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Awareness towards Usage of Mobile Phone among Senior Secondary School Students: An Empirical Approach

Abstract

This study was based on descriptive method in nature. Sample of 160 senior secondary school students has taken in Aligarh district from 3 different types of schools. The data was analyzed by mean, SD and t-test. From the results, the girls were having more awareness towards usage of mobile phone as compared to their counterparts; rural students were having less awareness towards usage of mobile phone as compared to their counterparts; and also results shows that the government aided and private school students were having more awareness towards usage of mobile phone as compared to government school students.

Introduction

The invention of the fixed telephone since the late nineteenth century in the United States changed the way that people interacted and communicated. This has been paralleled in the early twenty first century by the advent and invention of the mobile phones. The mobile phone was originally created for the purpose of business. During the last few years extraordinary growth has take place worldwide especially in the sector of Information and Communication Technology, a sector tied to mobile communications, as has been evidenced by the more than two billion handsets sold around the world in 2013 and 2014. Mobile and other light weight devices that are sometimes small enough to fit in a pocket or in the palm of one's hand have now become part and parcel of every day's life. 9 in 10 people (more than 5 billion individuals) around the world are carrying a powerful computing device in their pockets and purses. They don't realize it, but today's mobile phones have the computing power of a personnel computer from the mid-nineties, while consuming a fraction of the energy and are made at significantly lower cost. In India, the mobile phone has revolutionized communication and India is now one of the fastest growing markets for mobile and cell phone service, with growing usage and increasing penetration. According to Telecom Regulatory Authority of India (TRAI), there are 286 million wirelesses subscribers in India, June 2008, of which 76 million were capable of accessing data service.

The increasing ubiquity of eh mobile phone begs for it to be used as a learning tool.

Internet browsers are now built into an increasing number of phones, especially those that take advantage of 3G or 4G or any other enhanced networks such as GPRS. Having a browser installed on the phone opens up all the learning resources available on the Internet including Google, LMS applications, typical e-learning courseware and other tools/applications.

The Biju Patnaik University of Technology started a service in collaboration with SMS Gup Shup called the BPUTALERT, which distributes information, academic notice and calendars through SMS to students. Voice tap is another service by using this people can send their queries through SMS, and the company messages back names of experts on the subject, and then users can connect to the right expert. The field of mobile learning is in its infancy phase and developers are still fumbling with products. The new mobile technologies can be used in mediating the relationship between schools and parents. The discourses of participants with regard to use of mobile technologies have been analyzed in order to mediate the relationship between the school and the parents.

Mobile Learning

Mobile education is defined as any service or facility that supplies a learner with general electronic information and educational; content that aids in the acquisition of knowledge regardless of location and time (Chen and Kinshuk, 2003). Mobile

learning or e-learning tools are the result of two converging technologies - computers and mobile phones.

In recent years, the promise of ICT solutions has shifted from laptops to newer and more mobile technologies, namely Tablet computers and mobile phones. During the past few decades there has been a surge in the number and types of physical devices that can support digital platforms. It was once possible to categorize devices into three broadly delineated 'classes' - mobile phones, Tablet computers and desktop computers - the lines between these devices have shifted and blurred. Today, technology that fits comfortably in a person's pocket or handbag can open a plethora of educational opportunities previously restricted to stationary technology (UNESCO, Broadband Commission, 2013).

After a slow diffusion during the late 1980s and early 1990s, the mobile phone technology has boomed recently in ownership and use. There are now more mobile phones in the world than personal computers, why global sales exceeding one billion (Beckett, 2000).

In formal education settings in the developed world, the transition to digital textbooks is one of the established mobile learning trends. As e-readers and e-reading applications continue to improve which now termed as m-readers and m-reading applications, the experience of reading electronically is rapidly becoming more pleasurable and conducive to learning. If mobile learning apps are mapped to curriculum targets and designed for use in classroom or homework settings, in future rather than investing in the same textbook set or software solution for an entire classroom, school, district or country, educators will be able to choose from a variety of apps that are tailored to each individual learner, powering the personalized learning that is expected to characterize formal education. Mobile technologies will play an increasingly important role in educational assessment. Advances in how learning practices are recorded and evaluated, using different types of data collected across multiple settings and contexts, will allow researchers to monitor the various activities learners engage in and better determine the effectiveness of mobile learning interventions. Mobile technologies will also enable more self-evaluation and reflection throughout the learning process.

Mobile phones which were introduced nearly two decades ago in 1995-96 in India are becoming the dominant means of accessing communications. At the end of 2005-06, there are over 90 million mobile subscribers in India in comparison to 50 million subscribers for landlines. The increase in mobile phones has been phenomenal in comparison to landlines since the introduction of mobiles in the country (Singh, 2006). The mobile density (number of mobile phones per 100 inhabitants) in India will increase from 36.5 in 2010-11 to 81 in 2016-17. Consequently, mobile subscriber base is projected to increase form 433 million in 2010-11 to 900 million in 2016-17 (Singh, 2006).

Need of the Study

Most of the people are using mobile phones in their daily lives. Mobile phones are using to send the message and communicate the information easily. Also college students are using the mobile so as to clear the doubts on their subjects and to translate the language of the subject matter in their own medium of instruction or language from teachers and pears. Hence this study is most important to identify the awareness of the mobile phones among the senior secondary school students.

Objectives of the Study

- To find out the significant difference in awareness towards usage of mobile phone between boys and girls senior secondary school students.
- To find out the significant difference in awareness towards usage of mobile phone between rural and urban senior secondary school students.
- To find out the significant difference in awareness towards usage of mobile phone among government, government aided and private senior secondary school students.

