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FACTORS INFLUENCING THE MOBILE LEARNING AMONG THE HIGHER EDUCATION STUDENTS IN CHENNAI CITY

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Abstract: *M-learning is easy because it is available almost anywhere. Sharing is almost instantaneous between everyone using the same content, leading to faster response and tips. M-learning also brings solid content by replacing small books and notes with readable content that suits you. M-learning has the added advantage of cost savings, as the price of digital content on tablets decreases significantly compared to mainstream media (books, CDs, DVDs, etc.). One digital book, for example, costs one-third to one-half the volume of a paper book, with lower costs. The study's main goal is to examine the factors that influence mobile learning in higher education students in Chennai. The study uses both primary and secondary data. The primary data is collected from customers through the questionnaire method. The sample size is 200. A convenient sampling method was used for the study. The analysis was used for mean score analysis and factor analysis. The conclusion the study's conclusion Mobile learning is a hot new trend that will continue to be popular based on simplicity. The fact is that luxury is everything in today's busy society and will continue to exist for generations to come. Mobile learning opens many doors to new technologies and will continue to become more complex as the years go by. So many opportunities are offered to get an education and expand your knowledge. This is a great way to help people learn better.*

Key Words: *Student Awareness, E-learning, Social Media, Website, Learning process.*

1. INTRODUCTION:

M-learning, or mobile reading, is "learning across a wide range of disciplines, through interaction with people and content, using personal electronic devices." In a kind of grade education, M students use mobile device teaching technology in their spare time. M-learning technology includes laptops, MP3 players, notepads, cell phones, and tablets. M-learning focuses on student flexibility, collaboration, and portable technology. Mobile tools for creating learning resources and resources have become an integral part of informal learning. India has successfully contributed to the growth of technology as a whole these days. [1] (R Vijayalakshmi, V Palanisingh et al., 2019).

M-learning is useful because it can be found almost anywhere. Distribution is almost instantaneous for anyone using the same content, leading to faster response and tips. M-learning also brings solid transfers by replacing small books and notes with readable content that suits you. M-learning has the added benefit of being cost-effective, as the price of digital content on tablets is significantly lower compared to mainstream media. It is necessary and necessary to identify the status of COVID-19. [2] (R Vijayalakshmi, TR Gurumoorthy, 2019)

Today, our smartphones are stuck in our hands. We use it for everything. Working with friends and family, shopping online, ordering food, playing games, and more. Mobile learning is a new way to access and read content using mobile devices. Let's share the secrets and hidden treasures of mobile reading and discuss the pros and cons. The Millennial generation has grown up with digital technology. So, mobile learning goes hand in hand with a millennial approach and thinking. But there are many benefits to learning M that every generation can benefit from. Let's look at some of the benefits of M-learning.

Mobile learning is possible through our learning management system, Easy LMS. The user interface is fully responsive, which means that reading content looks and works well on all types of devices, desktops, and mobile phones. Your participants can capture their reading content on any modern device with a screen and an internet connection. With

a simple LMS, you can easily create exercises and training materials with videos, photos, and more. It is also possible to share a test with your users that they can answer during a lecture or training session if you use an integrated learning method.[1]

