

## **STUDENTS' PERCEPTION TOWARDS MOBILE LEARNING IN COLLEGES OF EDUCATION OF ODISHA**

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### **Abstract:**

*The purpose of this study is to investigate post graduate students' perception towards mobile learning. One hundred and sixty students of M.Ed from different training colleges of Utkal University, Bhubaneswar were taken randomly as sample for the study. A 32 item scale of Perception Towards Mobile Learning (PTML) was used to collect data. The study is a descriptive survey type of research. The results show that students having science background and belong to urban areas had more positive perception than their counterparts but the use of them in class is scarce and difficult for them due to lack of training. Secondly, there were significant differences in perception between their gender.*

Keywords: Perception, Mobile learning, Colleges of education

### **Introduction**

Mobile learning or m-learning is the learning across multiple contexts, through social and content interactions, using personal electronic devices. It can be seen as the application of mobile or wireless devices to learn on move (Pak, 2001). It is an extension of e-learning to use mobile devices rather than computers as a medium (Maxfield, 2015). A form of distance education, mobile-learning use mobile device as educational technology at their time convenience. Mobile-learning technologies include handheld computers, mp3 players, notebooks, mobile phones and tablets-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. Mobile learning is convenient in that it is accessible from virtually anywhere.

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Sharing is almost instantaneous among everyone using the same content, which leads to the reception of instant feedback and tips. This highly active process increase the students' scores on examinations. Mobile learning also brings strong portability by replacing books and notes with small devices, filled with tailored learning contents.

Some benefits of m-learning over other forms of learning include “life-long learning, learning inadvertently, learning in the time of need, learning independent of time and location, and learning adjusted according to location and circumstances” (Korucu & Alkan, 2011). It has highly benefited for the students especially post-graduate students to access information about any subject easily. Students those are doing M.Ed. are getting different pedagogical skills through mobile learning with audio or videos. In view of this importance, this study ascertains the per-ceptions of post graduate students of teacher education towards m-learning.

### ***Reviews of related literature***

The study carried by Chaka and Govender (2017) revealed that performance expectancy, effort expectancy, social influence, and mobile learning conditions are positively correlated with behavioural intention, and that performance expectancy, effort expectancy, and mobile learning conditions significantly predmobile learning students' intention towards m-learning. The study therefore concludes that students in colleges of education in Nigeria had positive perceptions towards mobile learning. Furthermore, Jirak, Praneetpolgrang and Mekhabunchakij (2009) have assessed the intention of higher education students in Thailand towards accepting m-learning and found that effort expectancy, social influence, facilitating conditions and perception significantly influence behavioural intention, while performance expectancy, effort expectancy and social influence significantly influence perception.

Another study by Bere (2014) uses the UTAUT model and WhatsApp to explain the acceptance of m-learning and found that found that effort expectancy, social influence and student-centric learning predmobile learning behavioural intention, with performance expectancy being the greatest predmobile learning or for single students and social influence for married students. again Thomas, Singh and Gaffar (2013) found that the four constructs of UTAUT (performance expectancy, effort expectancy, social influence, and facilitating conditions) with the mediating variable, perception, explain 59.3% of variance in behavioural intention. In a

similar study on East African higher education students, Mtebe and Raisamo (2014) found the four UTAUT constructs predmobile learning only 27.7% of variance in behavioural intention, with performance expectancy being the greatest.

### **Methodology**

The study was based on descriptive survey research. In this study a Perception Towards Mobile Learning (PTML) developed by investigator to assess the perception of prospective teachers. The scale consisted 32 items bearing bearing 16 favourable and 16 unfavourable items. The reliability of the test was developed by split half method. It was found to be 0.73 by the Person Product Moment correlation method. The validity of the scale was determined by the self rating by subject on a graphic continuum of a scale. It was found to be 0.72. The sample of the study comprise 160 M.Ed. students of different triaining colleges of Utkal University, Bhubaneswar odisha.

### **Analysis and interpretation**

**TABLE-1**

*significance of difference between the mean perception scores of science and arts students towards mobile learning.*

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>S.Ed.</b>	<b>t-ratio</b>	<b>Level of Significance</b>
Perception towards m-learning	Science	90	58.91	8.98	1.72	3.38	0.01
	Arts	70	53.09	9.04			

It is revealed from the Table-1 that the mean perception score of post gradutae students of education is 58.91 and 53.09 with S.D.s 8.98 and 9.07 respectively. The t-ratio came out from the above two group is 3.38 which is significant at 0.01 level. It implies that the two groups differ significantly on perception towards mobile learning. Further, the mean perception scores of science students is higher than the arts students. It shows that the science students have positive perception towards mobile learning as compare to their counterparts.

**Table:2**

***Significance of difference in perception towards mobile learning between urban and rural M.Ed.students.***

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>S.Ed.</b>	<b>t-ratio</b>	<b>Level of Significance</b>
Perception towards mobile learning	Rural	100	53.00	8.45	1.69	3.39	0.01
	Urban	60	58.67	9.01			

The Table-2 indicates that the mean perception score of rural and urban students is 53.00 and is 58.67 with S.D.s 8.45 and 9.01 respectively. The t-value is found to be 3.39 which is significant at 0.01 level. It implies that the two groups differ significantly on perception towards mobile learning. Further, the mean perception scores of urban students is higher than the rural students, it shows that the urban students had positive perception towards mobile learning than the rural students.

**Table-3**

***Significance of difference between the mean perception scores of male and female students towards mobile learning.***

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>S.Ed.</b>	<b>t-ratio</b>	<b>Level of Significance</b>
Perception mobile learning	Male students	109	53.05	6.45	1.62	3.09	0.01
	Female students	51	58.07	5.09			

The Table-2 indicates that the mean perception score of male students is 53.05 and that the female students is 58.07 with S.D.s 6.45 and 5.09 respectively. The t-ratio came out from above two group is 3.09 which is significant at .01 level. It implies that the two groups differ

significantly on perception towards mobile learning. Further, the mean perception scores of female students is higher than the male students, it shows that the female students had positive perception towards mobile learning than the male students.

### **Discussion and Conclusion**

The finding of the present studies revealed that there is significant difference in perception between students having background of science and arts towards mobile learning. However, science students had more positive perception towards mobile learning as compared to the arts students. Further, the rural and male students were not using mobile as learning tool, so they had negative perception towards it. Hence, some of the collaborative projects would be designed and developed to give orientation to arts, rural and male students about using mobile for learning purpose.

The finding of the study may be useful in establishing and readiness in teaching and learning, exploring attainment of accessing mobile learnings. In particular the key beneficiaries of the study are the students in school who may be sensitized to have better understanding of the impact of mobile learning in their learning. The finding and recommendation of this study are expected to provide a process or framework which should assist college principal/managers in making decision on how to adopt and use mobile learning in school.

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