International Journal of Research in Library Science

ISSN: 2455-104X

ISI Impact Factor: 3.723

Indexed in: IIJIF, ijindex, SJIF, ISI, COSMOS, Google Scholar ,I2OR, Academic Keys, SIS

Volume 3,Issue 1 (Jan-June) 2017,193-202

Received: 6 May .2017 ; **Accepted**: 15 May. 2017 ; **Published**: 26 May. 2017 ; **Paper ID**: IJRLS-1239

INTEGRATION OF INTERNET USAGE VIA MOBILE TECHNOLOGY: STUDENTS PERCEPTION IN KUCET FOR WOMEN, WARANGAL.

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ABSTRACT

The impact of Information and Communication Technology has brought a tremendous change in library and information systems and services. Learning and teaching with mobile technologies is beginning to make a breakthrough. The most commonly used data application on mobile phones is SMS text messaging. The key aspire of the study is to investigate the integration of internet usage via mobile technology: students' attitudes and perceptions in Kakatiya university college of engineering & technology for women, Warangal. Data was collected by means of a questionnaire that was circulated among the engineering students randomly and the researcher discuss about students' frequency, purpose, awareness and use of Internet through mobile technology.

Keywords: Mobile technology; student attitudes; student perception; Kakatiya University; engineering students

INTRODUCTION

Education is the backbone of a nation's strength. Education as a process relies on a great deal of coordination of learners and resources, in these mobile devices can occupy top most places in this global arena. Mobile devices can be used by everyone without age and sex discriminations in the modern society and mobile phones are gaining more popularity among the youth. In higher education, course material can provide to students through mobile devices, including due dates for assignments, exam fee dates and information about timetable and room changes and what not? Most of the engineering students are using internet to check their e-mails, and all are attracting towards social networking sites and e-resources through the Mobile Web. With the mobile devices one can managing their schedules more effectively and the use of mobile phone technologies to support computing students. Engineering students are very much interested in learning and using these technologies. They are accessing whatever information they required through mobile phones.

KUCET FOR WOMEN AT A GLANCE

Kakatiya University was established on 19th August, 1976 to fulfil the aspirations of the Telangana people for higher education. It has completed 25 years of its existence. The University is committed to meet the augmented demand in the expansion of specialized courses form time to time, and is striving hard to provide appreciable scholastic activities to the increased number of students. The University is offering about 120 programs at Undergraduate and Postgraduate level in the

Faculties of Arts, Science, Commerce and Business Management, Social Sciences, Education, Engineering and Pharmaceutical Sciences with 180 constituent and affiliated colleges spread over ten districts of Telangana, India. In 1994, the engineering college was transferred from Kothagudem to the Kakatiya University and named University College of Engineering. To convert this single department college to a fully fledged one, two more engineering branches viz., Computer Science Engineering, Electrical and Electronics Engineering were introduced in 1996. The allied engineering sections viz., Mechanical Engineering, Electrical Engineering, Civil Engineering and the science sections like Physics, Chemistry, and Mathematics are meant to cater to the needs of these courses. It has a spacious Central Library with a rich collection of 1, 50,000 books in addition to 30,000+ back volumes of research journals. All the constituent colleges and departments were brought under Campus Network providing round the clock INTERNET facility.

HISTORY OF MOBILE PHONES

A mobile phone can make and receive telephone calls over a radio link while moving around a wide geographic area. It does so by connecting to a cellular network provided by a mobile phone operator, allowing access to the public telephone network. In addition to telephony, modern mobile phones also support a wide variety of other services such as text messaging, MMS, email, Internet access, short-range wireless communications (infrared, Bluetooth), business applications, gaming, and photography.

