**International Journal of Advanced Research and Development**
**ISSN: 2455-4030**
**Impact Factor: RJIF 5.24**
**www.advancedjournal.com**
**Volume 3; Issue 2; March 2018; Page No. 1329-1333**

# Higher education students perception and attitude towards mobile learning activates

**Manjula Bhovi**
Research Scholar, P.G. Department of Studies in Education Karnataka University, Dharwad, Karnataka, India

**Abstract**
The main aim of this research study is to better understand and measure students' attitudes and perceptions towards the effectiveness of mobile learning. Access to quality education is becoming a huge challenge in India, in view of the exponential growth in its population, coupled with ethno-religious crises and other acts of terrorism. A large chunk of the country's population - about 26% have no access to education, as existing teaching and learning facilities have become inadequate. Some interventions such as e- learning and mobile learning (m-learning) have been explored in other levels of education, particularly universities. In order to explore the viability of m-learning to address the inadequacies of facilities and poor access to quality education. This study rivals the higher education student's perception and attitude towards mobile learning activities. The study consist of students of Arts, Sciences, Engineering, Education and Agricultural studying in Dharvad district Karnataka. These 486 Arts, Science, Engineering Education and Agricultural students were selected on the bases of Random sampling techniques. There is no significant difference in the presentation of mobile learning activities with respect to their gender.

**Keywords:** higher education student's mobile learning activities, gender, course, locality and qualification

## Introduction

Computers have advanced beyond the desktop into many parts of our everyday life. Mobile computing seeks to integrate devices into our delay lives such as mobile phones, PDAs. iPods etc. Mobile Learning integrates advances from Electronic Learning and Mobile Computing. The most important and complete role of mobile computing technologies in mobile-learning is to construct a learning environment, where anyone is able to learn at anyplace and anytime.

Mobile learning environment overcome the restrictions of the traditional classroom and extend e-learning by bringing the concepts of anytime and anywhere to reality, aiming at providing learners with better learning experience in their daily learning environment. Use of devices such as mobile phones and personal digital assistant (PDAs) allow new opportunities for learners to be connected. Therefore, learning content can be accessed and interaction can take place wherever learners need it, in different areas of life, regardless of space and time.

These students frequently get into unplanned situations where they could learn if only the learning can move with them and adapt to their need. Examples of such student are mothers having to wait in the doctor's waiting room for hours and students working as salesmen spending a lot of time driving from one customer to another either on train or in their own car. There is need to provide the learners with learning support as they move from formal learning setting adaptation of educational resources through opencast in mobile learning provides the learners with a learning environment that moves with and is accessible anytime and anywhere and accommodating to the individual preferences and needs of learners.

## Revive of literature

In an attempt to know how much effective are cell phones on students' learning, Anastasia (2013) [1] conducted a study where a questionnaire was designed and distributed to 88 college students. The descriptive analysis has shown that the students enjoyed using cell phones in class. However, due to time and space, the students didn't feel that cell phones are effective.

Cavus and Ibrahim (2009) [2] examined the effectiveness of SMS messages in vocabulary build-up. Their study was done on forty five freshmen students. The students claimed that acquiring vocabulary items through text messaging is more enjoyable than learning through traditional mediums. The researchers, hence, believed that mobile learning is a fruitful instructive tool in learning language skills in general and vocabulary items in particular.

Nah *et al*. (2008) [3] studied the effectiveness of mobile learning in developing listening skills among EFL Korean undergraduate students. This has been carried out by investigating the students' attitudes towards using smart phones in listening activities, either individually or within a group. Similar to most studies above, the data analysis demonstrated students' positive attitudes towards the use of mobiles in listening skills activities.

Studying the efficacy of mobile learning among Saudi Arabian students, Al-Fahad (2009) [4] quantitatively surveyed the attitudes of 186 undergraduate female students at King Saud University. The results indicated that Bachelor of Arts and Medicine program's students at King Saud University in Saudi Arabia found mobile learning to be the best approach to develop their overall achievement. Harmonising with other studies the students believed that mobile learning is the best for distant learning.

