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## Attitude of Postgraduate Students towards Using Mobile

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### ABSTRACT

Mobile learning is the ability to provide educational content and resources on personal pocket devices such as smartphones, tablets, PDAs, I-pads, mobile phones, etc. Educational content refers to digital learning resources that include any form of content available on a personal device. In the present study, the investigators attempted to study the attitude of PG (Post Graduate) students of the University of Kalyani in Nadia District of West Bengal, India. There are significant differences between male & female students about mobile use of postgraduate students. The data collected for the study on the attitudes of mobile phone usage on the students as well as any significant results that appeared within the study were analyzed. Mobile learning has become increasingly popular as individuals prefer to use mobile devices to look at electronic Mail, learning lecture notes and lesson schedules, access different sources of information. 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 to education.

Keywords: Attitude, Mobile Learning, Post Graduate Student, Enhancing Learning, Mobile Use.

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### 1. Introduction

A mobile phone allows users to make and receive calls and to send text messages, among other features. The earliest generation of mobile phones could only make a phone call, SMS, and receive calls. Today's mobile phones are packed with many additional features, such as web browsers, games, cameras, video players, money transfer, videocall etc. A mobile phone with modern features similar to a computer is called a Smartphone; while a constant mobile phone is known as a feature phone. A mobile phone generally operates on a multicellular network, which is composed of cell sites scattered throughout cities, countryside, and even mountainous regions. Modern phones have a smart feature. Also, students can access various social sites (SNS) from their mobile phones. However, the term SNS better conveys how users communicate with other people they have connected with. As Boyd and Ellison (2008) put it, they are primarily communicating with people who are already part of their extended social network. Mobile learning has become increasingly popular as individuals prefer to use mobile devices to look at electronic Mail, learning lecture notes and lesson schedules, access different sources of information. 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 to education. The studies show that mobile learning touches 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, giving inspiration and always having learning everywhere and advantage in independent and individualized learning (Bozkurt, 2015; Corbeilles Valdes-Corbeil, 2007; Hughes, 2012; Sha, Looi, Chen ve Zhang, 2012; Shih, Hwang ve Chu, 2010).

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### 1.1 Concept of Mobile Learning

Mobile learning environments provide a wide range of new and exciting learning opportunities supported by smart technology. This paper discusses the role of m-learning in the new educational setting which creates student-centred learning and educational practice, offering new more flexible learning methods for higher education. In the digital 21st century learning and educational processes are integrated with new IT, ICT in the education system. Mobile Learning engages a new mechanism of teaching and learning process to enhance the learning and education experience of the students. The students will be passionate about the new learning options provided by mobile technologies. The mobile learning environment will supply new study opportunities for the students which strengthen the flexibility of being able to study at anytime and anywhere. Mobile(M) learning is the ability to provide educational content and resources on personal pocket devices such as smartphones, tablets, PDAs, i-pads, mobile phones, etc. Educational content refers to digital learning resources that include any form of content available on a personal device. Learning can reveal in a variety of ways: pupils can use mobile devices to access educational resources from various links, creates content by themselves, connect with others to share the resources, both inside and outside classrooms. Sharing educational resources become instantaneous among everyone by using the same content, which leads to instant feedback and instructions. Most of the students, researchers, parents and educators view Mobile learning as the immediate successor of e-learning.

### 1.2 The Statement of the Problem

Mobile Phone is greatly influencing their academic performance. It was against this background that this study sought to investigate the impact of mobile phone usage on academic performance among post-graduate students. So, the researcher selects this problem as '**ATTITUDE OF POSTGRADUATE STUDENTS TOWARDS THEIR USING MOBILE**'.

### 1.3 Objectives of the Study

- To compare male and female post students concerning mobile using
- To compare different Department of Kalyani University (Bengali, History, Philosophy, Political science, Geography) concerning mobile using
- To study the difference between Geography female and male students regarding mobile using.
- To study the difference between Bengali male students & Philosophy male students regarding mobile using.
- To study the difference between Philosophy male and political science male students regarding mobile using
- To study the difference between Geography female and political science female students regarding mobile using
- To study the difference between Bengal male students with regarding mobile using and Philosophy male students.
- To study for different purposes of using a mobile phone in their daily life.
- To identify the significant predictors are mobile phones effective for post-graduate students.

### 1.4 Hypotheses of the Study

Hypotheses should be stated as clearly and precisely as possible with a clear-cut objective reflecting the real focus and direction of the study.