The first hand-held cell phone was demonstrated by John F. Mitchell and Dr. Martin Cooper of Motorola in 1973. In 1991, the second generation digital cellular technology was launched in Finland by Radiolinja on the GSM standard, which sparked competition in the sector, as the new operators challenged the incumbent 1G network operators. After 10 years, in 2001, the third generation (3G) was launched in Japan by NTT DoCoMo on the WCDMA standard. This was followed by 3.5G, 3G+ or turbo 3G enhancements based on the high-speed packet access(HSPA) family, allowing UMTS networks to have higher data transfer speeds and capacity.

By 2009, it had become clear that, at some point, 3G networks would be overwhelmed by the growth of bandwidth-intensive applications like streaming media. Consequently, the industry began looking to data-optimized 4th-generation technologies, with the promise of speed improvements up to 10-fold over existing 3G technologies. The first two commercially available technologies billed as 4G were the WiMAX standards (offered in the U.S. by Sprint) and the LTE standard, first offered in Scandinavia by Telia Sonera. From 1990 to 2011, worldwide mobile phone subscriptions grew from 12.4 million to over 6 billion, penetrating about 87% of the global population.

MOBILE INTERNET USERS AT ENGINEERING INSTITUTIONS

Increasing numbers of students entering the university system own and use mobile technologies, particularly mobile phones. Students will work out for themselves ways of using these devices for their learning, and so it would seem that there are benefits to universities working with them in exploring possibilities for supporting students in their educational life. It is observed that many of the students entering university now are younger than the microcomputer or personal computer. These students have grown up with computers, and technology has continued to evolve and enhance their lives. Technology has transformed how students interact with each other and their lecturers. Students can now communicate face to face, over the phone, and via email, SMS and online discussion areas. Many higher education institutions and universities now use SMS to communicate with students about enrolment and exam results, which is only efficient and effective because of the high level of mobile phone ownership amongst this group.

REVIEW OF LITERATURE

Bhatt (2008). In his article “A study of mobile phone usage among the Post Graduate Students” released in Indian Journal of Marketing, April 2008 has studied mobile phone usage, duration of use, necessity, the spending on mobile phones, influencing factor for purchasing the mobile phone, awareness of medical side effects of the mobile phone usage amongst the post graduate student on the basis of primary data; which was collected at Sardar Patel University from 700 post graduate student. The results indicate that the usage and satisfaction level of mobile phone users differ from company to company.

Hennessy (1999). According to the investigator mobile technologies provide an opportunity for a fundamental change in education away from occasional use of a computer in a lab towards more embedded use in the classroom and beyond.

NOP (2001). The prevalence of mobile technologies is in itself a motivator to exploit them for learning. Mobile technologies are already widespread among children. It makes sense, then, for an educational system with limited information and communication technology (ICT) resources to make the most of what children bring to the classroom.

Prashanthakumari and Parameswar (2014). The study explained that in view of the capabilities and developments in mobile technologies and their advantages libraries can design and provide the specific services on mobile devices like SMS/Texting (Alert Services), Library instructions and Virtual tours, QR Codes on mobiles and mobile based library lending service to users.

Soloway et al (2001). Have further argued that to make any difference in the classroom at all, computers must be mobile and within 'arm's reach'. The nature of learning is closely linked to the concept of mobility.

Vavoula and Sharples (2002). The paper suggest that there are three ways in which learning can be considered mobile: "learning is mobile in terms of space, i.e. it happens at the workplace, at home, and at places of leisure; it is mobile between different areas of life, i.e. it may relate to work demands, self-improvement, or leisure; and it is mobile with respect to time, i.e. it happens at different times during the day, on working days or on weekends"

OBJECTIVES

- To study the usage of Internet through mobile phones among students
- To know the purpose of using Internet through mobile phones
- To identify the problems and difficulties faced by students while accessing the Internet
- To examine the factors that influence respondents to access Internet

METHODOLOGY

The present study was conducted at Kakatiya university engineering college for women. The sample population was selected by random sampling method and the primary data was collected by means of survey instrument for which a questionnaire was designed to achieve the objectives of this study. The questionnaire was distributed among students of the different departments. The investigator personally visited the college for the distribution of questionnaires and for making a better understanding of the questionnaires to the sample population and also to get first-hand information about the library and the departments to satisfy the objectives of the study. For this purpose a total of 150 questionnaires were distributed among students and 128 filled in questionnaires were received, and then data was analyzed, tabulated, interpreted and presented. The response rate is 85.33%.

