

A Study on Student's Attitudes and Driven Tools towards Mobile Learning in Higher Education with Special Reference to NCR

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ABSTRACT

Learning & education is the process by which the knowledge and skills of one are passed to the next one. Today there are two forms of education and training i.e. conventional education and online education. Mobile learning acts as an important element in the growth & development of teaching and learning methods, especially for higher education. However, the implementation of mobile learning in academics will be based on users' acceptance of this technology. The author has done the survey of 200 students of higher education in NCR region in India to determine various uses of smart mobile phones and to measure students' attitudes and driven tools mobile learning as well as to test & examine any relationships that may exist between uses of mobile phone and academic enrichments. For the purpose, the researcher has done the quantitative analysis with the help of Correlation, regression, chi-square test, T-test, and Factor analysis as well as for extracting more meaningful results SPSS is being used. It was found that majority of the respondents used their mobile phones for learning and knowledge enrichment process. It was found that few respondents have smartphones with a number of mobile learning applications. These were able to create upload, download, and learn and share academic resources through their smartphones.

Key words: Mobile Phones, Academic Enrichment, Learning, Education, Knowledge sharing.

1. INTRODUCTION

Now a day like food, shelter and home, mobile is also considered as one of essential elements in this hasty life, it is possible to use modern mobile phones for education enhancement as well as for other different purposes like entertainment, spreading information and so on. The concept of mobile phone learning includes all learning done on a mobile device. These devices are used in edutech industry talks of all learning via digital devices like phones, tablets, desktops, etc. the students prefer digital learning devices over others as it provides them better content, higher interaction with trainers, self-paced courses, immediate feedback and to learn skills that are contemporary in the job market of today.

In current academic environment the smart mobile phone is became part of the life of the youths and especially students. Learning and teaching can be done by using many devices like Computers,

Laptops, and smart mobile phones etc. Among the various devices Smart Mobile Phones become more popular among the students in higher education. Mobile Phone becomes part of the students' life like their partner, it teaches them, speak to them, and play with them. Simply we can say that they are living with their Smart Phones. The students at higher education level are aware of the most useful applications and also using them for their upliftment. Smart Phone occupies the place of many Electronic Devices like, Watches, Camera, Calculator, Radio, Tape-Recorder, CDs, VCD etc. The many applications used by the students are made them fit to Digital India through Knowledge, Convenient, Health and Safety. Smart Phones brought the students Smarter. The study assessed how mobile phones are used to facilitate the learning process and determined the types of learning activities facilitated through mobile phones.

1.1 MOBILE-PHONE LEARNING & HIGHER EDUCATION

Education is a significant institution given the shift to a knowledge economy (nandal & Nandal, 2019) The success and prosperity of any nation and its economic development is inherently linked to the quality and intellectual level of the work force delivered by our higher education institutions and their adaptability towards technology (Dhingra, 2017). Moreover, the ultimate objective of any higher educational institution is to provide a contribution to national progress by creating a healthy and technically sound knowledge pool of young people (Dhingra and Kundu, 2020). Learning form mobile phone is considered as a one of the important element in current age of technological environment of teaching and learning especially in higher education. Nowadays, the corporates are looking for the freshers possessing certain additional skills including technological know-how apart from just possessing the essential qualification (Dhingra, 2018). It has been found that students are using smart phone to manage the educational task and learning activity for their academic enrichment. Mobile phone learning contains various features such as internet connectivity, audio, video, Google, you tube, lecture notes, and various learning tools & apps contributed to the studying flexibility in higher education. Also, for grabbing the employment opportunity in the professional world, one needs to be employable or needs to possess necessary employability skills including the knowledge of using the recent technology (Dhingra, 2017).

The mobile phones have gained more popularity as compared to stationed devices as people feel it's convenient to carry and access content on the go. Various activities can be conducted on the devices both by the trainers and the students. Online quizzes, videos, Ted-x talks and analytics software's can be largely consumed and practiced. Social media usage, sharing user generated content, viewing MP3 and MP4 makes mobile devices a sought after gadget on higher education. Even the National Education Policy-2020 talk of MOOCs and self paced courses and its importance in higher education for skill enhancement that would increase the usage of mobile learning.

