

Research on Usage of Education Applications in Smartphone for Exam Purpose among Management Students

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Abstract: Smartphone has become an integral part of life. Also it has become a source of learning to students. In this study, we examine the usage of Smartphone among management students of affiliated colleges of SSPU. The study reveals the frequency of usage of education applications for exam purpose. The research will be carried out using questionnaires distributed to 115 students. Based on this data, the trends will be evaluated, by understanding usage education applications for passing exams purpose.

This paper is organized as follows; Section 2 presents literature review, Section 3 presents objectives, Section 4 discusses about methodology used. Section 5 presents tables and graphs, section 6 discusses about research findings and section 7 gives suggestions. This study is concluded in Section 8.

Keywords: *Smartphone, Smartphone Usage, Smartphone for learning, Education Applications.*

I. INTRODUCTION

Nowadays the way of learning has been changed. Previously students used to learn through books, newspapers and magazines. Then time had changed the students started the use of internet for learning. Learning through internets helped a lot to solve their problems. Now time has been changed. With the use of Smartphone, things becomes very fast. We use different applications in Smartphone to make our task easier. Time has gone when communication was through audio only. Now with high speed of internet communication is also through video.

Learning through Smartphone has become the latest trend. One can download education applications in Smartphone and learn subjects. Different learning applications are given for study purpose at different levels. The focus of research is to see whether the management students are using education application for passing exams.

II. LITERATURE REVIEW

Nowadays everybody is using Smartphone and its features which was not their previously. Even students can use Smartphone for learning purpose also. A study on adopting Smartphone as learning technology at Seoul National University, Korea has conducted by Kim and co-researcher who focused on the use of Smartphone applications for learning among Education and Engineering students (Kim 2013). Their findings revealed that generally every student had 80 applications on their Smartphone and 16% of the applications were used for some kind of learning.

K.B. Payne et al. have done study on the usage of Smartphone among medical students in the United Kingdom. In this research, an online survey of medical students was undertaken within one of the United Kingdom

healthcare region. Participants were asked if they own a Smartphone and if they used apps on their Smartphone to support their education. Their study found a high level of Smartphone ownership and participants endorsed the development of more applications to support medical students (K.B Payne 2012).

Survey on Smartphone usage at a South African University was conducted by Uys and co-researchers and the focus of their survey was to assess the usage of Smartphone applications for social networking applications (SNS). Findings of their research have revealed that students spent an average of five hours per day on their Smartphone interacting with others via SNS, and remain online for about 16 hours per day (Kukulka-Hulme A. 2007).

According to survey conducted by CourseSmart, the world's largest provider of e-Textbooks and digital course materials, found that college students can't go long without checking their digital devices, including smart phones, laptops and more. As portable equipment, they can promote learning both inside and beyond the physical space of educational institutions (UNESCO, 2012).

According to Leslei Kahari M-Learning is a natural extension of E-Learning and it involves using mobile devices such as, cell phones, smart phones and palmtops that allow students to learn in different environments and whilst on the move instead of being restricted to the classroom or library (Leslei Kahari 2011). Since more activities are occurring on Smartphone equipped with audio, video, SMS, and other numerous applications, there must be methods put in place to use such affectively in education—for both instructors and students (Jessica L 2013). Herrington discusses how Smartphones were used to collect video,

image and audio data for creating digital narratives or stories for using as a curriculum resource (Herrington 2009).

McNeal and Hooft found cell phones as important resources which make teaching more relevant and meaningful thereby improving student's literary and numerical skills (McNeal and Hooft 2006)

Kukulka-Hulme and Traxler believe that cell phone is a form of multiple literacy providing a bridge between the real life texts of the community and formal learning thereby providing a multi-model literary approach to learning (Kukulka-Hulme and Traxler 2007)

Cell phone use has also been found to reduce students thinking abilities and shortening the attention span of students so dramatically that students struggle to read anything longer than a social network posting suggested by Young (1996).