DATA ANALYSIS

Table-1: Age-wise distribution of respondents

Age	Response	Percentage
Below19	40	31.25
20-22	79	61.71
23 & Above	9	7.03
Total	128	100

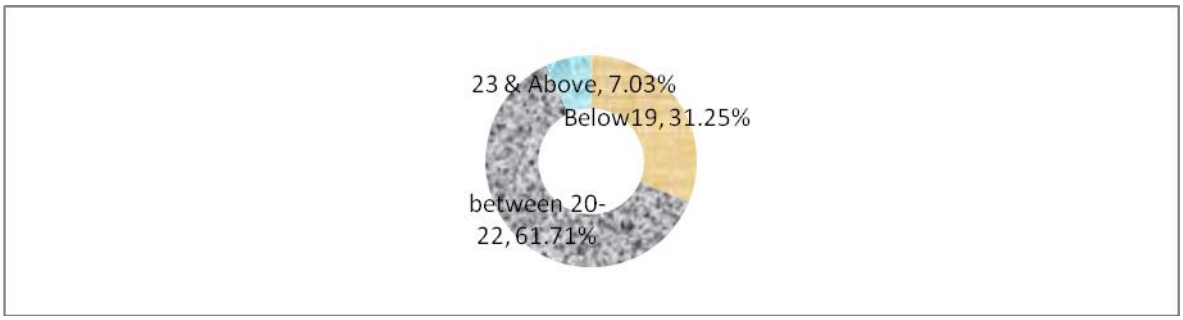
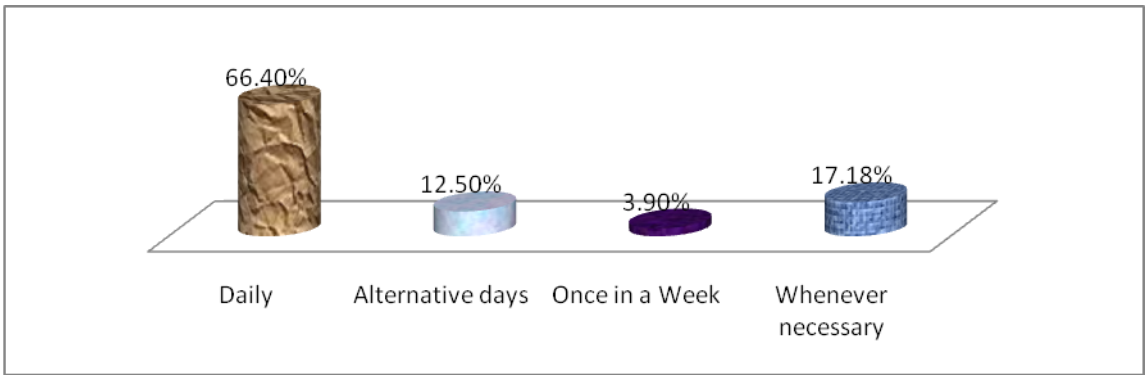


Table and Diagram1 show the age-wise distribution of respondents. Of the 128, 79 (61.71%) respondents belong to the age group of between 20 -22. About 40 (31.25%) respondents fall in the group below 19, and 9 (7.03%) respondents fall in the age group of 23 & above. Most of the respondents are young students; youth is the back-bone of the nation. Hence, it is inevitable.

Table-2: Frequency of Internet usages through mobile

Frequency	Response	Percentage
Daily	85	66.40
Alternative days	16	12.5
Once in a Week	5	3.90
Whenever necessary	22	17.18
Total	128	100



It is evident from table and diagram 2 that 85 (66.40%) respondents use Internet daily. About 22 (17.18%) respondents use Internet whenever necessary; 16 (12.05%) respondents use Internet alternative days, and remaining 5 (3.90%) respondents use Internet once in a week. Majority of young women students are using the technology daily, it is highly appreciation.