1.2 EFFICIENT USAGE & THREATS OF MOBILE PHONES

1.2.1 Usage of Mobile Phones

- **Communication** – Connecting people anywhere, anytime is one of the beauty of mobile phone. It makes individuals comfortable and convenient to connect with their peers, friends, relatives and officials at anytime to communicate and transfer information.
- **Transformation** – Due to use of mobile phone people are becoming digital and doing all activities in online mode which can be called as Transformation from paper to paperless world, as well as it also promotes the save of time, energy, efforts and nature by green environment which helps in transformation of economic progress also.
- **Navigation** – Now a day's searching any unknown locations and any things in the entire world becomes easy with the help of various maps, through GPRS and other applications
- **Knowledge** – Mobile with the help of internet is considered as a source of knowledge for each and everyone. It also helps the community as well as students both. Students can able to search and gain knowledge about various topics of their subject, notes and solution etc.
- **Public Awareness** – Mobile also helps to connect people to them from outside their world by various news, information, and notifications in which there are so many information related to public interest and issues. Mobile phone also helps to update about the current scenario or current affairs in the world with the help of social media.
- **Entertainment** – Smart phone are one of the important source of entertainment also which are enabled with various tools and applications for entertainment by which individuals or students can enjoy and entertain and feels that they are living in Magic World.
- **Memories** – Mobile phone are also useful for saving memories of the personal life as well as we can also save our educational and official documents like photos, videos, notes, lectures, PPT, PDF and word file etc.

1.2.2 Threats involved in using smart mobile phones:

A mobile phone created the magic world for all individuals and students with their smart mobile phones but apart from the various benefits there are also some threats also involved in using mobile phones which are mentioned below:

- The students are connecting with their peers, friends, and relatives at any time and anywhere simultaneously they are also connected with the anti-social people, which may harm them.
- Students are getting false information through the various social media which may divert their minds and action because they do not know the reality of the information.
- Some personal memories may become the threatening equipment for the crimes.
- Sometimes mobile phones are concerned with the leak of our privacy and data.

- There are also threats of cybercrime by smart mobile phones especially related to bank account transactions.

2. REVIEW OF LITERATURE

It has been found that various researcher has done the in-depth analysis to explore the disparity for the use of a mobile phone for various uses and investigated the acceptance level of digital learning on the basis of their age, sex, income, and profession. It has been also found that the use of mobile phones can be used for fun and academic enhancement both because mobile phones can also support learning enhancement of students. With the above perspective researcher has tried to find out the research gap on the basis of various literature review given below:

Hussein, A. R. H., & Nassuora, A. B. (2011) has emphasized on the prospects of mobile phone technology (MPT) because MTP is considered as a good ground of knowledge enhancement and knowledge sharing activities among academicians and higher education students of various Higher Education institutions in Institutions. However, it was found that there is lack of knowledge sharing in higher education due to which it is considered as smartphones enabled with interesting features like internet connection, camera, video, memory, MP3 player, etc. can make it possible for students to access and collect the information at any time and anywhere.

Pollara, P., & Broussard, K. K. (2011) with the help of mobile phone nowadays students has become omnipresent to enhance learning to gain knowledge from anywhere. The researcher has done an extensive study with 18 key points during the time period from 2005-2010 and specifically focuses on student perceptions towards mobile learning and recommended that students are much benefited with the help of mobile learning as compared to the classroom.

Garry Wei-Han Tan, Keng-Boon Ooi, Jia-Jia Sim & Kongkiti Phusavat (2012)

Has tried to gain knowledge about the acceptance and receptiveness of mobile learning with the help of the TAM Model by using a self-administered questionnaire and explored the various factors which persuade the adoption of mobile learning. The researcher has applied the multiple regression analysis to test the hypotheses of his study and found that usefulness, ease of use, and subjective norms are positively related to the adaptation of mobile phone learning. The finding of the researches also shows that the gender factor did not show a significant effect on intention towards mobile phone learning.

Wu, et al. (2012). The researcher has studied about the main factors for adoption of the mobile learning as well as examined the students' attitudes and driven tool towards the adaptation of learning by mobile, with this objective the researchers has done the systematic review of the literature with a meta-analysis approach and done the comprehensive analysis of various available

literature from 2003 to 2010. Based on the findings of the researchers it has been analyzed that various researchers were focused on effectiveness of learning by mobile phone. It has been also analyzed that nowadays mobile phones are universally accepted as a medium of learning.