2. REVIEW OF LITERATURE :

Mobile device ownership is exploding, with most adults having more than one mobile device. Higher education professionals are encouraged to consider the opportunity to increase their chances of learning beyond the classroom through mobile learning **(Helen Crompton., et al., 2018).**[2] M-learning has become an integral part of educational technology in higher education. M-learning makes it easier for students to learn, collaborate, and share ideas with the help of the internet and technological development **(MostafaAl-Emran et., al 2016)**[3]. The availability and acquisition of equipment such as mobile phones, personal digital assistants, and mobile music players, has become a way of communicating, socializing, and entertaining on a large scale. In this paper, we present an explanation of the changing philosophical and theoretical framework, as well as the progress being made in education over the past two decades, that requires significant changes in the type of learning environments we need to design (**Herrington, A et., 2007)**[4]. Mobile Learning, or M-learning as it is commonly called, is a new tool in teaching tools to assist students and teachers as they navigate the options available in the growing world of learning grades. This article explores some of the potential challenges and potential strengths of using this method in college and explains the powerful testing of the effectiveness of M-learning in college. **(McConatha et., 2008).**[5] M-learning has become increasingly important in higher education. Portable devices such as netbooks, tablets, or smart phones have flooded into higher education institutions. Almost all students today have mobile devices, and almost half of them have more than one device. In addition, because these devices are highly personalized and collaborative communication tools, they provide institutions of higher learning with flexible tools to adapt to existing technology and to extend learning outside classrooms and homes, as far away as train or bus stations, where students do not. They have access to computers. **(Klimova et al., 2016)**[6] Digital media changed teaching and learning, and they continue to do so. The proliferation of laptop computers and portable internet access created new opportunities and pushed cell phone learning into universities. New technologies such as cloud computing, learning statistics, and the unpopular reality of taxpayers see promise in new mobile learning solutions. Mobile learning will continue to interfere with daily life at universities and will continue to transform the way we teach and learn. **(Claudia de Witt et al., 2017).**[7] Mobile learning as an e-learning model refers to the acquisition of knowledge, skills, and attitudes through mobile technology. With the advent of mobile networks, learning resources can play a growing and effective role in education at any time and place. **(Hodjat Hamidi et al., 2018).**[8] Mobile learning in higher education and developing countries is still in the process of testing students who use mobile devices in a limited academic way. **Rogers Kaliisa et al. (2017)**[9] overall, students observed iPads to be useful and pleasurable tools for achieving educational tasks and improving learning outcomes **(Mary Helen Fagan 2019).**[10] Online-based mobile learning gives students the opportunity to learn anytime and anywhere. Use of the website as a learning medium gives users broad access without having to download additional applications that are loaded on the device **(Darmaji, D et., al 2019).**[11] M-learning will play an increasingly significant role in the development of teaching and learning methods for higher education **(Abu-Al-Aish, A., & Love, S. (2013)**[12] The acceptance of mobile learning by students in a higher education setting **(Fagan, M. H. (2019).**[13] M-learning is characterized as a powerful element of learning and education for

[1]https://www.easy-lms.com/
[2]Crompton, H., & Burke, D. (2018). The use of mobile learning in higher education: A systematic review. *Computers & Education*, *123*, 53-64.
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facilitating the learning experiences (**Ahmad Althunibat 2015).**[14] Recently, the emergence of the COVID-19 has caused a high acceleration towards the use of mobile learning applications in learning and education. **(Feras Altarawneh et., al (2021)**[15]**.** The increasing usage of smartphones, the increasing acceptance of electronic learning (e-learning), the improvement of the status of mobile networks and global internet as well as the need to flexibility in learning process have been led to the emergence of a phenomenon called mobile learning **(Amir Chavoshi et.,al 2019).**[16] M-learning services makes Yemeni higher education more accessible, but for successful acceptance, students must understand the technology**.(Shuhd Basurra et., al 2021)**[17] Mobile learning (M-learning) has become an important educational technology component in higher education. M-learning makes it possible for students to learn, collaborate, and share ideas among each other with the aid of internet and technology development**.(MostafaAl-Emran et., al 2016)**[18] Mobile technologies are playing an increasingly important role in college students' academic lives**.(Chen, B., & Denoyelles, A. (2013))**[19] this study is that very few students in higher education are adopting and accessing digital learning content using mobile phones. (J R Batmetan et.,al 2018)[20]

3. OBJECTIVES OF THE STUDY:

- To analyse factors influencing the mobile learning in higher education student.

4. METHODOLOGY:

The study suggested using a simple sample method in the study. This collected data for higher education students in the city of Chennai. This study was conducted using the first and second data. Based on a sample survey questionnaire method. Sample size of 200 respondents. The data was analysed and SPSS was used to analyse and interpret the required data. Analysis is used to mean points and analysis of objects.

