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AWARENESS AND UTILIZATION OF M-LEARNING INSTRUCTION AMONG MBA STUDENTS OF OXFORD ENGINEERING COLLEGE AT TRICHY

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ABSTRACT:

Information Communication Technology enables joyful learning to achieve high academic standards. This study attempts to assess the level of awareness and utilization of m-learning instruction among MBA students of Oxford Engineering College at Trichy. This study belongs to the Survey Research Method. The investigators had selected 60 MBA students as a sample by simple random sampling technique. Self-made questionnaire was developed by the investigators and utilized for collection of data. Suitable statistical techniques were applied during the analysis of data. This study investigated that 87% of the students are highly aware of mobile learning and 82.5% of the students are utilizing mobile for learning. The findings clearly indicated that the students had high awareness about mobile learning but its utilization level in learning curriculum is less. It is

recommended that, more information about mobile learning should be created by the Head of higher education sectors, Mobile Engineers, Administrators of Education Institutions.

KEYWORDS : Awareness, Utilization, M-Learning Instruction, MBA-Students.

INTRODUCTION:

Information communication technology steadily meet the continuous daunting challenges exists in the education field. Presently technological application is easy and inevitable due to enormous production of handheld devices in the market. Mobile learning has not been adopted as a real education instrument in current days. Spontaneous learning happens among college students now days due to necessity. Learning through mobile phone seems to be the innovative way to meet the demand. With the help of enormous usage of mobile technologies the class room instruction shifted from static classroom to dynamic mobile class room with the policy of anytime, anywhere and any place. Android mobile phones do wonder in the fingers of students. Mobile learning is learning through wireless technological devices that can be utilized. Mobile phone is popular due to the following services like Interaction (talking), SMS (Short Message Service), MMS (Multimedia Message Service), Photo record and save, Video Record and watching, Listening Music, Film down load and play, Browsing, e-mail work, Playing Games, Using SNS (Social Networking Site), and also Computer programmes. It also allows the users to do all activities and applications anytime and anywhere in contrast to Personal computers. Student community uses mobile as a part and parcel of their daily routine. Mobile gadgets are small, smart, portable, joyful and comfortable to use. This study will focus on the awareness and utilization of M-Learning in higher education by exploring their readiness to use in their learning environment. Progress of a person, society, state and country is directly proportional to the literacy rate and quality of education received by youth (Sumathiral, 2013)

Related Literature:

The BBC world services learning English section offers English lessons via SMS in Francophone, West-Africa and China (Godwin-Jones, 2005). Levy and Kennady (2005) created a program for Italian learners in Australia, sending vocabulary words and idioms, definitions and example sentences via SMS. Instant messaging is one of the most widely-used mobile applications for education and it supported social bonding between students and instructors (Rau et al., 2008). Mobile devices for learning are limited by screen size, computational power, battery capacity, input interface and network bandwidth (Chen, Chang and Wang, 2008). Increase in the number of mobile devices led researchers to focus on using these devices as a medium of learning (Koszalka and Ntloedibea Kuswani, 2010). Jacobson and Forste (2011) identified a negative relationship between the use of electronic media including cell phones (calling and texting) and academic performance (self-reported) among first year university students in the United States. The mobile devices integrate a series of features and capabilities such as making phone calls, recording audio/video, capturing pictures, storing data, use of short message services, Wi-Fi, GPS, and accessing the internet (Wolf, 2012). According to Wei Bao (2013) through m-learning the respondents, 75% Web-browsing, linguistic ability improve namely vocabulary 60%, listing and speaking 95%, reading 45%, grammar 20% and communication 100%, entertainment 79% and study 26%. Awareness 43.97% belongs to perception mobile learning by Nahid Rezaee et al. (2013). Dinesh Kumar and Amitsingh (2013) were aptly said by using the modern technologies in classroom we enjoy a different experience of teaching and students interactively and also enjoy the smooth working. One can take advantage of available information and knowledge, only if

he can manage and understand how the technology works. According to Neil Roberts, Michael Rees (2014), 66% of respondents used mobile phone for one hour lecture class, of this 45% used mobile phone and 38% used a laptop. Ammar Khader Mohammad Almasri (2014) surveyed the usage of mobile devices as learning tools among higher education and undergraduate student in Amman University College. The results indicated that the majority of the participants currently own and use mobile phones, particularly Android devices and I-phone for academic purpose. Surendra Kumar Sahu (2014) investigated student awareness about mobile learning is higher in education environment. The results show that students have adequate knowledge and awareness about usage of such technology in their education environment. It was also found that among university services that students would like to be provided on mobile technology include exam results followed by calendar and time table, treasury or finance, admission status, alert system and library service. Hyewon Kim et al. (2014) investigated the effects of mobile instant messaging on collaborative learning processes and outcomes. The result revealed that the mobile IM group shows better team work than the other two groups. McEwen and Dube (2015) investigated the tablet computers and their applications offer a learning experience that appears to be inherently highly interactive and thereby introducing challenges to the cognitive load of children as users. The most popular network site in mobile phone is face book 94.9%, educational purpose usage 48.4%, and Social media in educational purpose 25% by Tahsin Yagci (2015). Mobile learning system (M-Thuto: Mobile device) can play an alternate digital learning resources (Mmaki Jantjies and Mike Joy, 2015).