Abu-Al-Aish, A., & Love, S. (2013) have studied with the help of well known UTAUT Model which has been generally used to know about acceptance and use of technology. Based on this model researcher has tried to identify the various factors that affect learner's intent for the acceptance of the mobile-learning tools. This model was used to analyze the performance and effort of the students, impact of lecture delivery, service quality, and personal enhancement of the student in learning as well as other major factors which directly or indirectly affect attitude and perception of students towards m-learning. The analysis of his research shows that there is a positive correlation between mobile phone users and learning enhancements of higher education students.

Purit Yamakanith & Mr. P. Gurusamy (2014) has studied the usage of web networking and social media among the college students of NCR Region in India with respect to learning enhancement of higher education students and found that the usages of social media and web networking influences the interpersonal relationships of students which helps in understanding the concept of the subject.

Shabbier J & Anwer J (2015) examined the artificial intelligence and various applications which are enabled in smartphones and useful for teaching-learning mechanism. As per the analysis of the researches it has been found that learning with smartphones ease the learning process and it also facilitates individuals or learners to improve their performance over time.

Pimmer, C., Mateescu, M., & Gröhbiel, U. (2016) have tried to explain the concept of uses of mobile learning in higher education with the empirical evidence and emphasize that mobile learning predominantly takes instructions approaches, they are now-transformative in nature. However, it has been said by the researchers that digital mobile media is the unprecedented educational effort that can be used to enrich, extend, and transform the more traditional forms of higher education into modern education.

Jan, S. R., Ullah, F., Ali, H., & Khan, F. (2016). The researchers have done their research by using the survey of higher education students, with the objective to understand and measure the attitudes and perceptions of students towards the effectiveness of mobile in learning enhancement. As per the results of the survey of the researchers; it is has been concluded that the majority of the students are using various mobile for learning and students accepted that mobile helps in boost the academic enhancements and learning due to its various technological advantages.

McGovern, E. F., Luna-Nevarez, C., & Baruca, A. (2017) has an emphasis that digital learning in higher studies by using a mobile phone has increased to a wide range of mobile devices and online applications. As per the researchers, it has been expected that mobile learning helps and inspires students' for learning. It has also anticipated that by adopting innovational educational technology by the tutors also enhance the learning style of students. However, it has been also found that still there is a lack of studies that how to examine the students learning enhancement who have adapted technology to support their learning.

Ng, S. F., Hassan, N. S. I. C., Nor, N. H. M., & Malek, N. A. A. (2017) It has been examined to what extent students use smartphones to support their academic learning and how these activities relate to their final result, evaluation, and assessment. It has been found that there are significant differences in smart phones users and their academic enhancement and performance. Further, it has been also found that smartphones have negative effects on students' academic performance and week students can use their smartphones for learning enhancement.

Gunter, G. A., & Reeves, J. L. (2017) in this research it has been examined that how technology is being used effectively in classrooms and after the depth analysis and examination it has been found that technologies and digitalization integrates most effectively to the students with their curriculums and supports that students learn best.

Apart from students teachers also learn new technologies and able to integrate those into their curriculum to meet the changing needs of their students.

Demir, K., & Akpınar, E. (2018) it has been examined that how learning by mobile phones helps the students of higher students for their academic enrichment. The researcher has measure attitudes and perceptions towards mobile learning of students of higher studies. The findings of the study suggested that mobile learning is useful for the students and it helps them to achieve academic excellence.

Malik, R., Kataria, A., Nandal, N. (2020) Mobile wallets have also added strength to the use of mobile in higher education as paying and enrolling for courses is easy. Various factors impact the way digital wallets have been used by consumers affected by their demographic variables like gender, education, location, mobile brand and internet connection.

3.1 Objectives of the Study

- ❖ To understand the causes and consequences of mobile learning in higher education.
- ❖ To study of students' attitudes and driven tool towards the effectiveness of mobile learning in higher education.

3.2 Hypothesis:

Ho: There is no responsible relationship between mobile learning and learning enhancement of higher education students.