5. DATA ANALYSIS AND INTREPRETATION :

Analysis and translation based on factors influencing cellular learning among tertiary students in the city of Chennai. Respondents' answers obtained from a systematic questionnaire were compiled and analysed using the following mathematical tools in line with the objectives of the study:

Table.1
Descriptive Statistics of Respondents

S.No	Variables	Distribution	Frequency	Percentage %
1	**Gender**	Male	120	60%
		Female	80	40%
		Total	**200**	**100%**
2	**Age**	17-20 years	23	11.5%
		21-23 years	83	41.5%
		24-26 years	61	30.5%
		Above 27 years	33	16.5%
		Total	**200**	**100%**
3	**Institution Type**	Private	88	44%
		Government Aided	99	49.5%

[14] Althunibat, A. (2015). Determining the factors influencing students' intention to use m-learning in Jordan higher education. *Computers in Human Behavior*, *52*, 65-71.
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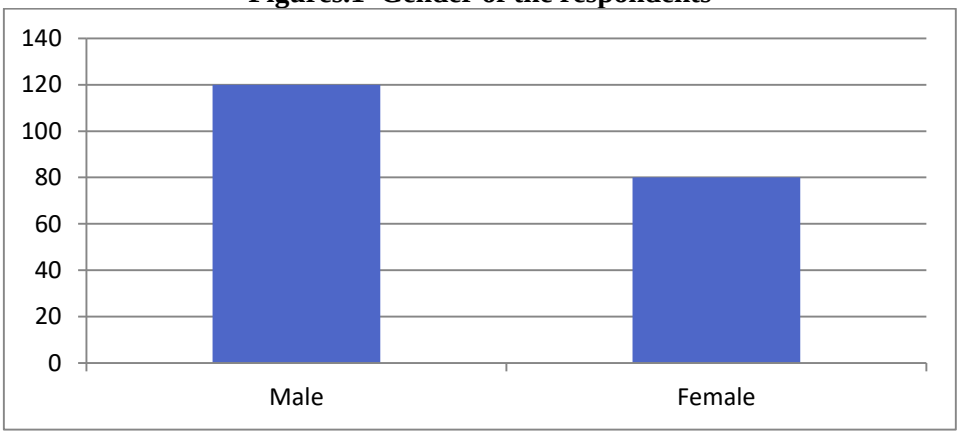
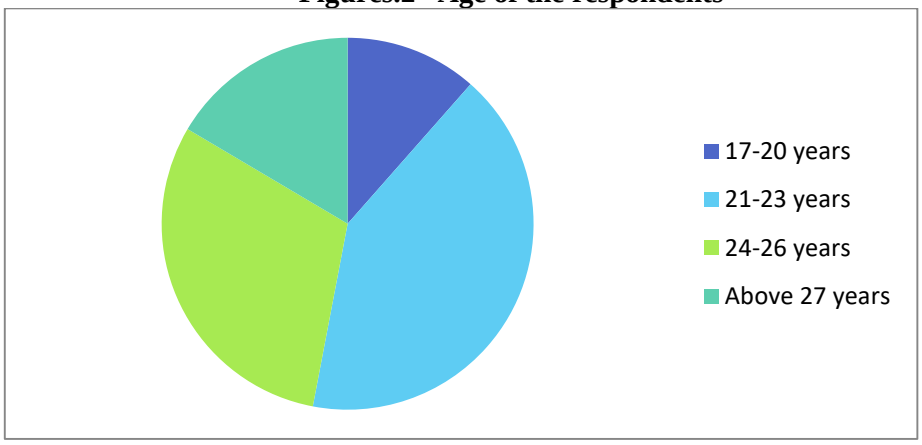
		Government	13	6.5%
		Total	**200**	**100%**
4	**Degree of Course**	Under Graduate	38	25.4%
		Post-Graduate	61	40.6%
		M. Phil	30	20%
		Other	21	14%
		Total	**200**	**100%**

(Source: Primary Data)

