MOBILE LEARNING KNOWLEDGE OF THE HIGHER SECONDARY STUDENTS

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ABSTRACT

Technology is very important in today's world because it serves a variety of purpose in the most important aspects of society like communication, education, scientific progress, healthcare and business. The purpose of the present paper is to investigate the mobile learning knowledge of the 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 schools. The collected data was analyzed and presented in tabular form. The present research revealed that the role of mobile learning knowledge is increasing among students learning. The results indicated that mobile learning knowledge can be very useful in the higher secondary education environment. Furthermore, the results showed that the students had high level of mobile learning knowledge 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: *Mobile learning, Knowledge, Higher Secondary Students.*

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INTRODUCTION:

At present mobile learning (mobile learning) has become a quite significant factor in higher education. This kind of learning can be defined as any form of learning that happens when mediated through a mobile device, and a form of learning that established the legitimacy of nomadic learners. Similarly, some authors see mobile learning as learning environment based on mobility of technology, mobility of learners and mobility of learning that augments the higher educational landscape. They also add that mobile learning is a new and independent part of e-learning where the education contents are handled solely by mobile technology devices.

MOBILE TECHNOLOGIES:

Mobile technologies potentially create a wide variety of uses and limitations that differ significantly from desktop and laptop technologies. It is the time to think of mobile phone devices as a new form of the handheld computer that has capabilities to be used in the learning processes (Prensky, 2005).

MOBILE LEARNING:

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

MOBILE LEARNING IN HIGHER SECONDARY EDUCATION:

Mobile learning has the potential to support all forms of education; higher education is a particularly appropriate venue for the integration of mobile learning because availability of mobile devices has become very common for college students. Various Mobile learning attempts have been applied in higher secondary education. For example, school and college students can receive formative evaluation and feedback from their instructors via a mobile device (Crawford, 2007).

OBJECTIVES OF THE STUDY:

The following are the objectives formulated by the investigator for the present study.

To study:

1. The level of mobile learning knowledge of the higher secondary students.
2. The significance of the difference in mobile learning knowledge between
    a. The male and female higher secondary students.
    b. The higher secondary students studying in the schools located in the rural area and in the urban area.
    c. The higher secondary students residing in the rural area and in the urban area.

d. The higher secondary students studying in the tamil medium and English medium.
e. The higher secondary students from nuclear family and joint family.

HYPOTHESES OF THE STUDY:

The following are the hypotheses framed from the objectives formulated by the investigator for the present study.

1. The higher secondary students show a high level of mobile learning knowledge.
2. There is no significance of the difference in mobile learning knowledge between
    a. The male and female higher secondary students.
    b. The higher secondary students studying in the schools located in the rural area and in the urban area.
    c. The higher secondary students residing in the rural area and in the urban area.
    d. The higher secondary students studying in the tamil medium and English medium.
    e. The higher secondary students from nuclear family and joint family.

METHODOLOGY:

The investigator used the normative survey method of study as it aims at identify the level of mobile learning knowledge which is possible only through the normative survey method.

SAMPLE:

759 higher secondary school students were selected as the sample for the present study using random sampling technique in the process of data collection.

RESEARCH INSTRUMENT:

Mobile Learning Knowledge Test (MLKT), was constructed by the investigator the scale consists of 38 multiple choice items, for 38 marks and needs 30 minutes. The maximum marks for the mobile learning knowledge is 38. One who scores upto 16.00 were said to have the low level of mobile learning knowledge, one who scores above 16.00 upto 21.00 were said to have average level of mobile learning knowledge and one who scores above 21.00 were said to have the high level of mobile learning knowledge. Its intrinsic validity was found to be 0.90. The reliability of the test by test – retest method is found to be 0.81. Thus, the smart classroom knowledge test has validity and reliability.

STATISTICAL TECHNIQUES:

- **Mean:** Mean of smart classroom knowledge of different groups was calculated.
- **Standard deviation:** S.D. of smart classroom knowledge of different groups was calculated.
- **'t' - test:** It has been used to calculate the significant difference of mean of different groups.

PROCEDURE:

The data was collected by administering mobile learning knowledge test (MLKT) on selected sample of higher secondary school students. The scoring procedure was done according to the manual of the scale. Data were treated statistically to find out the result and

calculation. Mean, Standard deviation and t-test were used to find out the results. The results were as follows: -

TABLE - 1

THE MEAN AND THE STANDARD DEVIATION OF THE MOBILE LEARNING KNOWLEDGE SCORES OF THE ENTIRE SAMPLE AND ITS SUB-SAMPLES

SAMPLES	SUB-SAMPLES	N	MEAN	STANDARD DEVIATION	't' Value	Significant at 0.05 Level
Entire sample		759	16.0092	7.38687	-	
Sex	Male students	385	15.9195	7.31588	0.33	Not Significant
	Female students	374	16.1016	7.46792		
School locality	Rural area	300	14.2067	7.62174	5.44	Significant
	Urban area	459	17.1874	6.99031		
Residence	Rural area	398	15.6005	7.44814	1.60	Not Significant
	Urban area	361	16.4598	7.30252		
Medium of study	Tamil medium	300	15.8567	6.90374	0.47	Not Significant
	English medium	459	16.1089	7.69202		
Family type	Nuclear family	321	14.9782	6.81333	3.37	Significant
	Joint family	438	16.7648	7.70075		

FINDINGS:

- The table – 1 shows majority of the higher secondary school students have an average level of mobile learning knowledge. Moreover, from the table – 1 the higher secondary school students show there is no significant difference in respect of their sex, residence and medium of study.
- There is a significance of the difference in mobile learning knowledge between the higher secondary students studying in the schools located in the rural area and in the urban area. Moreover, the students studying in the urban schools (Mean= 17.1874) are found to be better than the students studying in the rural schools (Mean= 14.2067) in respect of their mobile learning knowledge.

- There is a significance of the difference in mobile learning knowledge between the higher secondary students from nuclear family and joint family. Moreover, the students from joint family (Mean= 16.7648) are found to be better than the students studying in the nuclear family (Mean= 14.9782) in respect of their mobile learning knowledge.

CONCLUSION:

On the basis of analysis of data, it may be concluded that entire sample value lies in the average level hence the investigator concludes the majority of the higher secondary school students shows an average level of mobile learning knowledge, based on the data analysis the higher secondary school students shows there is no significant difference in respect of their demographical variables except school locality and family type. This will help the policy makers to design the curriculum in such a way that it will help the students to learn the subject in an effective manner and maintain pace with the modern education.

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