H1: There is a responsible relationship between mobile learning and learning enhancement of higher education students.

3.3 Methodology for the Study

The researcher has adopted both an inductive and deductive approach to analyze the students' attitudes and used both the primary data and secondary data for the study. The structured questionnaire consists of five parts, namely, demographic profile, the purpose of the uses of mobile phones, the uses of various applications, security features to protect the information, and the problems faced by the students were discussed. The total 200 questionnaires were among higher education students in various institutes in NCR region. From the sample of 200 respondents, 14 questionnaires were rejected due to incompleteness. The secondary data was collected from various books, UGC websites, NPTEL, MOOC courses run by Swayam Prabha, and articles published in reputed journals.

4. DATA ANALYSIS

Demographic Profile of the mobile phone users

1. Age group of the mobile phone users

<i>Age groups</i>	<i>No. of Students</i>	<i>Percentage</i>
Below 18 years	32	17
18-20 years	73	39
20-22 years	54	29
Above 22 years	27	15
Total	186	100

Table 1: Age group of the mobile phone users

This table represents that age group of students using 'Mobile Learning' in their smart phones. From the above table of age groups maximum of the users i.e. 39% belongs to the age group of 18-20 years of age.

Family Monthly Income (Rs.)

<i>Family Monthly Income (Rs.)</i>	<i>No. of Students</i>	<i>Percentage</i>
Upto 30,000	68	37
30,000 – 60,000	94	51
Above 60,000	24	13
Total	186	100

Table 2: Family Monthly Income (Rs.)

Based on the students' family monthly income, the majority of the students' family (51%) is under the income group of Rs.30, 000 to 60,000.

Gender

<i>Gender</i>	<i>No. of Students</i>	<i>Percentage</i>
Male	95	51
Female	91	49
Total	186	100

Table 3: Gender

This table related to Gender Classification of the students' participated in the study, reveals that 51% are male students.

Education Qualification

<i>Education Qualification</i>	<i>No. of Students</i>	<i>Percentage</i>
Diploma (or) ITI	36	19
UG Degree	69	37
PG Professionals	81	44
Total	186	100

Table 4: Education Qualification

Above table shows that educational classification of the respondents. From this group majority of the respondents (44 %) are professionals.