**Objectives**

1. To find out the level of perception of mobile learning activities among the students of Higher Education.
2. To find out the level of attitude towards mobile learning activates among the students of Higher Education.

**Hypotheses**

1. The level of perception of mobile learning activities of the students of Higher Education is low.
2. The level of attitude towards mobile learning activates of the students of Higher Education is unfavourable

**Sample for study**

The percent study consist of students of Arts, Sciences, Engineering, Education and Agricultural studying in Dharwad district Karnataka. These 486 Arts, Science, Engineering Education and Agricultural students were selected on the bases of Random sampling techniques.

**Methodology**

In the present study the survey method was adopted.

**Statistical techniques used**

- Descriptive analysis (mean, median, standard deviation)
- Differential analysis
- Correlation analysis

**Table 1:** Table showing the distribution of sample and its sub-sample selected for the present study

| Demographic variable | Sub sample | N |
|---|---|---|
| Gender | Male | 225 |
| | Female | 261 |
| Course/Branch/Subject | Arts | 29 |
| | Science | 69 |
| | Engineering | 194 |
| | Education | 95 |
| | Agriculture | 99 |
| Locality of the Institution | Rural | 321 |
| | Urban | 165 |
| Cast | OBC | 25 |
| | ST | 148 |
| | SC | 16 |
| | GM | 153 |
| Father's Qualification | Illiterate | 106 |
| | School education | 293 |
| | Collage education | 87 |
| Father's Occupations | Agriculture | 270 |
| | Business | 61 |
| | Engineering | 5 |
| | Doctors | 2 |
| | Lawyer | 3 |
| | Teacher | 14 |
| | Others | 131 |
| Do you have a mobile? | Yes | 457 |
| | No | 29 |
| Do you have a smart phone? | Yes | 141 |
| | Yes | 345 |
| Entire sample | | 486 |

**Note:** *Sources* Computed by Primary data

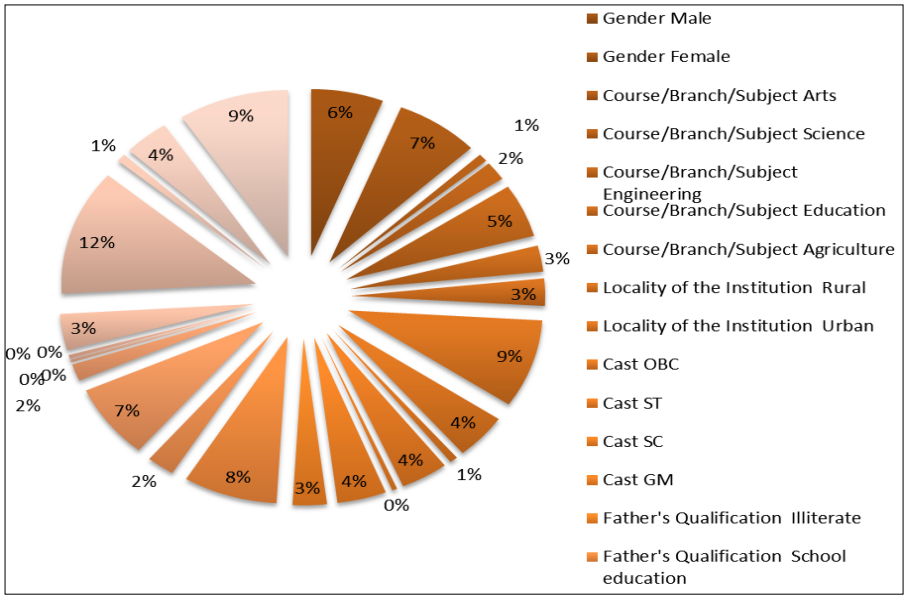


**Fig 1**

**Table 2:** Distribution of sample according to gender

| S. No | Gender | Sample Size | Percentage |
|---|---|---|---|
| 1 | Male | 225 | 46.3 |
| 2 | Female | 261 | 53.7 |
| | Total | 486 | 100.0 |