H<sub>01</sub>: There is no significant difference between postgraduate male & female students about using a mobile phone

H<sub>02</sub>: There is no significant difference between Geography male and female students about mobile use.

H<sub>03</sub>: There is no significant difference between male and female Bengali students about the mobile user.

H<sub>04</sub>: There is no significant difference between History male and female students about mobile use.

H<sub>05</sub>: There is no significant difference between Political science male and female students about the mobile user.

H<sub>06</sub>: There is no significant difference among Philosophy male and female students about mobile use.

### 1.5 Delimitations of the study

The scope of the investigation would be delimited in term of the research and the sample studies

- The delimitation of the study was respected to 200 students only, due to the shortage of time. A number sample would have given more generalized and specified results. On the application of the questionnaire and analysis of the data collected.
- The reliability of the attitude questionnaire was determined only by the test-result method due to the shortage of time.
- The area of the study research was limited to the University of Kalyani.

## 2. Methodology

The present study is a descriptive survey type research & quantitative research. I think it is worthy for the purpose. The research design is the survey method. This is because the researcher intends to find out the impact of mobile phone usage on academic performance among Post-Graduate students. Research design serves two functions. First, it enables the researcher to answer research Questions as validly, objectively, accurately, and economically as possible. Secondly, it also acts as a control mechanism enabling the Researcher to control unwanted variance.

### 2.1 The population of the Study

Population in the present study refers to all the students of the University of Kalyani studying in Master of Arts(M.A) during the academic session 2018-

2019 in any institution located in an urban area. There are 32 departments in the University of Kalyani, this study use (Bengali, History, Political science, Philosophy, Geography) department.

### 2.2 Sample & Sampling Technique

For this study, the sample size consists of 200 students which were stratified sampled from five randomly selected Departments of Kalyani University in West Bengal.

Department	Total Intake capacity(2018&2019)	Female	Male
History	120 + 132	20	20
Geography	32 + 40	20	20
Philosophy	39+45	20	20
Political science	120+130	20	20
Bengali	150+160	20	20

### 2.3 Survey Structure

The questionnaire was distributed among the students. A five-point *Likert Scale* with strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1) has been used to measure the (55 items).

### 2.4 Variables of the Study

The Objectives of the present study do not show any increase and decrease in the strength of the independent variables as it is neither possible nor practicable to control independent variables, here independent variables are male, female, various academic disciplines and the dependent variable is the attitude of study for postgraduate students.

### 2.5 Collection of the Data

Having completed (questionnaire) and the process of sampling students are administrated on and from 05<sup>th</sup> March 2019. The Investigator has preferred the method of collecting data constructing students individually. A self-made questionnaire was prepared for the investigation after consultation with experts. The method used for the gathering of data for this study is the survey method. It involves the use of questionnaires to obtain information from the large sample of respondents selected from certain pollution.

### 2.6 Construction of Tool

The demographical data collected from the participants are explained by giving frequencies. To determine whether the post-graduate students' attitudes towards mobile using differ according to the variables, the scores they receive from the attitude scale towards mobile users. A standardized questionnaire was developed and use in the study. "**The attitude scale about mobile using for postgraduate students**" This is a self-made questionnaire that was prepared for the investigation after consultation with experts.

### 2.7 Reliability and Validity of the Tools

Investigator considers here by the construct validity & face validity of the test validation and this was done by an expert. At first, I used 200 questionnaires in my study to rearrange them by their attitude. Then selected 30 questionnaires among all. Then got attitude items. About one month later I applied the questionnaire again upon those 10 items. Now correlation set up from the two questionnaires that one test in before and other on tested in after one month. The value of correlation is 0.60 for apply test-retest reliability.

### 2.8 Procedure

In the present investigation, the 200 students 5 departments of Kalyani University in the Nadia district of West Bengal have been selected as the sample. After the selection of the sample, the Investigator planned the tools to be used. The Investigator has also planned about the procedure of treating the data for systematic analysis and interpretation of data the Investigator has planned to find out the measure of central tendency and variability from the raw of each group and sub-group. The mean difference has been found out and the inference is drawn by referring to the T-test table value.