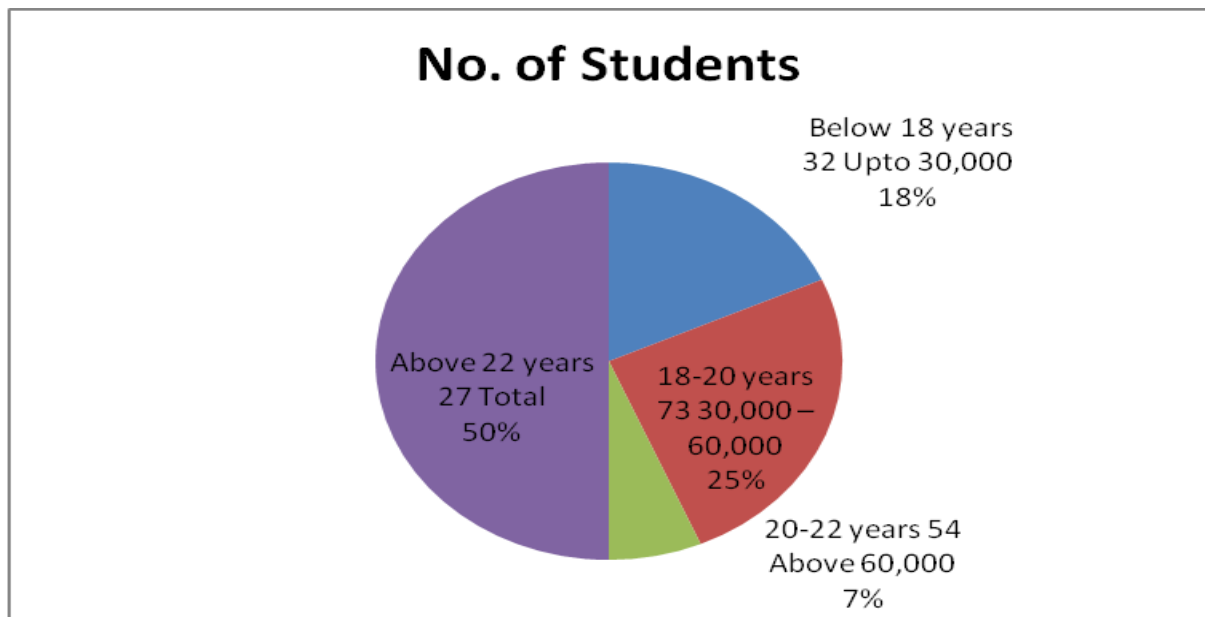


Figure 1: Respondent Profile

Source: Self Constructed by Author with the help of SPSS

1. Residential Area

<i>Residential Area</i>	<i>No. of Students</i>	<i>Percentage</i>
Urban	83	45
Semi – Urban	75	40
Rural	28	15
Total	186	100

Table 5: Residential Area

The Data reveals that the majority of the respondents (45%) participated and reveals their opinions of the study are from Urban Area.

2. Uses of Mobile Phones for educational purpose

<i>Uses of Mobile Phones</i>	<i>Opinion of the students</i>			
<i>1. Academic</i>	<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>
Online lectures	136	73%	50	27%
Online Notes	145	78%	41	22%
Videos	153	82%	33	18%
Demonstrations	119	64%	67	36%
<i>2. Financial Transactions</i>				
Google pay	171	92%	15	8%
Pay tm	164	88%	22	12%

Phone pay	160	86%	26	14%
Net banking	175	94%	11	6%
3. Bookings for Transportation				
Train	179	96%	7	4%
Bus	123	66%	63	34%
Auto	151	81%	35	19%
Car	154	83%	32	17%
4. Entertainment				
Audio	175	93%	11	7%
Video	177	95%	9	5%
Chats	179	96%	7	4%
Social media	182	98%	4	2%
5. Others				
Photoshop	171	92%	15	8%
Shopping carts	162	87%	24	13%
GPRS	171	92%	15	8%
Maps	175	93%	11	7%

Table 6: Uses of Mobile Phones for educational purpose

This table shows the uses of Mobile Phones among the students of Higher Education. The first part consists of the uses relating to educational purposes. It indicates that, the majority of the students using videos for their educational purpose. The second part of the table identifies that majority of students using the net banking system followed by Google Pay is the next popular method of using Financial Transactions. From the third subdivision, we come to know that the respondents are very familiar with the online Bookings for Transportation like a train, bus, auto, car, Ola, UBER, etc using their smartphones.

The fourth part relating to entertainment plays the highest role, among the various entertainment options; Social Media reaches the more preference 98%. Social Media like Face book, Twitter, Instagram, etc., are mostly used and followed by higher education students. The last part consists of other uses of smartphones, reveals that GPRS and Maps are frequently used by the students.

Top 10 ranks of various uses of Mobile Phones

<i>Various uses</i>	<i>Mean Score</i>	<i>Ranks</i>
Academic	2.68	5
Financial transactions	2.81	7
Transportation	3.08	9
Entertainment	2.11	1
Bookings	2.72	6
Maps	2.25	4

Camera	2.18	3
Video calls	2.13	2
Weather report	3.25	10
Advertisement	3.02	8

Table 7: Top 10 ranks of various uses of Mobile Phones

The table shows the various uses of smartphones among the students. The entertainment with the lowest mean rank (2.11) is ranked first. Followed by video call and camera secured second and third rank. The use of Maps ranked the fourth and Academic usage ranked fifth based on the frequency of the use. Bookings have been ranked as sixth. Financial Transactions are ranked as seventh. The advertisement has been ranked as eighth, Transportation is ninth and weather report has been ranked tenth. Entertainment, video calls, and camera are the most popular artificial mobile phones used by the Students.

