

A STUDY OF MOBILE LEARNING SKILLS OF STUDENT STUDYING AT GRADUATE LEVEL OF VARIOUS DEPARTMENTS OF COLLEGE

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ABSTRACT

This study focus on the Students using mobile devices in the classroom to enhance group collaboration among students and instructor for teaching and learning process. The collecting data for the present study was personally administered to all the 100 graduate students of the selected departments who formed the sample for the study. Objective of the study are to know the extent of use of Mobile Technology for learning at territory level. Finding of the study it has been observed that 16% of boys have every hour words sending frequency in Nature of Use of Mobile Technology. This will result in more wide spread and better application of Mobile learning or technology in to the teaching learning process so as to increase the quality of education at large.

Keywords: Mobile learning, Arts and science, Graduate students

Introduction

Mobile learning as a novel educational approach encourages flexibility; student do not need to be a specific age, gender or member of a specific group (or) geography to participate in learning opportunities. Restrictions of time, space and place have been lifted. Mobile technologies enable students to become more adaptable to flexible and contextual lifelong learning a situation defined by Sharples (2000) as the "Knowledge and Skill" people need to prosper throughout their lifetime, clearly, these activities are not confined to specified time and places; however, they are very difficult to achieve through traditional educational channels put simply, Mobile technologies by virtue of its being Highly portable, unobtrusive and adaptable to the context of learning and the learners' evolving skill and knowledge (Sharples, 2000).

Need and Importance of the study

Over the past twenty years mobile learning has growth from a minor research interest to a set of significant projects in schools workplaces, museum, cities and rural areas around the world. The M-Learning community is still fragmented, with different national perspectives differences between academia and industry and between the Schools. Higher education should be and lifetime learning sector. Students are using mobile devices in the classroom to enhance group collaboration among students and instructor using a pocket PC the use of personal technology to support informal or lifelong learning, such as using handheld dictionaries and other devices for language learning. The mobile technology Improving Levels of literacy, numeracy and participation in education amongst young adults and Engaging learner's young people who may have lost interest in education do like mobile phone, gadgets and game devices such as game boys and girls.

Statement of the problem

For the past five years, the landscape has been littered with funding shortfalls, problems with network capacity and security and the never ending scramble of trying to stay ahead of maintenance of upgrade curves, Today, there is a new buzz in the air along with a growing cacophony of beeps, ring tones, vibrations and occasional random sound effects that startle and amuse. The mobile revolution is finally here. Wherever one looks, the evidence of mobile penetration and adoption is irrefutable cell phones Personal Digital Assistant, MP3 players, portable game devices handhelds, tablets and laptops abound. No demographic is immune from this phenomenon. From toddlers to seniors, people are increasingly connected and are digitally communicating with each other in ways that would have been impossible to imagine only a ten years ago. This study focus on

a study mobile learning skills of student studying at graduate level of various departments of colleges from Arts and science colleges in Bharathidasan University.

Definition of key term

The investigated adopted following definition for the term used in this study

Mobile learning

The term covers learning with portable technologies, where the focus is on the technology which could be in a fixed location, such as a classroom learning across contexts, where the focus is on the mobility of the Learner, interacting with portable or fixed technology and learning in the mobile society, with a focus on how society and its institution can accommodate and support the learning of an increasingly mobile population.

Arts and Science College

The term covers Arts and Science College the investigator means a student who has studying B.A and B.SC from the colleges at Bharathidasan University in Tiruchirappalli district.

Graduate students

An institution of higher learning that grants the bachelor's degree in liberal **arts or science** or both, An undergraduate division or school of a university offering courses and granting degrees in a particular field or group of fields and A junior or community *college*.

Objective of the study

- 1 To know the extent of use of Mobile Technology for learning at territory level
- 2 To know the whether there exist significant mean difference of the use of Mobile Technology with regard to the demographic variables.

Hypothesis of the study

- 1 There is no significant mean difference of Mobile Technology in general use between male and female.
- 2 There is no significant mean difference Mobile Technology in general use between aided and self-finance colleges.
- 3 There is no significant mean difference Mobile Technology general use score among the three levels of Parental Economic

Limitation of study

There are different types of colleges namely government, aided, self-financing due to constrain of time and money, aided and self-financing colleges are considered for the study. Only science and arts student were taken for this study.

Methods of the study

The investigated has adopted the survey method of the research Arts and Science college students . The survey research is a procedure in which information is systematic collected from a population through the administrating inventory.

Tools used of the study

The tool described for the purpose of collecting has two part viz., Mobile Technology Inventory consist of fifteen items regarding the general use of Mobile Technology arranged in the form of a rating scale and the respondents are expected to circle their preference along a scale of the mobile learning and mobile and The M-learning questionnaire is arranged in two parts. Part-A dealing with general M-learning and Part-B dealing with the application of Mobile Technologies for teaching and learning.