OBJECTIVE

- To study the usage of Smartphone application
- To identify the usage of education applications in Smartphone

1. Tables and Graphs

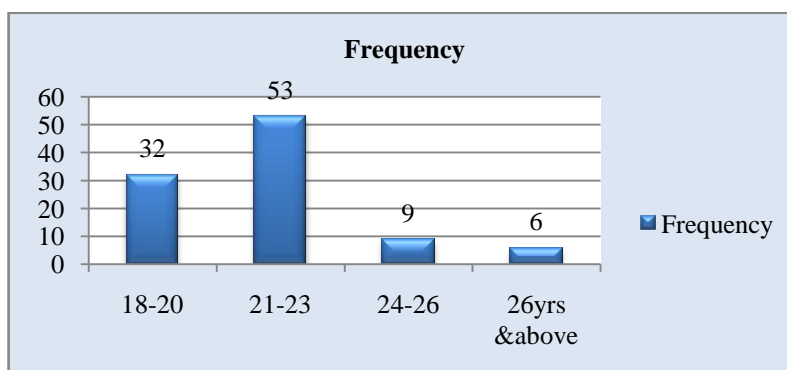
Analysis of the Age Group of the respondent in percentages

Table 1.1 The table showing the age group wise frequency of the respondents:

Age	Frequency	Percentages
18-20 Yrs	32	32%
21-23 Yrs	53	53%
24-26 Yrs	9	9%
26 Yrs & above	6	6%
Total	100	100.00%

The table 1.1 depicts that 53% students are in the range of 21-23yrs which is the highest range. 32% falls in the range of 18-20yrs which is the next range. 9% falls in the age

group of 24-26yrs. And 6% falls in the range of 26yrs and above.



Interpretation:

From the above graph it is observed that 53% students are in the range of 21-23yrs which is the highest range. 32% falls

in the range of 18-20yrs which is the next range. 9% falls in the age group of 24-26yrs. And 6% falls in the range of 26yrs and above

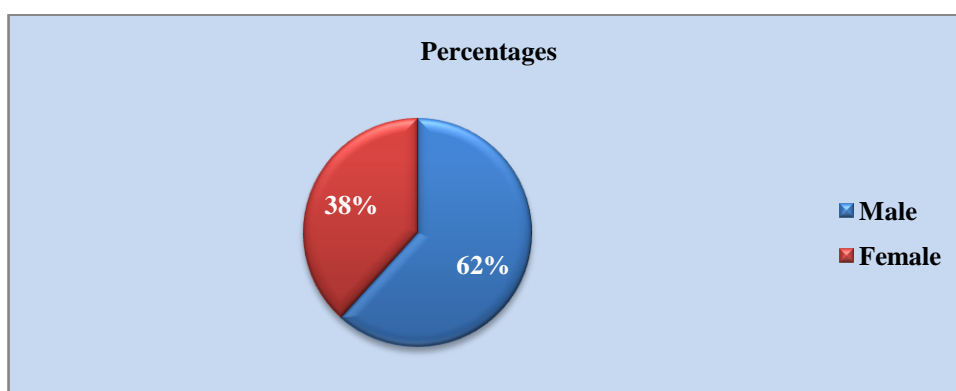
Analysis on the basis of gender of the respondent in percentages:

Table 1.2 The table showing the gender wise frequency of the respondents:

Gender	Frequency	Percentages
Male	62	62%
Female	38	38%
Total	100	100%

The table 1.2 depicts that 62% students are male which the highest range. 38% falls in the category of females.

Graph 1.2 The graph showing the gender wise frequency of the respondents in numbers:



Interpretation:

From the above graph it is observed that the male has highest percentage than female respondent.

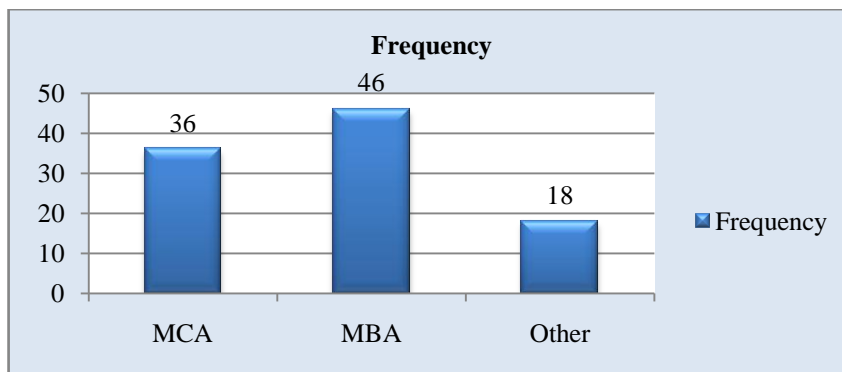
Analysis on the basis of level of education of the respondent in percentages:

Table 1.3 The table showing the level of education frequency of the respondents:

Level of Education	Frequency	Percentages
MCA	36	36%
MBA	46	45%
Other	18	18%
Total	100	100.00%

The table 1.3 depicts that 36% students are doing MCA. 46% falls in MBA and 18% falls in other

Graph 1.3 The graph showing the gender wise frequency of the respondents in numbers:



Interpretation:

From the above graph it is observed that MBA has highest frequency than MCA and other respondent. That is 46%

students are MBAs and 36 students are doing MCA while 18% falls in other category.