Need and Significance of the Study:

Many higher education institutions are producing e-books, e-modules, e-journals, e-advertisement and e- study material in electronic form. One of the main aims of education in modern society is to acquiring technical skills with latest information from the reliable e-Resources. One has to change the mind set of people by educating them through the power of e-Learning. Therefore the present study attempts to assess the level of awareness and utilization of M-learning instruction among MBA students of Oxford Engineering College at Trichy.

Objectives of the Study:

The Major objective of the study is to find out the level of awareness and utilization of m-learning instruction among MBA students. The Specific objectives of the study are
1. To study the level of awareness of m-learning instruction.
2. To examine the level of utilization of m-learning instruction in General.
3. To evaluate the level of utilization of m-learning instruction- Self-learning.
4. To measure the level of utilization of m-learning instruction-Classroom Interaction.
5. To study the relationship between the variables such as Sex, Age, Subject studied in + 2 level, Institution studied in + 2 level and their level of awareness and utilization of mobile learning.

Methodology:

This present study belongs to the Survey Research Method. The investigators had selected 60 MBA Students as sample by Simple Random sampling technique from Oxford Engineering College, Trichy. Investigators have developed the Questionnaire related towards M-learning for collecting the data. Suitable descriptive statistical techniques were employed and interpret the results.

Analysis and Interpretation:

The data collected were processed and subjected to analysis in terms of the specific objectives of the study. The details of the analysis and interpretation of data are presented below.

TABLE 1
DEMOGRAPHIC PROFILE OF RESPONDENTS AND PERCENTAGE

S. No	Profile		No of Respondents(n)	Percentage %
1	Sex	Male	27	45
		Female	33	55
2	Age	18-20 years	15	25
		21-23 years	45	75
3	Subject studied in +2 level	Science	12	20
		Arts	48	80
4	Institution studied in +2 level	Private	15	25
		Aided	36	60
		Government	9	15

The table 1 reveals that 60 volunteers were participated in the survey, among the respondents surveyed 33(55%) were female and 27 (45%) were male. This was followed by age 18-20 are 15 respondents (25%) and belonged to age 21-23 are 45 respondents (75%). Subject studied in +2 level Science are 12 respondents (20%) and belonged to Arts are 48 respondents (80%). Institution studied in +2 level in Private are 15 respondents (25%), Aided 36 respondents (60%) and Government are 9 respondents (15%) studied in their school level.

TABLE 2
DESCRIPTIVE STATISTICS FOR THE UTILIZATION OF MOBILE LEARNING-GENERAL

S. No	Statements	Category	(n)	%
1	Internet usage through mobile	Regular	27	45
		Occasional	24	40
		Never	9	15
2	Mobile usage mostly with	Friends	39	65
		Family	21	35
		Relatives	0	0
3	Mobile usage mostly with faculties for	Personal Improvement	15	25
		Subject Sharing	27	45
		Message Related to Study	18	30
4	Mobile usage most of the time for	Face book	24	40
		Twitter	6	10
		Whatsapp	30	50

The table 3 identified Internet usages through mobile Occasional are 24 respondents (40%), followed by Regular 27 respondents (45%) and Never 9 respondents (15%). Mobile usage mostly with Friends 39 respondents (65%) followed by Family 21 respondents (35%) and relatives 0 respondents (0%). Mobile usage mostly with faculties for Subject Sharing 27 respondents (45%) followed by Personal Improvement 15 respondents (25%), Message Related to Study 18 respondents (30%). Mobile

usage most of the time for Whatsapp usage 30 respondents (50%) followed by Face book 24 respondents (40%) and Twitter 6 respondents (10%) respectively.

TABLE 3
DESCRPTIVE STATISTICS FOR THE AWARENESS OF MOBILE LEARNING

S. No	Statements	SA(n)%	A(n)%	DA(n)%
1	Mobile Assisted Instruction make the student create interest in subjects	42(70%)	18(30%)	0(0%)
2	Mobile Assisted Instruction present the content effectively	15(25%)	42(70%)	3(5%)
3	Mobile Assisted Instruction provides immediate response from students and faculties	33(55%)	21(35%)	6(10%)
4	Mobile Assisted Instruction is suited for home assignment only	9(15%)	24(40%)	27(45%)
5	I got worldwide knowledge through Mobile Assisted Instruction	42(70%)	15(25%)	3(5%)
	Average	28.2(47)	24(40)	7.8(13)

The table 3 presents the number and percentage of awareness of mobile learning among the MBA Students. According to the table,
47% of the students are opted strongly agree.
40% of them are opted agree,
Only 13% of them are opted strongly disagree.