Population of the study

Two colleges have been selected. National College is situated at Tiruchirappalli and Sudharsan College is situated at Pudukkottai, under the control of Bharathidasan University in Tiruchirappalli. The colleges offer many graduate courses. The sample of the study covered B.A. Tamil, English, and B.Com. B.Sc. – Botany, Zoology, Physics, Chemistry and Mathematics.

Sample of the study

Stratified random sampling technique was employed for this study. The sample of the present study consists of 100 Arts and science college students from 2 colleges among them 63 were males and 37 females.

Null Hypothesis - 1

There is no significant mean difference of Mobile Technology in general use score between male and female.

Table – 1
Comparison of General use of Mobile Technology of Male and Female

Group Statistics

S. No	Sex	N	Mean	Std. Deviation	t-test	df	Level of significance
1	Male	63	55.92	6.183	0.084	98	NS
2	Female	37	56.03	5.956	0.085	77.884	

Since the obtained t-value (0.085) is less than the critical value at the both level, the Null Hypothesis is not rejected and hence it is interpreted here that there is no significant mean difference between male and female in their Mobile Technology Use.

Null Hypothesis - 2

There is no significant mean difference Mobile Technology general use score between aided and self-finance.

Table – 2
Comparison of General use of Mobile Technology of Aided and Self-finance

Group Statistics

S. No	Management	N	Mean	Std. Deviation	t-test	df	Level of significance
1	Aided	40	55.83	6.816	0.181	98	NS
2	Self-finance	60	56.05	5.577	0.174	72.088	

Since the obtained t-value (0.174) is less than the critical value at the both level, the Null Hypothesis is not rejected and hence it is interpreted here that there is no significant mean difference between aided and self-finance in their Mobile Technology Use.

Null Hypothesis - 3

There are no significant mean difference Mobile Technology general use score among the three levels of Parental Educational Qualification.

Table – 3

The result of ANOVA to find out the significant difference in Mobile Technology use of three levels of Parental Educational Qualification.

	Sum of squares	df	Mean Square	F	Sig.	Level of significance
Between groups	9.724	2	4.862	.130	.879	NS
Within groups	3638.116	97	37.506			
Total	3647.840	99				

As the obtained F-value (.130) is less than the table value, the Null Hypothesis is not rejected and hence it is interpreted that there is no significant mean difference among the three levels of Parental Educational Qualification of college students from College level, High School level and Elementary level.

Table – 4
Distribution of Frequencies with reference to Management

			17			Total
			Sound	Picture	Animation	
Management	Aided	Count	19	18	3	40
		% of Total	19.0%	18.0%	3.0%	40.0%
	Self finance	Count	17	34	9	60
		% of Total	17.0%	34.0%	9.0%	60.0%
Total		Count	36	52	12	100
		% of Total	36.0%	52.0%	12.0%	100.0%

According to the Table 4.14 it has been observed here that 18% aided college students have to see in received words of picture in Nature of Use of Mobile Technology. Whereas 34% self-financing college students have to see in received in words of picture in Nature of Use of Mobile Technology.

Finding of the study

- Since the obtained t-value (0.085) is less than critical value at the both level, the null hypothesis not rejected and hence it interpreted here that there is no significant mean difference between male and female.
- Since the obtained t-value (1.74) is less than the critical value at the both level, the null hypothesis not rejected and hence it is interpreted that there is no significant mean difference between aided and self financing in their mobile technology inventory.
- As the obtain F Value (1.130) is less than the table value the Null hypothesis not rejected and hence it is interpreted that there is no significant mean difference among the three levels of parental educational qualification of college students from college, high school and elementary.
- It has been observed that 18% aided college students have to see in received words of picture in Nature of Use of Mobile Technology. Whereas 34% self-financing college students have to see in received in words of picture in Nature of Use of Mobile Technology

Recommendations

- Every college of arts and science education must have the facilities of a fully fledged, internet connected mobile technology lab for hands on training and practice.
- Changes in the graduates curriculum may be attempted with a view to providing continuous training and updating of Mobile learning skills of graduates throughout the year of study.
- Steps may be taken to encourage the students to extensively use the mobile learning with all their potentials.
- Efforts may be taken to train the students in the application of Mobile technology in the teaching and learning process.

Suggestions for further research

- Attempts may be taken to study mobile learning skill among students such as private colleges, government colleges, and aided colleges learning with different categories.
- This same study can be replicated with more advanced statistical analysis in terms of locality mobile learning literacy, marital status and other relevant variables.

Conclusion of the study

The present study has been undertaken with a view to providing a status report of the use of Mobile learning skill of the graduate's students is very low in the teaching and learning. The mobile learning Technology is a good and easy way of teaching and learning purpose. This will result in more wide spread and better application of Mobile learning or technology in to the teaching learning process so as to increase the quality of education at large.

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