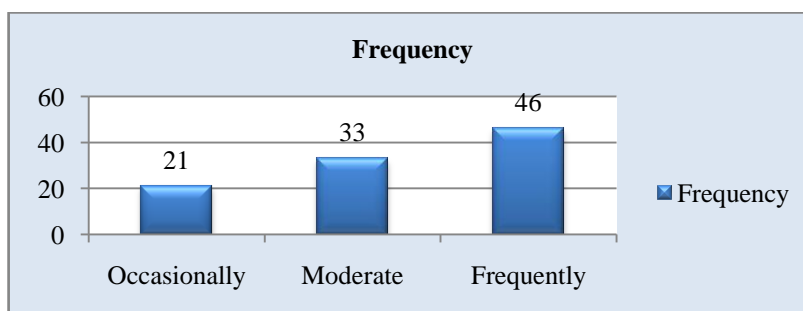
1.4 Analysis on the basis of usage of Smartphone applications of the respondent in percentages:

Table 1.4 The table showing the usage of Smartphone application frequency of the respondents:

Usage of Smartphone applications	Frequency	Percentages
Occasionally	21	21%
Moderate	33	33%
Frequently	46	46%
Total	100	100.00%

The table 1.4 depicts that usage of Smartphone applications by the students are 46% doing frequently, 33% access moderately and 21% do occasionally

Graph 1.4 The graph showing the usage of Smartphone application frequency of the respondents in numbers:



Interpretation:

From the above graph it is observed that the 46% respondents use Smartphone applications frequently which

are the highest percentage. While 33% uses moderately and 21% uses occasionally.

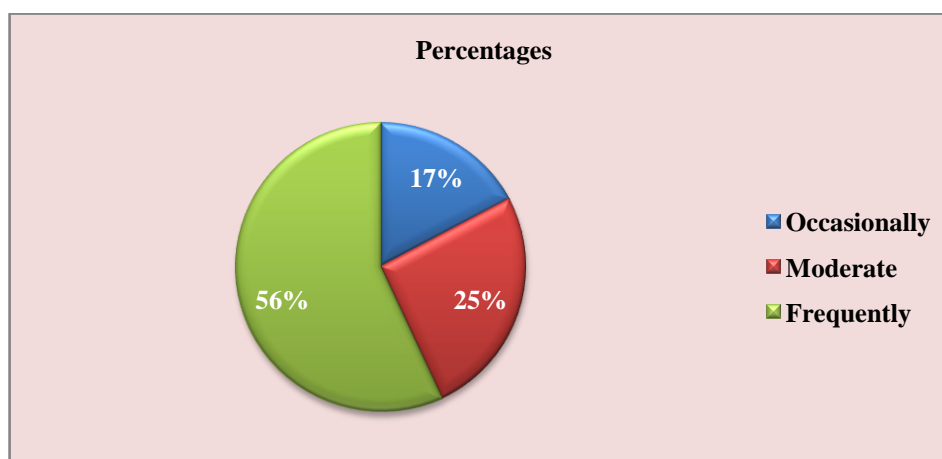
Analysis on the basis of usage of education application in Smartphone of the respondent in percentages:

Table 1.5 The table showing the usage of education application in Smartphone frequency of the respondents:

Usage of education application in Smartphone	Frequency	Percentages
Occasionally	17	17%
Moderate	26	26%
Frequently	57	57%
Total	100	100.00%

The table 1.5 depicts that usage of education applications by the students is 57% doing frequently, 26% access moderately and 17% do occasionally

Graph 1.5 The graph showing the usage of education application in Smartphone frequency of the respondents in numbers:



Interpretation:

From the above graph it is observed that the 56% respondents use smartphone applications frequently which

are the highest percentage. While 25% uses moderately and 17% uses occasionally.

