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RELATIONSHIP BETWEEN M-LEARNING AWARENESS AND INVOLVEMENT IN MOBILE TECHNOLOGY OF THE COLLEGE STUDENTS

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Abstract:-The study was intended to find out the Relationship between M-learning awareness and involvement in mobile technology of the college students in Cuddalore and Villupuram, Districts of Tamil Nadu, India. Random Sampling Technique was used to compose a sample of 1050 college students Mean, Standard Deviation, t value and r value were calculated for the analysis of data. The result revealed that there is significant relationship between M-learning awareness and involvement in mobile technology of the college students.

Keywords:M-learning Awareness and Involvement , mobile technology .

INTRODUCTION

Statement of the problem

The problem selected for the present study may be stated as follows,

"The problem selected for the present study is stated as: "Relationship between M-learning awareness and involvement in mobile technology of the college students"

Significance of the study

ICT extends our mental capabilities and enhances our intellect. Yet there are many people who will be left behind in the technological guest for the faster and more efficient mode of communication. In this era of technological advancement, M - learning is considered to be an essential ingredient of education. But M - learning awareness is an important factor of college students. It accounts a lot for the innovation and instructional flow in class rooms. And basically college students must also be involvement in mobile technology. Therefore, the investigator made an attempt to study the M – learning awareness of College students.

SCOPE AND LIMITATIONS

The following are the few suggestions for the future research. Similar study may be undertaken for all the Higher Secondary students. Similar study may be conducted at University levels. Survey and Project work may also be undertaken for college lecturers and research scholars.

Due to lack of time and resources available to the investigator, the study has been constrained with the following limitations.

1. The present study is confined only two districts of Tamilnadu.

2. The sample selected for the present study is confined to Arts and Science college students.

Method of the study

Normative survey method (Kothari, 1985) was employed. The tool is administered to the samples of 1050 students.

The data was collected and subjected to statistical analysis to arrive at a conclusion.

OBJECTIVES OF THE STUDY

The following are the objectives formulated for the present study. To study,

1. The significant difference between the sub-samples of them in respect of their M-learning awareness.
2. The significant difference between the sub-samples of them in respect of their involvement in mobile technology.
3. The nature of the relationship existing between their M-learning awareness and their involvement in mobile technology belonging to different sub-samples.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the M-learning awareness between,
   a. male and female students,
   b. urban and rural area students,
   c. nuclear and joint family students.

2. There is no significant difference in the involvement in mobile technology between,
   a. male and female students,
   b. urban and rural area students,
   c. nuclear and joint family students.

3. There is no significant relationship between M-learning awareness and involvement in mobile technology belonging to
   a. male and female students,
   b. urban and rural area students,
   c. nuclear and joint family students.

TOOLS USED

M-learning awareness questionnaire was constructed and standardized by Naga subramani P.C.(2012). The M-learning awareness questionnaire has 35 questions, each question in this tool set against two alternative responses they are “Yes” and “No”. There is no negatively worded item in this questionnaire. So, the response ‘Yes’ carries a score of 1 and a score 0 is given to the response ‘No’. The maximum score for this tool is 35.

Involvement in Mobile Technology scale was constructed and standardized by Naga subramani P.C. and Sharmila. V.(2013). It consists of 30 items. There are 20 positive statements and 10 negative statements in respect of the Involvement in Mobile Technology. In each statement three point scale ranging from “Totally accepted”, “Partially accepted”, “Not at all accepted” is used. The different points on the scale are assigned with arbitrary weights, for example 2, 1 and 0 in the order of “Totally accepted”, “Partially accepted”, “Not at all accepted” response for the positive statements. The scoring scheme is reversed for the negative statements. Here the “Not at all accepted” response is given the weight of 2 and the “Totally accepted” response is given the weight of 0. An individual score is the sum of all the score of the 30 items. The maximum score that one can get in this is 60. Higher score indicates the presence of more Involvement in Mobile Technology and the Lower score indicates the presence of less Involvement in Mobile Technology.

SAMPLE OF THE STUDY

In this present study, 1050 students studying the different arts and science colleges were

taken as sample. The random sampling technique has been used in the selection of the sample. The samples were collected from the colleges situated in Cuddalore and Villupuram Districts of Tamil Nadu.

STATISTICAL TECHNIQUES USED

The following statistical techniques have been used in the present study for the analysis of collected data.

1.Differential Analysis

2.Correlation analysis

Table – 1
t – test values for the m-learning awareness and involvement in mobile technology Scores of the sub – samples

VARIABLE	Sub-sample	NUMBER	MEAN	S.D	`t'	Significant value
M-learning awareness	Male	628	24.24	2.50	2.39	S
	Female	422	25.09	4.71		
	Urban	464	25.13	3.27	2.63	S
	Rural	586	24.86	4.65		
	nuclear	518	24.75	2.41	0.43	NS
	joint	532	24.62	2.28		
Involvement in mobile technology	Male	628	42.50	1.90	2.83	S
	Female	422	44.44	1.76		
	Urban	464	43.08	2.14	0.53	NS
	Rural	586	43.44	3.78		
	nuclear	518	42.90	10.97	1.12	NS
	joint	532	43.65	10.79		

Table – 2
CORRELATION BETWEEN M-LEARNING AWARENESS AND INVOLVEMENT IN MOBILE TECHNOLOGY OF COLLEGE STUDENTS BELONGING TO DIFFERENT SUB SAMPLES

VARIABLE	Sub-sample	Number	r	Significance at 0.05 level
M- learning awareness and involvement in mobile technology	Male	628	0.073	S
	Female	422	0.079	S
	Urban	464	0.086	S
	Rural	586	0.075	S
	Nuclear	518	0.085	S
	joint	532	0.079	S

IMPORTANT FINDINGS

The following are the important findings of the present investigation:

1. There is significant difference between the male and female students in respect of their M-learning awareness. Moreover the female students (Mean =250.09) are found to be better than their male counter parts (Mean =245.24) in their M-learning awareness.
2. There is significant difference between the urban and rural area students in respect of their M-learning awareness. Moreover the urban area students (Mean =250.13) are found to be better than their rural counter parts (Mean =244.86) in their M-learning awareness.
3. There is no significant difference between the nuclear and joint family students in respect of their M-learning awareness.
4. There is significant difference between the male and female students in respect of their involvement in mobile technology. Moreover the female students (Mean =84.44) are found to be better than their male counter parts (Mean =82.50) in their involvement in mobile technology.
5. There is no significant difference between the urban and rural area students in respect of their involvement in mobile technology.
6. There is no significant difference between the nuclear and joint family students in respect of their involvement in mobile technology.
7. There is no significant relationship between M-learning awareness and involvement in mobile technology belonging to male and female students, urban and rural area students and nuclear and joint family students.

CONCLUSION

Thus the present study has shown that the male and female, urban and rural area students differ significantly in their M-learning awareness but, nuclear and joint family students do not differ significantly in their M-learning awareness. The male and female students differ significantly in their involvement in mobile technology but, urban and rural area students, nuclear and joint family students do not differ significantly in their involvement in mobile technology. There is significant relationship between M-learning awareness and involvement in mobile technology.

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