenient form of distance education and also a time managing tool, as students have the option to avail the education at a time of the day as per their liking. Mobile Learning allows educational institutions to expand their educational services beyond the boundaries of their classrooms right into the reading rooms of their learners (Sayam Deepathi, 2022). According to Quinn (2000), mobile learning is e-learning which is performed through mobile devices. McQuiggan, McQuiggan, Sabourin and Kosturko (2015) defined “mobile learning as instant and optionally accessible, anywhere and anytime learning, which helps us create our knowledge, satisfy our curiosity, collaborate with others and enrich our experiences”.

Mobile learning has become increasingly popular as individuals prefer to use mobile devices to look at electronic mail, learn lecture notes and lesson schedules, access different sources of information, or meet more diverse needs (Guzelyazici, Donmez, Kurtulus & Haciosmanoglu, 2014). The increase in the use of mobile devices, the ability to be portable, and the opportunity to learn anywhere at any time indicate that mobile devices will have a significant place and contribute a lot in education. The studies show that mobile learning touch many important points such as equality of opportunity in education, co-operation, providing interactive environments, development of critical thinking, creativity and self-regulation skills, increased motivation and always having learning everywhere and advantage in independent and individualized learning (Bozkurt, 2015; Corbeil ve Valdes-Corbeil, 2007; Hughes, 2012; Sha, Looi, Chen ve Zhang, 2012; Shih, Hwang ve Chu, 2010).

II. THEORETICAL FRAMEWORK

Meaning of Mobile learning

Mobile-learning is any kind of learning that takes place via a portable handheld electronic device. It also refers to learning via other kinds of mobile devices, such as tablet computers, net-books and digital readers (Robert Joan, 2013).

Attitude of Graduate Students

In the present study, attitude means a settled way of thinking or feeling towards mobile learning. In the present study, Graduate students refers to the students who are studying in both Under-Graduate and Post Graduate courses.

Mobile Learning and Graduate Students

“Mobile learning is an E-learning activity conducted through mobile devices and smartphones” A. Trifonova and M Ronchetti (2003). M-learning as one of the up-and-coming educational and training method seems to be fastest developing in educational market. M-learning enables students to merge their learning experiences in a shared collaborative environment (Alzaza & Yaakub, 2011).

“Mobile learning has become increasingly popular as individuals prefer to use mobile devices to look at electronic mail, learn lecture notes and lesson schedules, access different sources of information, or meet more diverse needs (Guzelyazici, Donmez, Kurtulus & Haciosmanoglu, 2014).”

III. JUSTIFICATION OF THE STUDY

In this modern era all peoples are busy with their mobile because it is device which is easily carried out for Graduate students. It plays a vital role in their study life. The students easily contact with their family members, friends and teachers. They share so many important messages which is important for the students. In the mobile so many apps which is helps to the students like (dictionary, e-mail, google, messenger, twitter etc.). The graduate students are not interested to read book thoroughly, so it helps hem study in this small device. By the use of internet uses the students easily get up-to-dated news which is related to their studies, forward important messages mobile is a handset it is the plus point for the students because they can easily carry out it everywhere.

The main purpose of this systematic study of m-learning is to understand the use and adoption of mobile technologies, characteristics of the studies, theoretical frameworks, mobile devices used as well as results in the form of challenges and teachers and students' perceptions towards integration of mobile learning within higher education institutions.

IV. OPERATIONAL DEFINITIONS OF THE TERMS USED

Attitude- In the present study, attitude means a settled way of thinking or feeling towards mobile learning.

Graduate Students- In the present study, Graduate students refers to the students who are studying in both Under-Graduate and Post Graduate courses.

Mobile Learning- Education or training conducted by means of portable computing devices such as; Smart phone/tablet, computers.

V. OBJECTIVE OF THE STUDY

1. To study the significant of difference in attitude between boys and girls graduate students towards mobile learning.
2. To study the significant of difference in attitude of under graduate and post graduate students towards mobile learning.

VI. HYPOTHESES

1. There exists no significant difference in attitude between boys' and girls' graduate students towards mobile learning.
2. There exists a significant difference in attitude between Under Graduate and Post Graduate students towards mobile learning.

VII. DELIMITATIONS OF THE STUDY

The study is delimited to the following aspects:

- 1- The study is delimited to MPC autonomous college and MSCB University Baripada only.
- 2- The study is delimited to 50 undergraduate & 50 post graduate students only.
- 3- The study is delimited to 50 male and 50 female students only.
- 4- The study is delimited to Baripada town of Mayurbhanj district only.

VIII. RESEARCH METHODOLOGY

The methodology section outlines the plan and method that how the study is conducted. This includes Universe of the study, sample of the study, Data and Sources of Data, and analytical framework. Here in the present study, the major objective is to study the attitude of undergraduate and post graduate students towards mobile learning. With this background, descriptive survey type research method is

justified and used in the completion of the research work.