Ranks of security features of Mobile Phones

<i>Security features</i>	<i>Mean Score</i>	<i>Ranks</i>
Face lock	3.12	4
Finger lock	2.62	1
Pattern lock	2.64	2
Number lock	2.76	3
Voice lock	3.38	5
Pin lock	3.50	7
App lock	3.45	6

Table 8: Ranks of security features of Mobile Phones

It is indicated that the security features of Mobile Phones to protect user's data and other information. Finger lock is ranked first with a mean Rank of 2.62, followed by Pattern lock with a mean rank of 2.64, next number lock with a mean rank of 2.76. Face lock has been ranked fourth with a mean rank of 3.12; next Voice lock has been ranked fifth, App lock ranked as Sixth, Pin lock ranked as Seventh.

Top 10 ranks of frequently used apps of Mobile Phones

<i>Apps</i>	<i>Mean Score</i>	<i>Ranks</i>
UC browser	3.80	8
Dumpster	3.92	9
True caller	2.59	4
Bomb it	3.98	10
Pay tm	2.36	3
Share it	2.33	2

Google translate	3.13	6
Google pay	2.31	1
Amazon	3.72	7
Smart scan	3.02	5

Table 9: Ranks of frequently used apps of Mobile Phones

It is seen from the table, the applications of AI in mobile phones frequently used among the students, it reveals that Google pay is ranked first with a low means score of 2.31, followed by share it has been ranked second, next Paytm has been ranked third, True caller has been ranked as fourth, followed by Smart scan has been ranked fifth, Google Translate has been ranked as sixth, Amazon has been ranked as seventh, next is UC browser ranked as eight, Dumpster has been ranked as ninth, and Bomb it has been ranked tenth with a high mean rank of 3.98.

Problems of using Mobile Phones faced by students

<i>Problems of using Mobile Phones</i>	<i>Opinion of the students</i>					
	<i>Agree</i>	<i>%</i>	<i>Neutral</i>	<i>%</i>	<i>Disagree</i>	<i>%</i>
<i>1. Physical</i>						
Eye	143	77%	25	13%	18	10%
Ear	102	55%	37	20%	47	25%
Neck pain	138	74%	36	19%	12	7%
Neuro problem	98	53%	52	30%	36	17%
<i>2. Psychological</i>						
Addiction	152	82%	20	11%	14	7%
Stress	121	65%	32	17%	33	18%
Loss of concentration	147	79%	26	14%	13	7%
Reducing memory power	108	58%	34	18%	44	24%
<i>3. Social</i>						
Accidents	151	81%	13	7%	22	12%
Threat of hacking information	106	57%	36	19%	44	24%
Cyber crimes	135	73%	12	6%	39	21%
Loss of money	148	79%	14	8%	24	13%

Top 10: Problems of using Mobile Phones faced by students

The above table indicates the problems felt by the students because of using smartphones some of the problems related to physical, psychological, and social problems are discussed with the students in this study. The first part consists of physical problems, it indicates that the majority of the users (77%) agreed that, Eye Problem is a major common problem felt by the students using

smartphones. Followed by Neck Pain (74%), next is Ear Problems (55%) and followed by Neuro Problem (53%).

The second part consists of Psychological problems realized by the students. The Majority of the Users (82%) are addicted in using the Phones, followed by Loss of Concentration (79%), Stress (65%), and Reducing Memory power (58%).

The last part related to social problems like Accidents, Threats of hacking information, Cyber Crimes, and Loss of Money. From the options of the study Majority of users (81%) are agreed that they are facing accidents while using phones, followed by Loss of Money (79%), Cyber Crimes (73%) and Threat of hacking information like personal data and financial data (57%).