### 2.9 Scoring Procedures

Making criteria followed for the evaluation of responses to the item of the questionnaire after completion of Administration of the test item, the Investigator has evaluated the answer of the test items. The scoring is made with the help of scoring key. For positive statements, a five-point of Likert scale is followed in scoring the responses of the students to each item. The Investigator answered the response as follow-

- i) For a response to the strongly agree award 5.
- ii) For a response to the agree award 4.
- iii) For a response to the undecided award 3.

- iv) For a response to the disagree award 2.
- v) For a response to the strongly disagree award 1.

### 2.10 Statistical Technique used in the Study

In this study, the data were analyzed by employing –

- a) Descriptive statistics like mean and standard deviation (SD) were used to interpret the variable selected.
- b) Inferential statistics t-test as an inferential statistic is used to cheque out the signification of different strata.

## 3. Analysis of Data

As per the design of the study, the needed data are collected and subjected to statistical treatment to verify the stated hypotheses. This chapter presents the results of the statistical analysis. The data collected for the study on factors that influence the effects of mobile phone usage on the students as well as any significant results that appeared within the study were analyzed using the statistical tool SPSS version 20.

**H<sub>01</sub>:** There is no significant difference between male & females' students about mobile using postgraduate's students.

**Table 5.1: determination of a significant difference between male & female students about mobile using postgraduates' students.**

Measures	N	Mean	SD	Mean Difference	df	t-test
Male	100	210.01	31.18	3.58	198	2.97**
Female	100	213.59	27.64673			

\*\* Significant at 0.01 level

**Interpretation:** The 't' value for the hypothesis is 2.97, which is significant at both the level. So, the null hypothesis is rejected. As the table value was Significant at 0.01 levels and the corresponding null hypothesis (H<sub>01</sub>) was rejected. So, it can be interpreted that there are significant differences between male & female students about mobile using postgraduates' students.

**H<sub>02</sub>:** There are no significant difference Geography male and female student about mobile use.

**Table 5.2: Determination of significant difference Geography male and female students about mobile use.**

Measures	N	Mean	SD	Mean Difference	df	t-test
Male	20	217.6	30.04	18.8	38	1.96 <sup>NS</sup>
Female	20	198.8	25.32			

NS= Not Significant

**Interpretation:** The 't' value for the hypothesis is 1.96, which is not significant at both the level. So the null hypothesis is accepted. As the table value was not Significant both the level and the corresponding null hypothesis is (H<sub>02</sub>) were accepted. So, it can be interpreted that there are no significant difference Geography male and female students about mobile use.

**H<sub>03</sub>:** There is no significant difference between Bengali male and female student about mobile use.

**Table 5.3: Determination of significant difference between Bengali male and female students about a mobile user.**

Measures	N	Mean	SD	Mean Difference	df	t-test
Male	20	216.15	27.64	3.85	38	0.79 NS
Female	20	212.5	29.56			

NS= Not Significant

**Interpretation:** The 't' value for the hypothesis is 0.79, which is not significant at both the level. So, the null hypothesis is accepted. As the table value was not Significant both the level and the corresponding null hypothesis is (H<sub>03</sub>) were accepted. So, it can be interpreted that there is no significant difference between Bengali male and female students about mobile use.

**H<sub>04</sub>:** There is no significant difference between History male and female students about mobile use.

**Table 5.4: Determination of significant difference among History male and female students about mobile use.**

Measures	N	Mean	SD	Mean Difference	df	t-test
Male	20	213.65	27.20	11.65	38	2.32*
Female	20	202	32.97			

\* Significant at 0.05 level

**Interpretation:** The 't' value for the hypothesis is 2.32, which is not significant at 0.01 levels, but significant at 0.05 level. So, the null hypothesis is accepted at 0.01 level but rejected at 0.05 level.

As the table value was not significant at the 0.01 level, but significant at 0.05 level and the corresponding null hypothesis is ( $H_{04}$ ) was accepted at 0.01 level but rejected at 0.05 level. So, it can be interpreted that there is significant where the difference between History male and female students about mobile using but on significant at 1% level

$H_{05}$ : There is no significant difference among the Political science male and female students about mobile use.

**Table 5.5: Determination of significant difference among the Political science male and female students about mobile use.**

Measures	N	Mean	SD	Mean Difference	df	t-test
Male	20	205	33.85	11.55	38	1.13NS
Female	20	216.55	23.41			

NS= Not Significant

**Interpretation:** The 't' value for the hypothesis is 1.13, which is not significant at both the level. So, the null hypothesis is accepted. As the table value was not significant both the level and the corresponding null hypothesis is ( $H_{05}$ ) were accepted. So, it can be interpreted that there is a significant difference among the Political science male and female students about mobile use.