**Note:** *Sources* computed by primary data

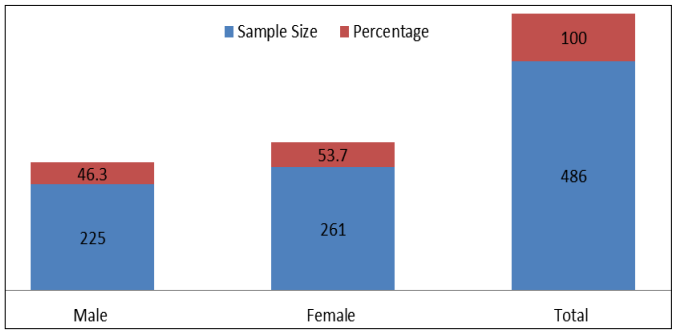


**Fig 2**

Table shows that the distribution of sample on the basis of gender. Out of 486 students 225 (46.3% were from male and 261 (53.7%) were from female.

**Table 3:** Distribution of Sample According to Course

| Sl. No | Course | Sample Size | Percentage |
|---|---|---|---|
| 1 | Arts | 29 | 6 |
| 2 | Science | 69 | 14 |
| 3 | Engineering | 194 | 40 |
| 4 | Education | 95 | 20 |
| 5 | Agricultural | 99 | 20 |
| | Total | 486 | 100 |

**Note:** *Sources* Computed by primary data

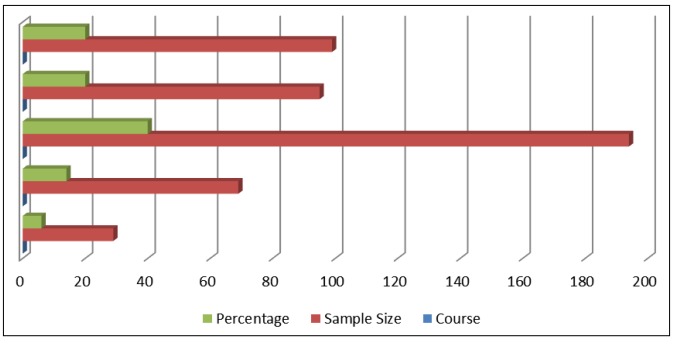


**Fig 3**

Table shows that the distribution of sample on the basis of course. Out of 486 students 29(6%) were from Arts, 69(14%) were from Science, 194 (40%) were from Engineering, 95 (29%) were from Education and 99 (20%) were from Agricultural.

**Table 4:** Distribution of Sample According to Locality

| S. No | Locality | Sample size | Percentage |
|---|---|---|---|
| 1 | Rural | 321 | 66 |
| 2 | Urban | 165 | 34 |
| | Total | 486 | 100 |

**Note:** *Sources* computed by primary data

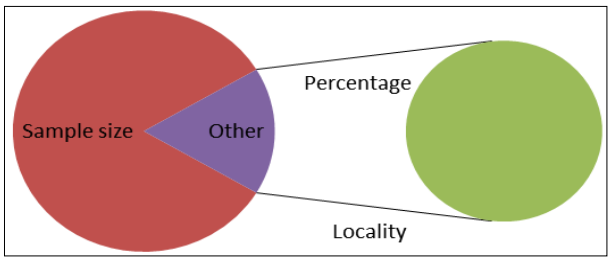


**Fig 4**

Table shows that the distribution of sample of the basis locality. Out of 486 students 321 (66%) were from rural and 165 (34%) were from urban.

**Table 5:** Distribution of sample according to father's qualifications

| Sl. No. | Father's Qualification | Sample size | Percentage |
|---|---|---|---|
| 1 | Illiterate | 106 | 21.8 |
| 2 | School Education | 293 | 60.3 |
| 3 | Collage Education | 87 | 17.9 |
| | Total | 486 | 100.0 |

