



Perception and Concern of Post Graduate Students towards Mobile Learning

Mr. Sagar Kumar Dalnaik

Research Scholar, Maharaja Sriram Chandra Bhanjeo University, Odisha

ABSTRACT

The aim of the present study is to find out the perception of Post Graduate Students towards Mobile learning. To serve this objective a sample of 120 PG students were selected by purposively across the MSCB University Baripada, Odisha. To collect the data from selective sample, a self developed Attitude Scale towards Mobile Learning (ASML) was used. The major findings revealed that there is a significant difference between boys and girls P.G. students on their perception and concern towards mobile learning. Further, science students were higher concern towards mobile learning as compare to arts students.

Introduction

M-learning enables students to merge their learning experiences in a shared collaborative environment (Alzaza & Yaakub, 2011). To adopt and utilize this m-learning technology in higher educational institutes must need to understand the students' awareness of m-learning and its impacts with expected services. M-learning is an emerging form of e-learning that offers the opportunity for both teachers and students to interact with educational material and services using mobile devices, independent of time and space.

Mobile learning is learning across multiple contexts, through social and content interactions using personal electronic devices. Mobile devices, used in conjunction with near universal 4G/3G wireless connectivity, are essential tools to improve learning for students. As mobile phones, tablets, and other connected devices become more prevalent and affordable, wireless technology can dramatically improve learning and bring digital content to students. Students love mobile technology and use it regularly in their personal lives. It therefore is no surprise that young people want to employ mobile devices to make education more engaging and personalize it for their particular needs. Mobile learning may promote students' academic achievement. Students had significantly high attitude scores toward mobile learning (Demir and Apkinar, 2018). Furthermore, mobile learning in convenient and flexible for students, they can use at any time and any place. Using mobile devices for educational purposes is becoming a common expectation of learners (Lan & Huang 2012).

The main purpose of this study is to find out the perception of Post graduate students towards mobile learning.

Research Methodology

As per the nature of the study, the present research is descriptive study method. The sample of the study was 120 PG students of MSCB University, Odisha. The investigators purposively selected 120 (70 boys and 50 girls) students as sample. In the present study, the investigators used self-developed "Attitude Scale towards Mobile learning (ATML). The scale is highly reliable and valid. The tool consisted of 40 items. Here the investigator developed 3 points ATR scale as Agree, Neutral, and Disagree.

Analysis and interpretation

Table-1

Significance of Difference between Male and Female post graduate students perception towards mobile learning

Variable	Group	N	M	SD	t-ratio	Level of sig.
Perception towards ML	Male students	50	93.45	4.56	0.68	NS
	Female students	70	94.35	4.28		

Table value at 0.1 level is 2.58 and at .05 level 1.96.

It reveals that from the Table-1 that the mean scores of male and female post graduate students attitude towards mobile learning are 93.45 and 94.35

with SDs 4.56 and 4.28 respectively. The t-ratio came out from the above two groups is 0.68 which is not significant at both the level of significance. That means there is no significant difference between male and female post graduate students attitudes towards mobile learning. Further the study reveals that the female group of student's shows a more concern and positive attitude towards mobile learning as compare to male group of students.

Table-2
Significance of Difference between Arts and Science Post Graduate students perception towards mobile learning

Variable	Group	N	M	SD	t-ratio	Level of sig.
Perception towards ML	Male students	50	97.45	4.57	0.68	NS
	Female students	70	98.35	4.23		

Table value at 0 .1 level is 2.58 and at .05 level 1.96.

It reveals that from the Table-2 that the mean scores of Arts and Science stream PG student's attitude towards mobile learning are 97.45 and 98.35 with SDs 4.57 and 4.23 respectively. The t-ratio came out from the above two groups is 0.70 which is not significant at both the level of significance. That means there is no significant difference between arts and Science Post graduate students attitudes towards mobile learning. Further the study reveals that the science student's shows more concern and positive attitude towards mobile learning as compare to arts group of students.

Discussion and Conclusion

The research has attempted to find the perception of post graduate students' towards mobile learning. This study indeed provides unambiguous evidence on the readiness of students to accept and use m-learning in their educational environment. The findings of this study suggest that mobile technologies have the potential to provide new learning experiences. In these experiences, students can engage more frequently in learning activities outside of class, providing them with more learning opportunities in their community of practice. Furthermore, the t-test results indicated statistically significant changes in students' views towards mobile learning. The result of research reveals that most of the post graduate students have positive attitude towards mobile learning. It plays a very important role not only in their daily life rather also in their learning.

REFERENCES

- Alzaza, N.S., and Yaakub A.R. (2011). Students' mobile information prototype for higher education environment, *American journal of economics and business administration*, 3(1), 81-86.
- Anaraki, F. (2007). Assessment of m-learning –A case study: Assumption University of Thailand, *Fourth international conference on E learning for knowledge based society*, 15(3) ,12.1 -12.6.
- Bansal, T., and Joshi, D. (2014). A Study of students' experience of mobile learning, *Global Journal of Human-Social Science: H Interdisciplinary*, 14 (4).
- Kumar, B.A., and Chand, S.S. (2019). Mobile learning adoption: A systematic review, *Education and Information Technology*, 24(1), 471-487.
- Lan, Y.-F., and Huang, S.-M. (2012). using mobile learning to improve the reflection: a case study of traffic violation, *Educational Technology & Society*. 15(2), 179–193.
- Demir and Apkinar (2018). The effect of mobile learning applications on students' academic achievement and attitudes toward mobile learning, *Malaysian Online Journal of Educational Technology*. 6(2), 48-59