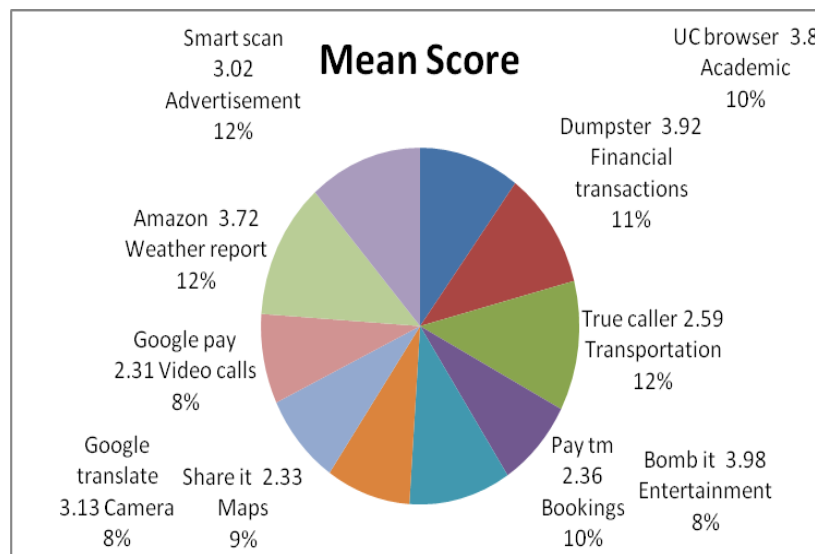


Figure 2: Responsible relationship between the mobile features and functionality that effect student choice

Source: Self Constructed by Author with the help of SPSS

With the help of chart we can easily observe that in today era of implicit erudition student have a preference mobile with highly well-designed inability as some time it does not match with the security feature of an individual but due to validity and smart features there mean score of retail is unexceptional high

4.1 Mapping up: Data in the table shall be compiled, analyzed, and interpreted accordingly before their meaning and implication are understood. Various statistical techniques shall be included for testing the hypothesis and drawing the inference and conclusion about the relationship. Computer facilities shall be used wherever needed.

Raw data collected will be entered into an excel sheet and exported into statistical analysis software for further analysis. The data were analyzed using SPSS software. Descriptive statistics are used to analyze continuous and categorical data and presented in the form mean, standard deviation, and percentage, while proportions are analyzed using a chi-square test. Factor and regression, the ranking will be used. $P < 0.05$ was considered significant. The data so collected would be compiled, tabulated, and analyzed with the help of appropriate statistical tools and techniques e.g. Correlation, regression, chi-square test, T-test, Factor analysis, descriptive statistics, etc. For extracting more meaningful results SPSS will be used.

The proposed study will be based on mixed methods but will focus more on the quantitative research method. Objectivism, positivism, and deductive approach are the main characteristic of the quantitative research method. Moreover, the main goal is to explain the factors that affect investors' behavior which may be done effectively by using quantitative research as long as the quantitative research is designed to define and describe the variables for making the relationship between them.

Ho: There is no responsible relationship between the mobile learning and learning enhancement of higher education students

H1: There is responsible relationship between the mobile learning and learning enhancement of higher education students

The X^2 value for reasonable learning rate as a factor to choose different learning schemes is 8.488 and the p-value is 0.075, hence it is concluded that student dissatisfaction for choosing mobile as only learning medium students treat it as secondary and communication as primary but on the lesser side, they believe mobile mapping makes our business easy

The X^2 value for start new apps business as a factor to choose M-mapping is 3.61 and the p-value is 0.461, hence it is concluded that student dissatisfaction only for classroom teaching

The X^2 value for expansion of student innovative schemes as a factor to choose M-mapping is 10.439 and the p-value is 0.034, hence it is concluded that student satisfaction for choosing this technique to set up a new platform for business or innovate studies.

The X^2 value for early and timely support to the student as a factor to choose M-mapping is 7.878 and the p-value is 0.096, hence it is concluded that student dissatisfaction.

The X^2 value to get cost-free education as a factor to choose M-mapping is 6.293 and the p-value is 0.178, hence it is concluded that student dissatisfaction that he is using mobile mapping only for cost-effectiveness he/she believes that except cost it provides us a more appropriate source of information and easy knowledge

The X2 value for increasing the standard of education as the reason for diversion of technology through mobile is 10.364 and the p-value is 0.035, hence it is concluded that student satisfaction for the increasing the standard of education as the reason for diversion of technology through mobile.

The X2 value for the expecting write off as the reason for not properly function and appearance of the phone is 32.939 and the p-value is 0, hence it is concluded that student satisfaction for the expecting to write off as the reason for function and appearance of the phone.