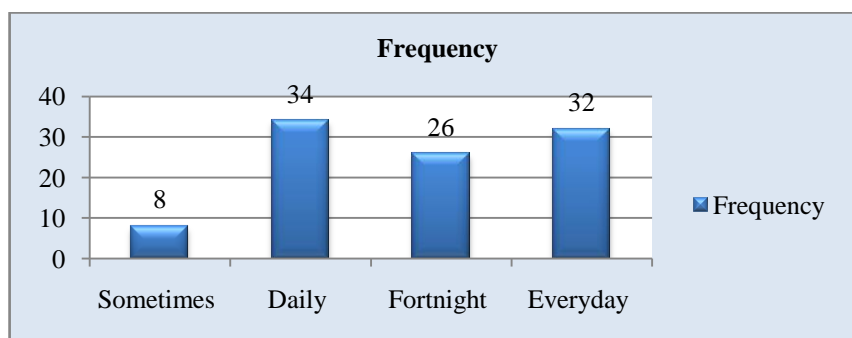
1.6 Analysis on the basis of frequency of use of education application in Smartphone of the respondent in percentages:

Table 1.6 The table showing the frequency of use of education application frequency of the respondents:

Frequency of use of education application	Frequency	Percentages
Sometimes	8	8%
Daily	34	34%
Fortnight	26	26%
Everyday	32	32%
Total	100	100.00%

The table 1.6 depicts that frequency of usage of education applications by the students is 24% daily, 32% everyday, 26% fortnight and 8% do sometimes

Graph 1.6 The graph showing the frequency of use of education application in Smartphone frequency of the respondents in numbers:



Interpretation:

From the above graph it is observed that the frequency of usage of education application on daily basis is 34% which

is highest. The second highest frequency is 32% which is everyday. 26% uses fortnight and 8% uses sometimes

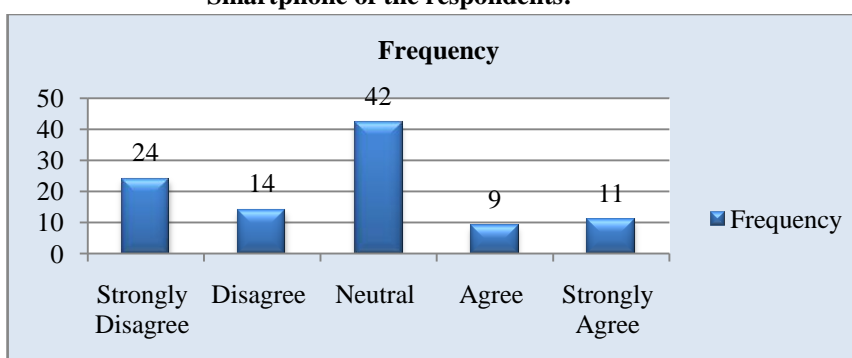
1.7 Analysis on the basis of frequency of support of education application in Smartphone for passing exam of the respondent in percentages:

Table 1.7 The table showing the frequency of support of education application in Smartphone for passing exam of the respondents:

Passing Exam	Frequency	Percentages
Strongly Disagree	24	23%
Disagree	14	14%
Neutral	42	42%
Agree	9	9%
Strongly Agree	11	10%
Total	100	100.00%

The table 1.7 depicts that 23% strongly disagree about the frequency of support of education applications by the respondents for passing exam. 14% disagree. 42% goes for neutral. 9% agrees while 11% strongly agree.

Graph 3.7 The graph showing the frequency of support of education application in Smartphone for passing exam in Smartphone of the respondents:



Interpretation:

From the above graph it is observed that 42% respondents gave neutral respond for the usage of education in smartphone which is highest where as 24% respondent strongly disagree. While 14% disagree. And 11% Strongly agree and 9% agree.

DISCUSSION

After analysis of the responses, 100 have responded correctly. Result analysis indicates that 57% of students in Management colleges of Pune use education applications with Smartphone. Result shows that the 34% use education application on daily bases which is very less. Findings also reveal that students have not fully utilized their Smartphone

for learning purpose. Only 11% students gave strong feedback that they are using education application for exam purpose which is very less.

SUGGESTIONS

The usage of Smartphone for education purpose is less. University and managements should reform syllabus structure so that students should utilize education applications for passing exam. This will imbibe the practice of using education applications more and more. Also more and more education related applications should be developed with attention on acceptance by students by software developers.

IV. CONCLUSION

The results show that Smartphone is a very important tool for study. Smartphone are one of the most popular information access devices and what stands out from the study is the high usage of interactive, multiuser functions which can at times be disruptive or beneficial during study. In essence, the study revealed that Smartphone are beneficial for learning. Findings of the study also show that mobile phone designers must take into account how young people use Smartphone for educational purpose. The advancements in Smartphone present a host of options and challenges for today's students. Smartphone are undeniably convenient, helpful tools for study and can be a hurtful source of distraction depending on the attitude and usage pattern of student.

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