An Experimental Study of Effectiveness of M-Learning for Commerce Stream Students

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Abstract:
M-Learning means learning with the help of mobile. Mobile learning is the revolutionary idea to widen the access to learning, which aims at not only reducing social exclusion but accelerating enhancement of student-teacher engagement; encouraging healthy competition and self directing learning too. Learning is a personal issue in which motivation and access matters. Mobile devices are also truly personal.

In present study researcher used to study the commerce students. A self constructed achievement test and sms, audio clips and digital picture related to the units selected by the investigator from the content of core course were the tools of this study. An experimental method is used for it. The statistical analysis found that group of trainees taught with M-learning are superior than the trainees taught only with traditional methods. On the basis of a study finding it can be concluded safely that M-Learning may be effective in developing cognitive ability of trainees.

1. Introduction

To teach the students with new technology and provide them skill of getting knowledge and communication is the need of 21st century. M-Learning means learning with the help of mobile. M-Learning is the convenient in that it is accessible from virtually anywhere. M-Learning, like other forms of E-Learning is also collaborative; sharing is almost instantaneous among everyone using the sane concept, which leads to the reception of instant feedback and tips. M-Learning also brings strong portability by replacing the books and notes with small RAMS.

It is important to bring new technology into the classroom. It will be more light weight device compare to books, PCS, etc..M-Learing could be utilized as a part of a learning approach which uses different types of activities. It supports the learning process rather then being integral to it. M-Learning needs to be used appropriately, according to the groups of students involved. M-Learning is to be useful add on tools for SMS &MMS this might be dependent on the student's specific disability or difficulties involved.

2. Researches on M-Learning

There are few researches based on mobile. Mobile learning can be defined as any educational provision where the sole or dominant technologies are handheld or palmtop devices(Trailer 2005) which is available anywhere anytime (Geddes 2004). In other words learning mediated through any mobile devices that is accessible anywhere anytime is mobile learning (kukulska-Hulme and Shield,2008). Mobile technology can be used at a time convenient to teachers, such as when they are preparing lesson plans or while travelling to schools (shoel and Banks. 2010) Materials like this have a great impact on teachers' own learning and their classroom practice (power. Deane and Hedges 2009).

3. Importance of the Study

The mobile is useful to learner in distance education providing tasks such as studying the course materials, making notes , writing assignments, accessing a forum. Sending and receiving e- mail and communicating with a tutor. The use of mobile technology in distance education could provide more flexibility for learners.

Existing course materials must be converted into new ones developing for delivery on mobile technology to improve the learning efficiency of the learners.

SMS(short message service) system makes the student to feel positive, convenient and personal than web and e-mail system.SMS system was considered as significant to spread information about lectures and classes, correction in the schedule etc.

Students of university are using technological devices to read information and discuss problems with colleagues, to organize social events mainly by SMS

Introduction of MMS (multimedia message system)among teachers will lead to more and more possibilities for M-Learning.

Smart phone with internet connection students also learn lots of with the help of whatsapp, you tube, facebook, hangout,Wikipedia and much more.

4. Objectives of the Study

The present study is prepared specifically to compare performance in core course namely, partnership firm account process of commerce students provided texts, audio clips and digital pictures through mobile along traditional teaching and trainees of commerce taught through simple traditional method.

5. Hypothesis

Based on the objectives of this study, the following hypothesis was prepared in null form for this study; There is no significant difference in the mean achievement scores between the student-teachers taught through Mobile-Learning along with traditional teaching.

6. Sample of the Study

Forty trainees of Commerce College were selected randomly for the study. These trainees were selected on the ground that they regularly attended classes. By lottery method experimental group and controlled group were decided.

7. Procedure of Experiment

The investigator had selected three sub units from the Teaching of Book Keeping method that is content parts LEDGER BOOK, CASH BOOK and FINAL ACCOUNT . The researcher taught these three units to the control group by the traditional method. They were asked to clarify their difficulties of the subject through the subject teacher concern. Special care was taken by the researcher in keeping away the control group from experimental group to eliminate the impact of the mobile Learning among the trainees of control group.

The experimental group was also exposed to the teaching session on the same units of the Book-Keeping content through mobile learning instead of traditional method. They were told how to clarify their difficulties by M-Learning. They were also facilitated with small texts, audio clips, multi media clips of course materials during reading vacation.

After completion of the teaching session , the researcher administered the achievement test, which contain twenty multiple choice questions, six short questions, four short sums and two long

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questions(sums) on the both groups. Their answer books were scored and obtained scores of two groups were analysed by using test of significance (t test). Results thus obtained have been showed in Table-1

Table 1

Group	N	Mean	SD	t value	Significance
Trainees provided M-Learning	20	57.4	5.15	4.83	significant
Trainees taught traditionally	20	48.5	6.43		

Above table shows comparison of scores in Book-Keeping content of commerce students taught through traditional teaching supplemented by M-Learning. Test of significance namely between two groups in terms of t value is 4.83. It is significant at 0.01 level of confidence; it is shows that there is significant difference between two groups.

8. Analysis of Data

t value is significant at 0.01 level. It is evident from the table that group of trainees taught traditionally with M-Learning were superior to their counterpart trainees taught only through traditional method.

On the basis of study finding it can be concluded safely that M-Learning may be effective in developing cognitive ability of trainees.

Test of significance was applied to test significance of difference between the mean score of the achievement test of the two groups of trainees ,individual trainees can also be benefited by the knowledge of the result that he can increase his scores in theory papers by M-Learning.

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