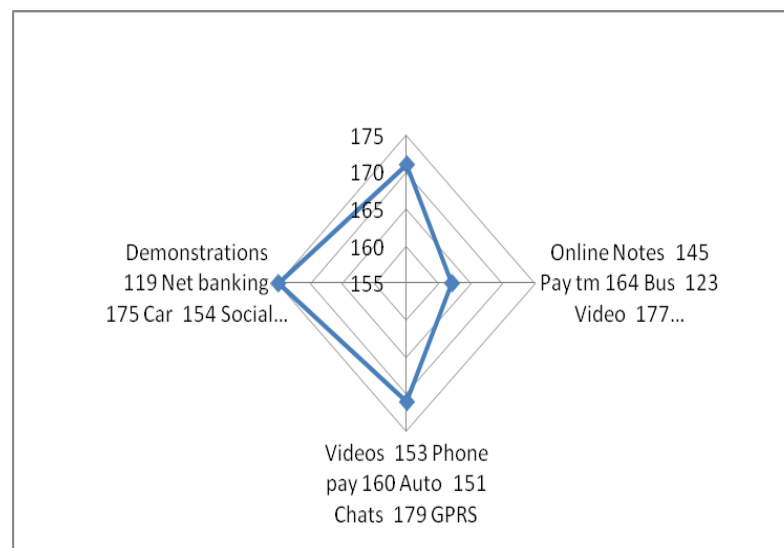


Figure 3: Ratio analysis representation of factor associated with m-mapping

Source: Self Constructed by Author with the help of SPSS

As per the choice of the student, we can analyze both upward and downward trends upward trends indicate more market and opportunity for development in the mobile application as per the new virtual demand and time cost analysis student feel free to use a different application and without vacillation, but on the other hand, few correlations are negative they are not the part of satisfaction analysis but they are factors that postgraduate student don't want continuous use like real class teaching or choosing an application for the new business platform in the case of virtual they believe in real account, M-mapping can be helpful but can not replace the factual podium as it does not calculate the tangible risk associated with trouncing.

5. Wrapping up:

The present study aimed to analyze the various uses of Smart mobile Phones used by the students. The study discussed the different uses, applications, and security features in smartphones among the students enrolled in higher education. Most of the universities and colleges banned the usage of smartphones inside the campus because of the study and security purpose. The students using

smartphones in the colleges disturbed themselves by lack of concentration and also disturbing others because of their attitudes, thus the educational institutions are not allowing the students to use their phones in their institutions. But the students are commonly using their smartphones along with their friends. They are very familiar with the updated versions of Smart mobile phones. From the study, it is clear that most of the students in professional education are using smartphones for their academic purposes. The majority of students belong to the age group of 18 to 20 years are using smartphones, maybe because of their age factor entertainment ranked first in their uses. The number of students using online financial transactions is high shows that students are more interested to participate in digital India and join their hands to take part in a corruption-free economy. Though there are many threats in the use of Smart mobile phones, the students are having awareness about the various security features and they are also using these features to secure their money and hide their personal information. Instead of avoiding smartphones in colleges the institutions and the faculty members can guide the students to use the smart mobile phones for their knowledge and career development with ethics and moral. The government can also take the necessary steps to stop the unethical use of smartphones to avoid threats and cybercrimes.

Student are not likely towards the reasonable learning rate as a factor to choose different learning schemes on the other hand for start new apps business as a factor to choose M-mapping is difficult choice hence student feels difficult as on Student feels highly favorable innovative schemes as a factor to choose M- student but user / Student don't connect themselves by early and timely support to the student as a factor to choose M-mapping, Only for cost-effectiveness, he/she didn't believe believes that except cost it provide us the more appropriate source of information and easy knowledge. Continuous increasing the standard of education as the reason for diversion of technology through mobile, high functionality mobile application can be one reason for the choice of M-mapping.

6. Recommendations & Suggestions

1. Researchers and practitioners should take into consideration that mobile learning can create a positive impact on academic achievement and performance.
2. It has been found that mobile learning increases the motivation of students due to which teachers and schools should focus on digital learning for a better understanding of the subject knowledge.
3. It has observed mobile learning only provides the platform for developing and acknowledging entrepreneurship but it is clearly notified through M- leaning that don't feel for the startup.
4. Cost-effective is not the reason for M-leaning but student prefers virtual learning because of time effectiveness and availability of better amenities.

5. It has been noticed after providing numbers of the facility through mobile learning students still believe the importance of classroom teaching they are enjoying and learning through the virtual platforms but don't want to substitute traditional methods of learning.

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