7.1 Population and Sample

The population of the proposed study constituted all the Undergraduate and Post Graduate students of M.P.C. Autonomous College and Maharaja Sriram Chandra Bhanj Deo University of Baripada town Mayurbhanj District. Among them 50 UG and 50 PG Students were selected as sample using Simple Random Sampling Technique.

7.2 Data and Sources of Data

In this study, the researcher used Likert’s 5-point Attitude scale as Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree to collect data from the samples.

3.Statistical tools

In this study the investigators used Mean, SD and t-Test to find out the attitude of graduate students towards mobile learning.

IX. RESULTS AND DISCUSSION

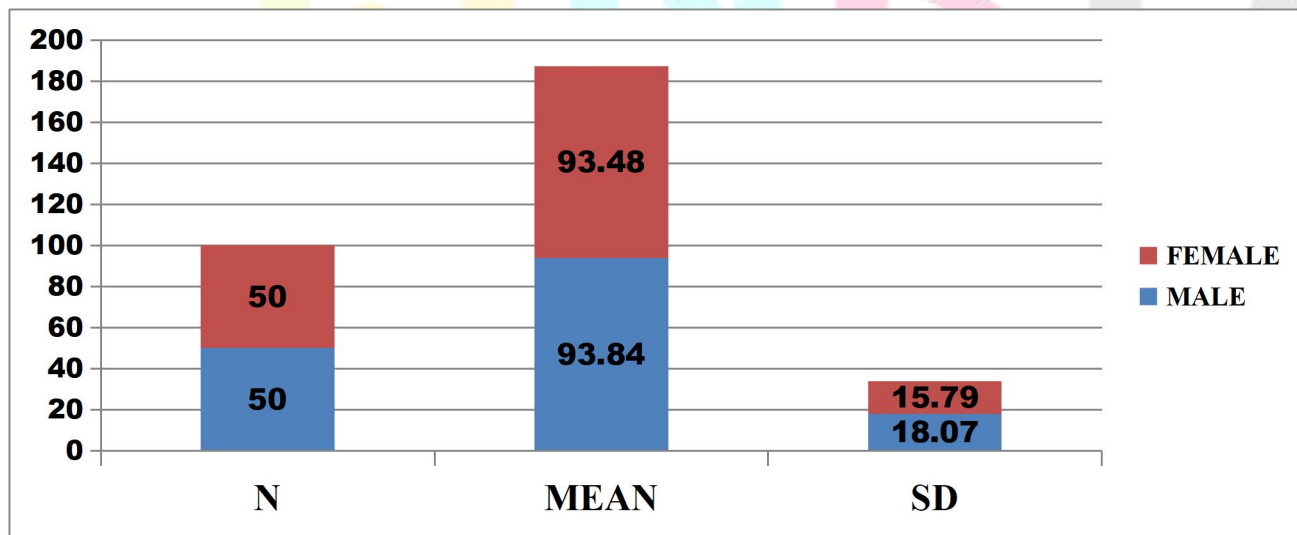
4.2 Analysis of Objectives 1

Table-4.1: Analysis of the significant of difference in attitude between male and female graduate students towards mobile learning.

GROUPS	N	MEAN	SD	SED	t-Ratio	Level of Significance
Male	50	93.84	18.07	3.39	0.1	Not significant
Female	50	93.48	15.79			

The above table 4.1 depicts that the significant difference between male and female graduate students towards mobile learning. The total number of samples taken for the study was 100(50 male and 50 female). After finding out the raw scores of both these variables of the selected sample the investigators then tried to find out the significance of difference between the two variables by employing independent t-Test. It also shows that the Mean scores of males and female are 93.84 & 93.48 with SD 18.07 & 15.79 respectively. The S. ED come out from the two groups is 3.39 & t-Ratio come out from two groups is 0.1 which is not significant at any level of significance. That means, there exist no significant difference between male and female in attitude towards mobile learning. **Thus, the H¹:** There exists no significant difference in attitude between male and female graduate students towards mobile learning is accepted. **H₀ accepted**

Figure-4.1: The significant of difference in attitude between Male and Female graduate students towards mobile learning.



