

## PERCEPTION TOWARDS MOBILE LEARNING AMONG ARTS AND SCIENCE COLLEGE STUDENTS IN MADURAI DISTRICT

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### Abstract

*The present study reports on the perception towards M- Learning among arts and science college students in the Madurai district. A sample of 350 arts and science students in the Madurai district served as the subjects of the study. The perception towards M- Learning was constructed and standardized by Ajeetha (2023) was used. This study reveals that the Who are Male and Day- Scholars, who use technology for more than 2 hours have a favourable perception towards M- Learning than their counterparts. Mobile learning tailored the scholastic performance as well as techno intelligence. Hence Mobile learning gave an intellectual perception among future generations.*

**Keywords:** Perception, M- Learning, Technology, Arts and Science College Students

### Introduction

Technology today is turning the old learning techniques on its head, unearthing several new dimensions of learning for students. Smart devices and mobile phones have completely taken over our lives, right from entertainment and communication to the way we learn. Mobile Learning in education is transforming learning for digital natives.

For starters, the use of mobile learning in education can be an excellent solution for students demanding increased flexibility in study options. With the easy availability of ubiquitous internet connection and incremental improvements in both the design & affordability of mobile devices, students today can leverage mobile technologies to access different course materials and activities.

### Need for the Study

Mobile learning is a powerful pervasive learning delivery medium used by many without any Guidance or training. The use of M-Learning has fast spread across the world. Ironically, though, the field has not seen too many research-based studies measuring its educational possibilities. India, Though, not behind in owning and using portable technology for learning, lags significantly when it comes to m-learning research, more so in the important field of education. To make change visible in any field, it should therefore start with education, this is a field which has an impact on all other fields. UNESCO took the lead to exploit the potential of mobile learning for the training of teachers.

In the age of mobile, technology-enabled supervision or feedback will be of great support to teachers as well as students. It will reduce face-to-face interaction and with mobile phones, communication and supervision will also be possible in the absence of

the supervisors by sharing the video recordings of teaching sessions and feedback through mobile phones. It will help in overcoming the barriers of time and distance. This will also provide a platform for comparing the performance of students with previous performances and also with pre-determined standards. It has emerged through studies that faculty members with basic technology skills and expertise can use this technique to provide feedback. Video recording and watching it by the student will also give opportunities to improve educational performance leading to increased motivation and reflection on themselves and even without frequent high-quality performance-based feedback from supervisors. The theory of Constructionism propagates the use of technology in the construction of knowledge. Papert (1980) gave the idea of using technology to give immediate feedback to learners constructing their knowledge. Mobile devices today provide the opportunity to test and use this technology to improve Education.

The researcher, therefore, has undertaken the present study that explored the perception towards mobile learning among arts and science students.

### **Terms and Definitions**

**Perception:** refers to a process of interpretation of a present stimulus based on experience.

**M- learning:** refers to the use of a wireless handheld device; a cell phone, personal digital assistant, Mini-computer, or iPad to engage in some form of meaningful learning.

**Arts and Science College Students:** refers to undergraduate and postgraduate students studying in the art and science college of Madurai District

**Madurai District:** refers to one of the southern district of Tamil Nadu.

### **Variables**

#### **Dependent Variable**

Perception towards Mobile Learning

#### **Demographic Variables**

1. Gender
2. College type
3. College Locality
4. Domicile
5. Nativity
6. Technology usage

#### **Objectives**

- To find out the attitude toward M- Learning possessed by Arts and Science College students in Madurai District.

- To find out, whether there is a significant difference among Arts and Science College students, in terms of select independent variables in their M-Learning.

### **Hypotheses**

1. Attitude toward M – Learning among Arts and Science College students is above average.
2. Gender exerts a significant influence on the M- Learning among Arts and Science College students in Madurai District
3. College Type exerts a significant influence on the M- Learning among Arts and Science College students in Madurai District
4. College Locality exerts a significant influence on the M- Learning among Arts and Science College students in Madurai District
5. Domicile exerts a significant influence on the M- Learning among Arts and Science College students in Madurai District
6. Nativity exerts a significant influence on the M- Learning among Arts and Science College students in Madurai District
7. Technology usage exerts a significant influence on the M- Learning among Arts and Science College students in Madurai District

### **Methodology**

- **Design:** Descriptive
- **Method:** Normative
- **Technique:** Survey

### **Sample**

A simple stratified random sample of 350 Arts and Science students from five Arts and science colleges in Madurai District was constituted with the due representation given to the variables, viz. Gender, and College type.

