THINK INDIA JOURNAL

ISSN:0971-1260

Vol-22-Issue-40-December-2019

To Study the Awareness of M-Learning in Higher Secondary Students

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ABSTRACT
The purpose of the present paper is to investigate the awareness of mobile learning in higher secondary students . It also evaluates the role of mobile learning in students' life. A structured questionnaire was distributed among students belonging to higher secondary college of Commerce and Science. The collected data was analyzed and presented in tabular form. The present research revealed that the role of mobile learning is increasing among students learning. The results indicated that mobile learning can be very useful in the higher secondary education environment. Furthermore, the results showed that the students had moderate knowledge and awareness to use mobile technology and the Internet in their educational environment. The present study is very useful for the policy makers to develop course curriculum which may include mobile learning as substitute for classes.

Keywords: M-learning, Mobile Technology, Mobile Devices, Higher Secondary Education

INTRODUCTION

Advancements in mobile technology are rapidly changing the nature of learning by allowing flexible and instance access to rich digital content. Mobile learning (m-learning and further mobile learning apps) can also play a significant role in learning. M-learning is the latest education and training method seems to be the fastest developing in the education field compared to the traditional e-learning. M-learning is the next form of e-learning using mobile technologies to facilitate education for teachers and learners anywhere and anytime (Alzaza &Yaakub, 2011a). The potential benefits of m-learning have been widely touted from a range of purposes, including cost savings, worldwide communications, easy access, study aids, convenience and location-based services.

MOBILE LEARNING

M-learning or mobile learning is "learning across multiple contexts, through social and content interactions, using personal electronic devices". A form of distance education, m-learners use mobile device educational technology at their convenient time.

M-learning technologies include handheld computers, MP3 players, notebooks, mobile phones and tablets. M-learning focuses on the mobility of the learner, interacting with portable technologies. Using mobile tools for creating learning aids and materials becomes an important part of informal learning.

M-learning is convenient in that it is accessible from virtually anywhere. Sharing is almost instantaneous among everyone using the same content, which leads to the reception of instant feedback and tips. This highly active process has proven to increase exam scores from the fiftieth to the seventieth percentile, and cut the dropout rate in technical fields by 22 percent. M-learning also brings strong portability by replacing books and notes with small devices, filled with tailored learning contents. M-learning has the added benefit of being cost effective, as the price of digital content on tablets is falling sharply compared to the traditional media (books, CD and DVD, etc.). One digital textbook, for instance, costs one-third to half the price of a paper textbook (AFD, 2012), with zero marginal cost.

Some of the possibilities offered by this methodology, according to Fombona, Pascual-Sevillana and González-Videgaray, are a greater and different access to information, along with transcendent innovations, such as the increase of informal and playful activities, iconic virtual, membership of specific groups, and

ISSN:0971-1260

Vol-22-Issue-40-December-2019

networks of friendly interaction within new scales of values.The characteristics of mobile devices can be categorized into three categories as:

(a) Portability: mobile devices can be taken to different locations,

(b) Instant connectivity: mobile devices can be used to access a variety of information anytime and anywhere with instant connectivity facility, and

(c) Context sensitivity: mobile devices can be used to and gather real or simulated data (BenMoussa,2003; Churchill & Churchill, 2008; Klopfer, Squire,& Jenkins, 2002).

MOBILE LEARNING IN HIGHER SECONDARY EDUCATION

M-learning has the potential to support all forms of education; higher education is a particularly appropriate venue for the integration of m-learning because availability of mobile devices has become very common for college students. Various M-learning attempts have been applied in higher secondary education. For example, college students can receive formative evaluation and feedback from their instructors via a mobile device (Crawford, 2007). A face-to-face course can be supported by Quick Response (QR) codes that offer an Internet link to supplemental resources (Grant & Gikas, 2011). Administrative tasks, such as checking attendance and learning progress, can also be done with the use of mobile devices.

OBJECTIVES

- To study the level of awareness of M-Learning among Higher Secondary Students.
- To study the availability of mobile devices among the Higher Secondary Students.
- To find out the availability and usage of the internet among the Higher Secondary Students.
- To study the purpose of using mobile internet of Higher Secondary Students.

METHODOLOGY

The survey method was used for the study. A structured questionnaire was prepared by the researcher and was distributed among students. The questionnaire comprises two sections. Section "A" focuses on the users' probability such as gender, age, and education background, and discipline. Section "B" covers the student's awareness and usage of mobile technologies and the Internet. For some questions a 5-point Likert scale anchored by "Strongly Disagree" (1) and "Strongly Agree" (5) was used. The ranges of five point Likert-scales were categorised into equal sized categories of low, moderate, and high. Some questions are choice based as Yes/No or Multiple choice. 60 students from S.H Jondhale junior college, Dombivli from Commerce and Science streams were selected by convenient sampling method.

DATA ANALYSIS

Availability of Mobile Devices: 100%

N=60

Sr. No		N	%
1	Mobile phone	04	6.67%
2	Smart phone	52	86.67%
3	Tablet	03	5%
4	E-book Reader	01	1.67%
	Total	60	100%

Availability of Internet

N= 60

Sr. No		**YES**	**NO**	**Total**
	Availability of Internet	56	04	60
		93.33%	6.67%	100%

ISSN:0971-1260

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Purpose of using Mobile Internet:

N=56

Sr. No		N	%
1	Social Networking	55	99%
2	News	22	39.29%
3	E-mail	46	82.14%
4	Research	18	32.14%
5	Entertainment	56	100%

Overall Awareness about M-Learning:

Awareness scale

N=60

Level Of Awareness	No. of students
Low	0-20
Moderate	21-40
High	41-60

Overall awareness about M-Learning among Higher Secondary students	36	Moderate level of awareness

FINDINGS

In this mobile dependent era, m-learning can engage students with their learning environment anywhere and anytime. This study investigated the Higher Secondary students' awareness and usability of m-learning and it was found that they have moderate awareness about use of M-Learning. the results showed that the students had moderate knowledge and awareness to use mobile technology and the Internet in their educational environment. It was also found that most of the students use mobile internet for the purpose of either social networking or entertainment.

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