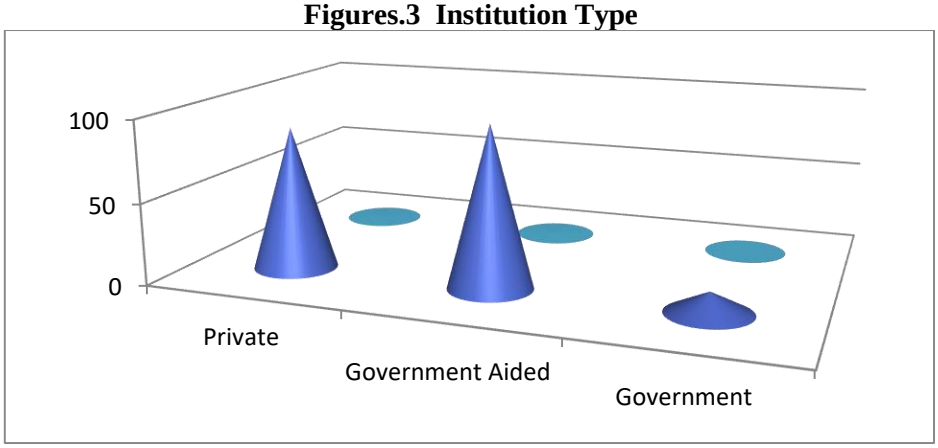
Figures.1 Gender of the respondents



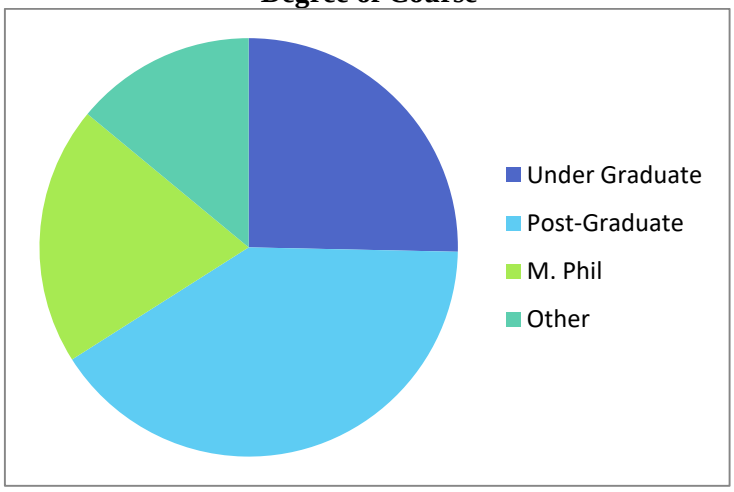
Figures.2 Age of the respondents



Figures.3 Institution Type



Figures.4
Degree of Course



Source: Primary Data

Table.1 represents a descriptive profile of demographic variables such as gender, age, type of institution, and level of education. It turned out that 60% were male and the remaining 40% were female. Thus, the majority of 60% of respondents were male.

11.5% of them are under the age of 17-20 years, 41.5% are under the age group of 21-23 respondents, 30.5% are from the 24-26 respondents age group, and another 16.5% are under the age group of 30. So the majority of respondents are the highest number of respondents affected by the age of 21–23.

44% of respondents fall under the category of private institutions, 49.5% under the government assistance category, and 6.5% under the public service category. Most of the respondents then fall into state-assisted facilities.

25.4% of undergraduate respondents, 40.6% under the graduate category, 20% under the M.Phil category, and 14% under the other category. The majority of respondents are therefore the highest number of respondents created after graduation.

5.1 FACTOR ANALYSIS

Factor analysis is one of the most commonly used multivariate methods in research studies. It is a practical approach, where there is a systematic dependence between a set of dynamic objects that are seen or displayed, and it can be interesting to discover something very important or subtle, which creates this community. It seeks to solve a large set of variables that are limited to the most basic categories known as factories. Factor analysis and fidelity tests are used to determine key features. Fidelity tests are used to determine key features and to evaluate data reliability.

Factor analysis is a set of methods used to test how the underlying structure influences the response to the value of a fixed variable. There are two basic types of feature analysis: evaluation analysis (EFA) and evaluation analysis (CFA). EFA is trying to identify the types of structures that influence the response set. The CFA assesses whether a particular set of constructions influences responses in a predictable manner. SPSS 20.0 is used to measure the ability to perform analysis.