**Note:** *Sources* computed by primary data

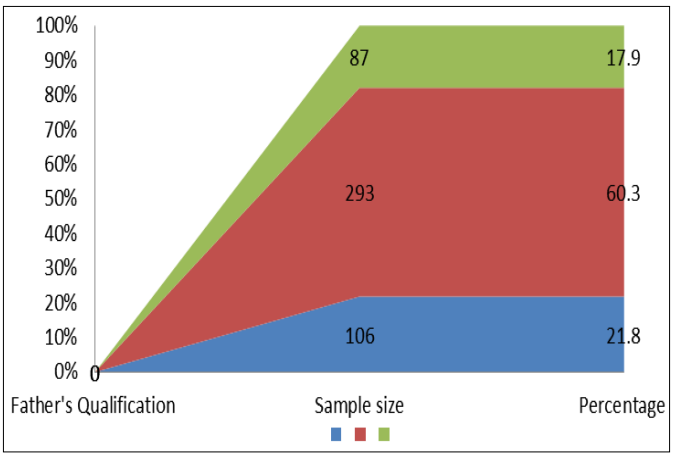


**Fig 5**

Table shows that the distribution of sample on the basis of father's qualification. Out of 486 students 106 (21.8%) were from illiterate, 293 (60.3%) were from School Education and 87 (17.9%) were from Collage Education.

**Table 6:** Table showing the distribution of sample statistical value selected for the present study

| Demographic variable | Sub sample | N | Mean | Median | S.D |
|---|---|---|---|---|---|
| Gender | Male | 225 | 83.95 | 85.00 | 10.97 |
| | Female | 261 | 83.93 | 85.00 | 11.504 |
| Course/Branch/ Subject | Arts | 29 | 86.24 | 86.00 | 12.275 |
| | Science | 69 | 83.13 | 84.00 | 12.81 |
| | Engineering | 194 | 82.16 | 83.00 | 12.087 |
| | Education | 95 | 88.16 | 89.00 | 8.7 |
| | Agriculture | 99 | 83.28 | 83.00 | 9.472 |
| Locality of the Institution | Rural | 321 | 85.21 | 86.00 | 10.78 |
| | Urban | 165 | 81.48 | 81.00 | 11.758 |
| Caste | OBC | 25 | 83.36 | 82.00 | 8.888 |
| | SC | 148 | 86.05 | 87.00 | 10.34 |
| | ST | 160 | 85.86 | 86.00 | 10.141 |
| | GM | 153 | 79.99 | 79.00 | 12.503 |
| Father's Qualification | Illiterate | 106 | 83.78 | 85.8 | 11.305 |
| | School education | 293 | 84.25 | 85.00 | 11.184 |
| | Collage education | 87 | 83.10 | 83.00 | 11.48 |
| Father's Occupation | Agriculture | 270 | 83.5 | 84.00 | 10.918 |
| | Business | 61 | 85.85 | 88.00 | 10.567 |
| | Engineering | 5 | 77.6 | 77.00 | 13.921 |
| | Doctors | 2 | 76.5 | 76.5 | 6.364 |
| | Lawyer | 3 | 86.67 | 84.00 | 6.429 |
| | Teacher | 14 | 85.29 | 83.00 | 12.054 |
| | Other | 131 | 84.11 | 86.00 | 12.145 |
| Do you have a mobile? | Yes | 457 | 84.12 | 85.00 | 11.37 |
| | No | 29 | 81.14 | 83.00 | 8.802 |
| Do you have a smart phone? | Yes | 141 | 84.85 | 84.00 | 12.837 |
| | No | 345 | 83.54 | 85.00 | 10.528 |
| Entire sample | | 486 | 83.94 | 85.00 | 11.248 |

**Table 7:** Level of Perception

| Level | Perception |
|---|---|
| Low | 122(25.1%) |
| Moderate | 231(47.5%) |
| High | 133(27.4%) |

On the basis of the norms established have been classified into low, moderate and high level of perception 25.1% have level of perception while 47.5% have moderate level of perception and 27.4% have high level of perception. Hence on the whole in it is connected the level of perception of mobile learning activity.