Finally, it is concluded that 87% of the students are aware of mobile learning. In the remaining 13% of them are not aware of mobile learning.

TABLE 4
DESCRPTIVE STATISTICS FOR THE UTILIZATION OF MOBILE FOR SELF-LEARNING

S. No	Statements	SA(n)%	A(n)%	DA(n)%
1	Mobile Assisted Instruction develops self-learning among students.	33(55%)	24(40%)	3(5%)
2	Mobile Assisted Instruction allows student learn at their own face	33(55%)	27(45%)	0(0%)
3	Mobile Assisted Instruction provides individualized Instruction	27(45%)	24(40%)	9(15%)
4	I use Mobile Assisted Instruction for my learning	33(55%)	15(25%)	12(20%)
5	Mobile Assisted Instruction is user friendly	42(70%)	12(20%)	6(10%)
6	I use Mobile Assisted Instruction for clearing subject doubts.	36(60%)	12(20%)	12(20%)
	Average	34(56.6%)	19(31.6%)	7(11.6%)

The table 4 presents the number and percentage of utilization of mobile for self- learning among the MBA Students. According to the table,
56.6% of the students are opted strongly agree.
31.6% of them are opted agree,
Only 11.6% of them are opted strongly disagree.

Finally, it is concluded that 88% of the students are agreed to utilize mobile for self- learning. In the remaining, 11.6% of them strongly disagree and is not ready to utilize mobile for self- learning.

TABLE 5
DESCRPTIVE STATISTICS FOR THE UTILIZATION OF MOBILE FOR CLASSROOM INTERACTION

S. No	Statements	SA(n)%	A(n)%	DA(n)%
1	Mobile Assisted Instruction can demonstrate visual concepts more effectively	45(75%)	15(25%)	0(0%)
2	Active participation of students is possible through Mobile Assisted Instruction	39(65%)	18(30%)	3(5%)
3	Mobile Assisted Instruction can substitute for class room interaction	36(60%)	18(30%)	6(10%)
4	I got better marks, because I use Mobile Assisted Instruction effectively.	6(10%)	30(50%)	24(40%)
5	I use Mobile Assisted Instruction often to discuss with my professors.	9(15%)	12(25%)	39(65%)
	Average	27(45%)	18.6(32%)	14.4(24%)

The table 5 presents the number and percentage of utilization of mobile for classroom interaction among the MBA Students. According to the table,
45% of the students are opted strongly agree,
32% of them are opted agree,
Only 24% of them are opted strongly disagree.

Finally, it is concluded that 77% of the students are agreed to utilize mobile for classroom interaction. In the remaining 24% of them are disagreed and to utilize mobile for classroom interaction.

Results and Discussion:

Among 60 volunteers were surveyed, 33(55%) were female and 27 (45%) were male, 75% of the students are belonged to the age group 21-23, 80% of the students are belonged to arts group in their + 2 level education, 60% of the students came from aided institution, 50% of the students are using mobile for operating whatsapp, 45% of the students are using mobile with faculties for Subject Sharing, 65% of the students are using mobile to interact with friends, 45% of the students are using internet regularly through mobile, 87% of the students are aware of mobile learning, 88% of the students are agreed to utilize mobile for self- learning, 77% of the students are agreed to utilize mobile for classroom interaction.

The present study revealed 87% of the students are aware of mobile learning, this result is higher than when compare to previous literature, awareness 43.97% belongs to perception mobile learning by Nahid Rezaee et al. (2013). This study found that 50% of the students are using mobile for operating whatsapp but this is contrast to the study by Tahsin Yagci (2015), where the most popular network site in mobile phone is face book 94.9%.

CONCLUSION:

Mobile devices that can support mobile learning include e-book, Hand held audio and Multimedia devices, Hand held game console, pod cast, PDA (Personal Digital Assistance), MP3, MP4 players, Tablet Computer, mobile phone, camera phone and smart phone, i-pad, i-pod. M learning is emerging path among educationists to explore and implement in teaching learning environment. In

conclusion, 87% of the students are highly aware of mobile learning and 82.5% of the students are utilizing mobile for learning. The findings showed that the students had high awareness about mobile learning but its utilization level in learning curriculum is less. It is recommended that, more information about mobile learning should be created by the Heads of higher education sectors, Mobile Engineers and Administrators of Education Institutions.

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