5.1.1 Factors Influencing the Mobile Learning among the Higher Education Students

Table.2
Mobile Learning among the Higher Education Students

Label	Statements
F1	Performance Expectancy
F2	Effort expectancy
F3	Social influence
F4	Service of quality
F5	Personal innovativeness
F6	Behavioral intention
F7	Self-efficiency
F8	Facilitating conditions

F9	Service quality
F10	Team-working
F11	Good communication
F12	Opportunities
F13	Exchange the course material anytime and anywhere
F14	Developing Learning Skills
F15	Learning process
F16	Useful tools
F17	Manage study
F18	Finding the resources
F19	Latest Technology
F20	Deep Knowledge

In factor analysis, the analytical process is based on a matrix of correlation between the variables. Valuable insights can be gained from an examination of this matrix. If the factor analysis is to be proper, the variables must be correlated. If the correlation between all the variables is very low and negligible, then the factor analysis may not be appropriate.

Table.3
CORRELATION MATRIX

	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	F14	F15	F16	F17	F18	F19	F20
F1	1																			
F2	.104	1																		
F3	.078	.666	1																	
F4	.068	.731	.690	1																
F5	.006	.001	.057	.018	1															
F6	.059	.726	.627	.675	.002	1														
F7	.076	.553	.534	.558	.007	.804	1													
F8	.131	.497	.464	.504	.029	.648	.852	1												
F9	.945	.103	.083	.053	.022	.034	.063	.107	1											
F10	.023	.019	.057	.000	.878	.012	.032	.048	.015	1										
F11	.058	.153	.015	.014	.006	.149	.006	.237	.033	.005	1									
F12	.018	.040	.031	.038	.013	.056	.018	.212	.026	.002	.797	1								
F13	.011	.110	.056	.011	.039	.059	.016	.199	.008	.066	.866	.765	1							
F14	.021	.001	.013	.009	.913	.002	.003	.007	.054	.827	.012	.001	.041	1						
F15	.004	.006	.066	.016	.990	.003	.006	.026	.020	.876	.000	.015	.033	.904	1					
F16	.025	.046	.007	.043	.040	.023	.022	.025	.027	.084	.051	.025	.048	.039	.054	1				
F17	.016	.023	.024	.031	.015	.028	.075	.046	.001	.044	.008	.000	.003	.004	.024	.576	1			
F18	.020	.001	.010	.032	.060	.027	.072	.055	.033	.066	.046	.036	.034	.028	.071	.647	.553	1		
F19	.005	.033	.009	.045	.014	.033	.057	.071	.004	.015	.016	.018	.004	.025	.017	.540	.914	.509	1	
F20	.059	.029	.025	.009	.060	.079	.092	.089	.058	.065	.014	.028	.034	.085	.069	.493	.073	.072	.082	1

The correlation matrix shown in table.3 indicates that the correlation between all variables is well-defined and therefore the analysis of the feature is most relevant to the analysis of entrepreneurial skills development through internship training.

The KMO (Kaiser-Meyer-Olkin) measurement of sample sufficiency was computerized to determine the feasibility of using feature analysis. Values between 0.5 and 1.0 indicate that feature analysis is appropriate or appropriate. More than the recommended value (0.7) (R Vijayalakshmi, TR Gurumoorthy et al., 2020). KMO testing is presented in Table 4. Table.4 shows that the calculated KMO value is 0.753, indicating that the sample is sufficient to perform the Object Analysis. Bartlett's Sphericity test also shows a significant amount of correlation between statements. Thus, all the parameters mentioned above support the use of feature analysis in data. The scale has also been tested for reliability, and the value of Cronbach's Alpha is.701. Fidelity tests are given in Table.5 (Hair et al. 2010), suggesting that loads of greater than 0.45 are very important and support acceptable levels of definition. Therefore, 0.45 methods have been considered for flexible selection.

Table.4
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.753**
Bartlett's Test of Sphericity	Approx. Chi-Square	6172.16
	df	703
	Sig.	.000

Table.5
Reliability Statistics

Case Processing Summary				**Reliability Statistics**	
		N	**%**	**Cronbach's Alpha**	**No. of items**
Cases	Valid		100.0	**.701**	20
	Excluded	0	.0		
	Total	200	100.0		
a. List wise deletion based on all variables in the procedure					

EXTRACTION METHOD: PRINCIPAL COMPONENTS ANALYSIS

Analysis of the test feature was performed on 200 student respondents for about 20 statements, using version SPSS 20.0, to evaluate the basic size of the statements and to identify the required features. Principal Components Analysis (PCA) with orthogonal rotations and the Varimax process were applied to 20 objects to extract the features. Items with Eigen values greater than unity are selected. The results of the analysis are shown in Table 6.