### Differential analysis of perception of mobile learning activities

**Table 8:** Significance difference in the perception of mobile learning activities on the basis of gender.

| Sl. No | Gender | Sample Size | Mean | Standard Deviation | T Valve | Level of Significance |
|---|---|---|---|---|---|---|
| 1 | Male | 225 | 83.95 | 10.970 | 0.016 | 0.01 |
| 2 | Female | 261 | 83.93 | 11.504 | | |

### Null Hypothesis

There is no significant difference in the presentation of mobile learning activities with respect to their gender

The calculated t-value 0.016 is much leaser than table valve 2.58 as 0.01 level of significant. Hence the hull hypothesis in accepted. It is calculated that there is no significance difference between male and female in their perception of mobile learning activities.

### Correlation analysis

**Table 9:** Correlation between perception and attitudes towards mobile learning activities.

| Variable | R | Level of Significance |
|---|---|---|
| Perception | 0.643 | 0.01 |
| Attitude | | |

The person product moment correlation co-efficient was computed to assess the relationship between the perception and attitude towards mobile learning activities, the calculated r value 0.643 is significance at 0.01 level. There is a positive relationship between the perception and attitude towards mobile learning activities (r=00.643). Hence the null hypothesis is rejected and it is concluded that there is a significant positive relationship between the perception and attitude towards mobile learning activities.

### Findings

- Result shows that the distribution of sample on the basis of gender. Out of 486 students 225 (56.3%) were from male and 261 (53.7%) were from female.
- Result shows that distribution of sample on the basis of course. Out of 486 students 29 (6%) were from Arts, 69 (14%) were from Science, 194 (40%) were from Engineering, 95 (20%) were from Education and 99 (20%) were from Agricultural.
- Result shows that the distribution of sample on the basis of locality. Out of 486 students 321 (66%) were from rural and 165 (34%) were from urban.
- Result shows that the distribution of sample on the basis of caste. Out of 486 students 25 (5%) were from OBC, 148 (30.5%) were from SC, 160 (33%) were from ST, 153(13.5%) GM.
- Result shows that the distribution of sample on the basis of Father's Qualification. Out of 486 students106 (21.8%) were from illiterate, 293 (60,3%) were from School Education and 87(17.9%) were from Collage Education.
- Result shows that the distribution of sample on the basis of Father's Occupation. Out of 486 students 270 (55.6%) were from Agriculture, 61(12.6%) were from Business, 5 (1.0%) were Engineering, 2 (0.4% were from Doctors, 3 (0.6% were from Lawyer, 14 (2.9%) were from Teacher and 131 (26.9%) were from other.

### Conclusion

In the present study, the research arrived the following conclusion based on the finding. The study has been conducted on the perception and attitude towards mobile learning activities of the students of Higher Education. The perception of mobile learning activities of the students of Higher Education entire sample scored higher mean value than attitude towards mobile learning activities of the students of Higher Education. In the case of different course of study, Education scored higher mean value than other course. So students of Education have high level of perception of mobile learning activities. This study reveals that smart phone vs. are more involved in mobile learning activities. There is positive relationship between and attitude towards mobile learning activities.

### References


1. Anastasia EM. College Students' Cell Phone Use, Beliefs, and Effects on Their Learning. College Student Journal, 2013, 47(4).
2. Cavus N, Ibrahim D. M-Learning: An experiment in using SMS to support learning new English language words. British Journal of Educational Technology. 2009; 40(1):78-91. http://dx.doi.org/10.1111/j.1467-8535.2007.00801.x
3. Nah KC, White P, Sussex R. The potential of using a mobile phone to access the Internet for learning EFL listening skills within a Korean context. ReCALL. 2008; 20(3):331-347. http://dx.doi.org/10.1017/s0958344008000633
4. Al-Fahad FN. Students' Attitudes and Perceptions towards the Effectiveness of Mobile Learning in King Saud University, Saudi Arabia. Turkish Online Journal of Educational Technology, 2009, 8(2).
5. John Gyang, Chaka, Irene Govender. Students' perceptions and readiness towards mobile learning in colleges of education: a Nigerian perspective. South African Journal of Education, 2017, 37(1).
6. Gilbert AR. A study of the relationship between school size and Teachers Morale of Selected in Karnataka, Research Abstract, 1972.