Hypotheses of the Study

1. There is no significant difference in awareness towards usage of mobile phone between boys and girls senior secondary school students.
2. There is no significant difference in awareness towards usage of mobile phone between rural and urban senior secondary school students.
3. There is no significant difference in awareness towards usage of mobile phone between

government, government aided and private senior secondary school students.

Sample

The researcher used random sampling technique for the selection of the sample. A sample of 160 senior secondary school students was collected from 3 different types of schools in Aligarh district.

Description of the Tool

In order to assess the awareness of utilizing mobile phones among the senior secondary school students, the investigator constructed a tool which is 'Awareness towards Utilizing Mobile Phones' (ATUMP) which consisted of 50 statements with 4-point rating scale. The students were asked to put their responses against the given statements by placing a (✓) tick marks. The tool consists of 28 positive and 22 negative statements. The negative statements were scored as 1/2/3/4 and positive statements were scored as 4/3/2/1 and they are strongly agree, agree, disagree and strongly disagree.

Analysis of Data

Table 1: Awareness towards Usage of Mobile Phone of Senior Secondary School Students with regard to Boys and Girls

Gender	N	Mean	SD	t-value	Level of Significance
Boys	75	77.86	7.07	1.56	Not Significant
Girls	85	79.74	7.84		

From Table-1, it can be seen that the calculated t-value 1.56 is less than the tabulated t-value at 0.05 level of significance. Hence the null hypothesis is accepted.

Table 2: Awareness towards Usage of Mobile Phone of Senior Secondary School Students with regard to Rural and Urban

Gender	N	Mean	SD	t-value	Level of Significance
Rural	90	77.73	8.35	2.09	Significant
Urban	70	80.07	6.12		

From Table-2, the calculated t-value 2.09 is greater than the tabulated t-value at 0.05 level of significance. Hence the null hypothesis is accepted.

Table 3: Awareness towards Usage of Mobile Phone of Senior Secondary School Students with regard to Government, Government Aided and Private

Types of School	N	Mean	SD	t-value	Level of Significance
Government	50	75.70	9.05	3.77	Significant
Govt. Aided	50	81.50	6.02		
Govt. Aided	50	81.50	6.02	1.82	Not Significant
Private	60	79.35	6.32		
Private	60	79.35	6.32	2.41	Significant
Government	50	75.70	9.05		

Table-3 shows that the calculated t-values 3.77 and 2.41 are significant at 0.01 level and 0.05 level respectively. And also from the above table, it can be observed that the t-value 1.82 is not significant at 0.05 level. Hence the hypothesis is rejected except in the case of government aided and private.

Major Findings of the Study

1. There is no significant difference in awareness towards usage of mobile phone between boys and girls senior secondary school students.
2. There is significant difference in awareness towards usage of mobile phone between rural and urban senior secondary school students.
3. There is significant difference in awareness towards usage of mobile phone between government and government aided & private and government and there is no significant difference in awareness towards usage of mobile phone between government aided and private senior secondary school students.

Conclusion

In the past few years, we have gone from a smattering of mobile phones to an abundance of useful information. But there's still a long way to go, there's still a long way to go, there are still huge gaps in our knowledge to utilize the cell phones. It has been predicted that by the end of 2020 the number of mobile phone users in India will reach 1.5 billion. In the world every 100 citizens, 97 are having mobile phones. In India 90.47 citizens per 100 citizens have mobile phones.

The benefits for the integration of mobile technologies in education are apparent, however, they from only a sub-set of what is required to improve teaching and learning. While mobile learning is not a panacea for the challenges facing education, it fosters the use of pedagogies that encourage engagement and innovation in teaching and learning whilst promoting individual leanring and empowering the learner and thus trying to impart education to every person irrespective of caste, religion, gender, age etc.

The present study concluded that the awareness towards utilizing mobile phones is more among girls than the boys of senior secondary schools. Because the girls are more enthusiastic to

work and use mobile phones and they are having more using more mobile phones as used to talk on mobile phones more as compared to their counterparts. Awareness towards utilizing mobile phones is found more among urban senior secondary school students as compared to their rural counterparts because, the urban senior secondary school students are having more opportunities to use the mobile phones. But the rural students are having fewer opportunities to use the mobile phones.

Awareness towards utilizing mobile phones is found more among Government-aided and private senior secondary school students, as most of the Government-aided and private schools are mostly connected with their parents on the progress, fees, results, attendance and relevant information's. So they have more awareness than the Government senior secondary school students.

In line with the Education for All agenda, the concept of 'mobile learning for all' focuses on the need to develop mobile learning interventions for those of all learning abilities around the world, irrespective of their current access to formal education. Mobile learning has the great potential to support people who are currently marginalized from education due to socio-economic circumstances or disabilities. The potential of mobile learning is to bring educational materials and support to resource-poor communities. One key measure of success in the promotion of mobile learning for all will be the development of mobile leanring interventions that are designed to directly address the Education for All goals. As commercial interest play an important role in educational technology over the next fifteen years, policy-makers will need to make sure that equity of opportunity is not eclipsed by a market-driven agenda. In the worse-case scenario, the main beneficiaries of mobile leanring are those who can afford to pay for educational content and access to technology and connectivity. Policy-makers will need to ensure that marginalized communities are not excluded from mobile learning opportunities, and that initiatives are designed to address the needs of all learners, not just those whop can pay for services.

The present research is about awareness on the utilizing mobile phones among senior secondary school students and the results obtained are new on this area of research. In future M-teaching and M-learning are a new creative approach and technique to apply in education and for futuristic developments and requirements of the society.

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