Table.6
Total Variance Explained

Component	**Initial Eigen values**			**Extraction Sums of Squared Loadings**			**Rotation Sums of Squared Loadings**		
	Total	**% of Variance**	**Cumulative %**	**Total**	**% of Variance**	**Cumulative %**	**Total**	**% of Variance**	**Cumulative %**
1	6.739	17.733	17.733	6.739	17.733	17.733	4.566	12.016	12.016
2	4.716	12.412	30.145	4.716	12.412	30.145	4.129	10.866	22.882
3	3.575	9.407	39.552	3.575	9.407	39.552	3.788	9.967	32.849
4	3.241	8.528	48.080	3.241	8.528	48.080	3.581	9.423	42.272
5	2.776	7.305	55.385	2.776	7.305	55.385	3.550	9.341	51.613
6	1.906	5.016	60.401	1.906	5.016	60.401	2.657	6.993	58.606
7	1.774	4.668	65.070	2.575	8.407	29.552	3.788	9.967	32.849
8	1.598	4.205	69.275						
9	1.345	3.540	72.815						
10	1.272	3.348	76.163						
11	1.053	2.770	78.933						
12	.932	2.453	81.386						
13	.848	2.231	83.618						
14	.769	2.023	85.640						
15	.667	1.754	87.394						
16	.605	1.592	88.986						
17	.554	1.459	90.445						
18	.472	1.242	91.687						
19	.404	1.064	92.751						
20	.387	1.018	93.769						

The Rotated Component Matrix helps determine what a component represents. It contains estimates of the correlations between each variable and the measured components. The matrix of the surrounding parts the researcher has divided into seven categories based on the maximum value (> 0.60) taken from the matrix analysis of the surrounding parts.

Table.7
ROTATED COMPONENT MATRIX (Sorted by Size >0.60)

Variables	Component					Eigen Value	Variance	Cronbach's Alpha
	1	2	3	4	5			
Performance Expectancy	**.812**					**6.739**	**17.733**	**.855**
Effort expectancy	**.804**							
Social influence	**.726**							
Service of quality	**.667**							
Personal innovativeness	**.665**							
Behavioral intention		**.883**				**4.716**	**12.412**	**.893**
Self-efficiency		**.849**						
Facilitating conditions		**.808**						
Service quality		**.805**						
Team-working		**.781**						
Good communication			**.639**			**3.575**	**9.407**	**.650**
Opportunities			**.830**					
Exchange the course material			**.816**					
Learning process				**.841**		**3.241**	**8.528**	**.814**
Useful tools				**.813**				
Manage study				**.649**				
Latest Technology					**.966**	**2.776**	**7.305**	**.948**
Deep Knowledge					**.957**			
	Extraction Method: Principal Components Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 7 iterations.							

In Table.7, it is revealed that the factor that influences the learning of higher education students has twenty statements. Two statements, namely, improving learning skills and access to resources, were eliminated due to low loading. Eighteen other statements were reduced to five elements based on the Eigen value of 1, and the screen resolution resulted in the adoption of seven items. KMO rated the sample accuracy at 0.753, which is a satisfactory value close to 1, with Bartlett's Sphericity test clearly showing that the emerging factors were related to a value level of 0.000.

6. CONCLUSION:

Finally graduating from mobile reading research, this is a hot new trend that will continue to be popular based on simplicity. The fact is that luxury is everything in today's busy society and will continue to exist for generations to come. Mobile learning opens many doors to new technologies and will continue to become more complex as the years go by. So many opportunities are offered to get an education and expand your knowledge. This is a great way to help people learn better. Learning statistics can be used to provide teachers with information to demonstrate their student behaviour patterns in relation to others, or to identify students in need of additional support and attention, or to help

teachers organize supportive interventions for working groups as study teams. The educational benefits of graded learning, while based on the needs and preferences of each student.

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