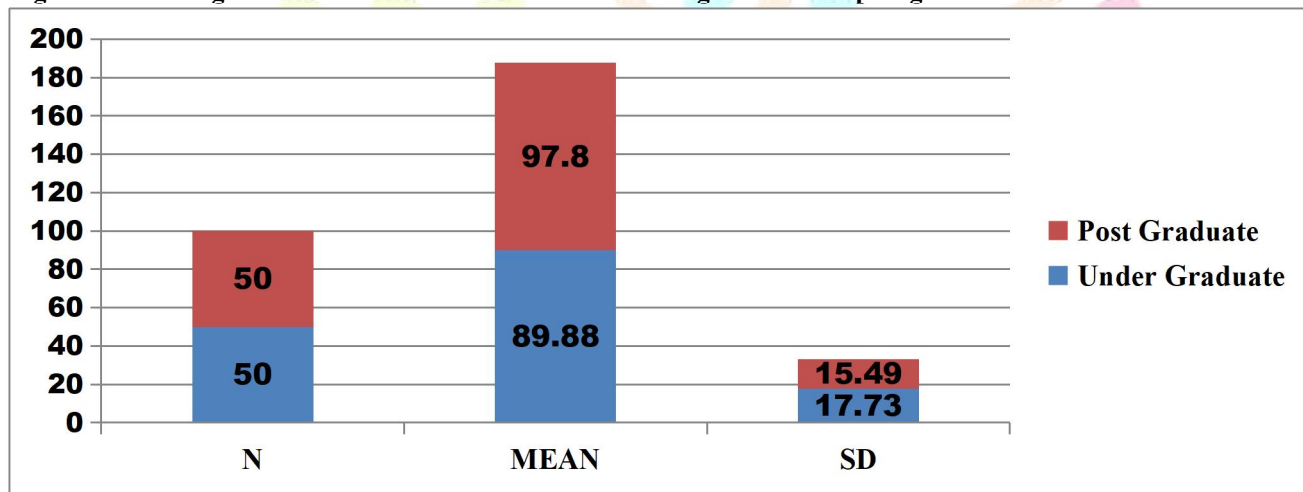
4.3 Analysis of Objective 2

Table-4.2: Analysis of the significant of difference in attitude of under graduate and post graduate students towards mobile learning.

GROUPS	N	MEAN	SD	SED	t-Ratio	Level of Significance
Under Graduate	50	89.88	17.73	3.32	2.38	Significant
Post Graduate	50	97.8	15.49			

The above table 4.2 shows the significant difference in attitude of under graduate and post graduate students towards mobile learning. The total number of samples taken for the study was 100(50 under graduate and 50 post graduate). After finding out the raw scores of both these variables of the selected sample the investigators then tried to find out the significance of difference between the two variables by employing independent t-Test. It also shows that the Mean scores of under graduate and post graduate students are 89.88 and 97.8 with SD 17.73 and 15.49 respectively. The S. ED come out from the two groups is 3.32 and t ratio come out from two groups is 2.38 which is significant at 0.5 level of significance. That means, there is a significant difference difference in attitude of under graduate and post graduate students towards mobile learning. **Thus, the H2:** There exists a significant difference in attitude between under graduate and post graduates' students towards mobile learning is accepted.

Figure-4.2: The significant of difference in attitude of under graduate and post graduate students towards mobile learning.



X. FINDINGS

After analysis of the data, following major findings emerged as the findings of the study:

1. There exists no significant difference in attitude between male and female graduate students towards mobile learning.
2. There is a significant difference between under graduate and post graduate students' attitude towards mobile learning
3. Further the study reveals that, the female group of students shows a bit negative attitude towards mobile learning as compare to male group of students.
4. From the study it is found that, mobile learning is more appropriate for the Post graduate students than under graduate students.

XI. EDUCATIONAL IMPLICATIONS

1. Students should be provided with the knowledge to apply the relevant skills to facilitate their optimum learning.
2. Students should be encouraged and thought to take responsibility for their own learning. So that they are better prepared to deal with the genuine options and challenges in their everyday lives.
3. Mobile learning develops learning flexibility in education field as students are keen to take accountability for their own learning.
4. Mobile learning will help in reducing the cost of time and hard copy of learning materials needed.
5. One of the findings of the study shows that maximum students were said about mobile learning is a best way for study. It saves time, money and gives relevant study materials, which is very necessary for their study life.

XII. CONCLUSION

In this study the investigator explored the attitude of undergraduate and post graduate students towards mobile learning. The findings provide valuable information in order to get efficient insights towards mobile learning as the result of the study indicates that both male and female graduate students had very good attitude towards mobile learning as there was no significant difference found between male and female graduate students towards mobile learning. However, there was a significant difference found between the under graduate and post graduate students of M.P.C. Autonomous College and Maharaja Sriram Chandra Bhanj Deo University of Baripada town in Mayurbhanj district towards mobile learning. These findings may help the students, parents, teachers and policy makers for motivating the students studying higher education to use mobile as a learning resource positively. Overall, it is important to note that this study focused solely on Baripada town of Mayurbhanj district. Further research needed to validate and expand the findings of this research.

XIII. REFERENCES

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