$H_{06}$ : There is no significant difference among Philosophy male and female students about mobile use.

**Table 5.6: Determination of significant difference among Philosophy male and female students about mobile use.**

Measures	N	Mean	SD	Mean Difference	df	t-test
Male	20	216.45	31.73	2.85	38	2.61*
Female	20	219.30	20.57			

\* Significant at 0.05 level

**Interpretation:** The 't' value for the hypothesis is 2.61, which is not significant at 0.01 level, but significant at 0.05 level. So, the null hypothesis is accepted at 0.01 level but rejected at 0.05 level.

As the table value was not significant at 0.01 level, but significant at 0.05 level and the corresponding null hypothesis is ( $H_{04}$ ) was accepted at 0.01 level but rejected at 0.05 level. So, it can be interpreted that there is a significant difference between Philosophy male and female students about using mobile phones.

## 4. Results and Findings

In the quest to find out the significant predictors of attitude towards Mobile using for postgraduate students' significant predictive variables among different departments the investigator has humbly arrived at the certain significant results as given below. Based on the data presented, analyzed, and interpreted, the researcher can come out with the following's findings

- A. The findings of the study "what are the differences between postgraduate male and female students?" It is easier and more enjoyable to reach information." According to Table 1, the computed t-test is 2.97\*\*. An independent sample t-test was carried out for examining the existence of any statistically significant difference among the students' attitudes towards the mobile technologies for evaluating their instructors about their gender. So, it can be interpreted that there is a significant difference between male & female students about mobile using postgraduates' students.
- B. The findings of the study what are the differences between Geography male and female students about mobile use. As the table value was not significant both the level and the corresponding null hypothesis is ( $H_{02}$ ) were accepted. So it can be interpreted that there are no significant difference Geography male and female students about mobile use. According to Table 2, the computed t-test is 1.96. All students are knowledgeable about mobile using system running about mobile learning.
- C. The findings of the study question what are the differences between Bengali male and female students about mobile use. According to table 3, computed t-test is 0.79. There is no significant difference between Bengali male and female students about mobile use. That all the students of Bengali are knowledgeable about mobile using system running at and they are aware of using that system using their mobile technologies regardless of their degrees.
- D. The findings of the study 'what are the differences between History male and female students about mobile use'. Departments were calculated for investigating significant difference among the students' attitudes towards using mobile phone for evaluating their instructors about their

departments. According to Table 4, the computed t-test is 2.32\*. There is a significant difference between Bengali male and female students about mobile use. So, all students are knowledgeable about mobile using system running at.

- E. The findings of the study what are the differences between the Political science male and female students about mobile use. According to Table 5, the computed t-test is 1.13. That there is a significant difference among the Political science male and female students about mobile use. So, all students are knowledgeable about mobile using system running at.
- F. The findings of the study ' what are the differences between the Political science male and female students about mobile use'. According to Table 6, the computed t-test is 2.61. There is a significant difference between Philosophy male and female students about using mobile phones. All students are knowledgeable about mobile using system running about mobile learning.

#### 4.1 Suggestion for Further Research

This study indicates the needs for researching the following:

- Investigation of post-graduate students' attitudes towards Mobile learning and opinions on mobile learning
- The effects of mobile phone usage on the academic performance
- Use of mobile phone by students: practices & attitude
- Impact of mobile phone usage on students' academic performance
- Students' attitudes towards the use of mobile Technologies
- Attitudes towards the use of mobile learning: a case study the
- Impact of mobile phone usage on Student learning investigating
- Attitudes towards the use of mobile learning in higher education
- Impact of mobile phone on youth: a psycho-social study
- Students' attitudes and perceptions towards using m-learning

## 5. Conclusion

The present study is a survey on the psychological sphere of post-graduate students who are expected to possess motivation in the form of attitude towards mobile it seeks to explore, in particular. Admittedly, the present study is not free from limitations it cannot be claimed that the sample is well represented, and the tools used are sound in all respects. as also appropriately administered but the sample at hand is adequately large and the data obtained are appropriately analyzed Obviously, the findings cannot be ignored and some definite conclusions will be present based on the findings and discussion. So, it can be interpreted which is a significant difference between male & female students about mobile using postgraduates' students.

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