### **Tools used**

- Personal information sheet
- Perception scale on M- Learning constructed and standardized by Ajeetha (2023).

The self-developed perception scale was used to determine the M-Learning. It consists of 20 statements. Each statement was scored based on a three-point scale. The t-test value of each statement, which has 1.96 and above is selected. Out of 20 statements, 15 statements were finalized. The split-half reliability was tested and content and item validity is seen.

### **Statistical Treatment**

- t-test between the means of large independent samples was employed.

### Delimitations and Scope of the Study

The study involves six population variables only. There may be many more variables associated with M- Learning among Arts and Science college students. This way, this is a delimitation of the study. There are several Arts and Science colleges in Madurai, Tamil Nadu, the study is delimited only to five Arts and Science colleges in Madurai which are affiliated to Madurai Kamaraj University only.

Yet, the scope of the present study is governed by the systematic data collection done employing a standardized multi-dimensional value from a fair stratified representative sample. It is hoped that the present study would throw light on the teachers, and students who regularly interact with the student community and deal with the students more amicably.

### M- Learning Among Arts and Science Students

The empirical average score of M- Learning among arts and Science College students is found to be 16.951 while the theoretical average is 15. This shows that the M- Learning among arts and science college students is above average. In other words, possession of M- Learning is found to be higher among arts and science college students

### Differential Studies in M- Learning

#### M- Learning and Independent Variables

The statistical measures and the results of a test of significance of the difference between the means scores of Attitude towards M- Learning among Arts and Science College Students in terms of Independent variables are present in the following table.

**Table 1 Statistical Measures and Results of a Test of Significance for the Difference between the Means of M- Learning: Independent Variables- Wise**

Variables	Sub-Variables	N	M	SD	't'- value	Remarks
Gender	Male	143	16.89	5.42	1.99	<b>Significant</b>
	Female	207	15.82	4.11		
College Type	Co-Education	146	16.34	4.61	.29	<b>Not Significant</b>
	Single Gender	204	16.20	4.79		
College Locality	Rural	89	16.87	4.35	1.49	<b>Not Significant</b>
	Urban	261	16.05	4.82		
Domicile	Day- Scholar	307	16.43	4.78	2.13	<b>Significant</b>
	Hosteller	43	15.00	4.04		
Nativity	Rural	150	16.15	4.59	.378	<b>Not Significant</b>
	Urban	200	16.34	4.81		
Technology usage	Less than 2 hrs.	231	15.87	4.52	2.09	<b>Significant</b>
	More than 2 hrs.	119	17.01	4.99		

### **Hypotheses Verification**

1. M- Learning among Arts and Science College students is above the average level -- Accepted.
2. Gender exerts a significant influence on the M- Learning among Arts and Science College students in Madurai District- Accepted
3. College Type exerts a significant influence on the M- Learning among Arts and Science College students in Madurai District- Rejected
4. College Locality exerts a significant influence on the M- Learning among Arts and Science College students in Madurai District- Rejected
5. Domicile exerts a significant influence on the M- Learning among Arts and Science College students in Madurai District- Accepted
6. Nativity exerts a significant influence on the M- Learning among Arts and Science College students in Madurai District-Rejected
7. Technology usage exerts a significant influence on the M- Learning among Arts and Science College students in Madurai District- Accepted

### **Conclusion**

- M- Learning among Arts and Science College students is above the average level
- M- Learning among Arts and Science College students in Madurai District is found dependent on
  1. Gender
  2. Domicile
  3. Technology usage
- M- Learning among Arts and Science College students in Madurai District is found independent of
  1. College type
  2. College Locality
  3. Nativity
- M- Learning among Arts and Science College students in Madurai District is found higher among those
  - Who are Male
  - For Day- Scholars
  - Who use technology for more than 2 hours

### **Educational Implications**

It is favourable that the perception towards M- Learning among Arts and Science College students is above average. The study reveals that M- Learning is lower among Females who are hostellers and use technology for less than 2 hours.

Based on the findings, the following proposed remedies can be implemented to increase and build their M- Learning. Hence teachers have to take opt steps to create interest among female students to learn through technology. Awareness about the

present technological world should be cultivated. Proper technology training should be facilitated to encourage the perception towards M- Learning.

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