Table-3: Persons motivated to use Internet through Mobile Phone

Motive force	Response	Percentage
Friends	74	57.81
Parents	11	8.59
Self-Thought	31	24.21
Teachers	12	9.37
Total	128	100

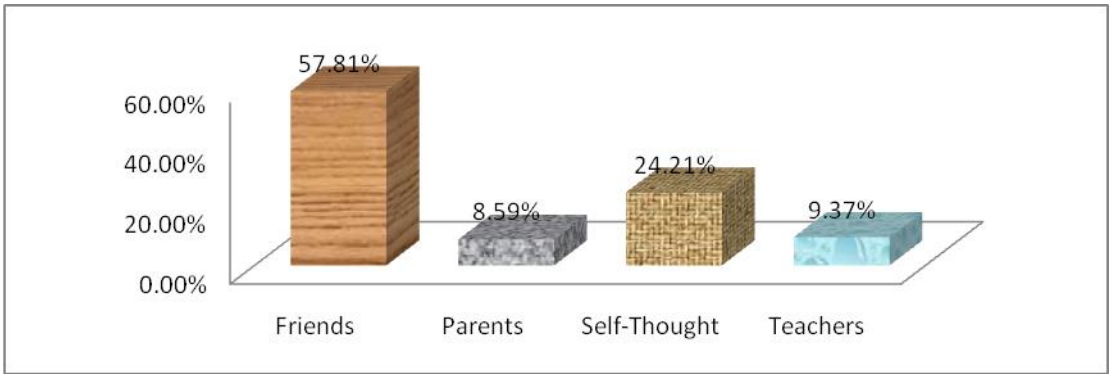


Table and diagram 3 depicts that 74 (57.81%) of respondents are motivated to use Internet by their friends. About 31 (24.21%) respondents are motivated by their own, 12 (9.37%) are motivated by teachers and about 11 (8.59%) are motivated to use Internet by their parents.

Table-4: Type of Mobile Phone to use for Internet

Type of mobile	Response	Percentage
iPod Touch	21	16.40
Smart phone	82	64.06
Tablet	8	6.25
Type & Touch	17	13.28
Total	128	100

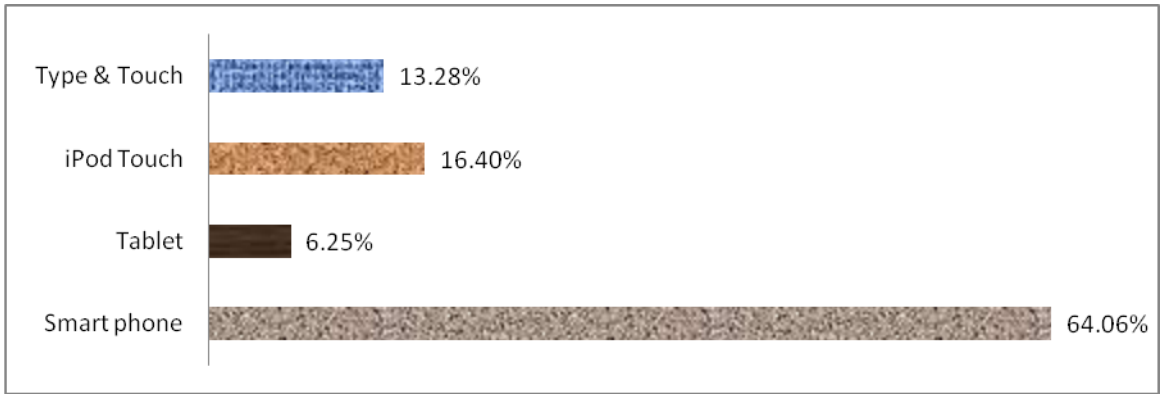
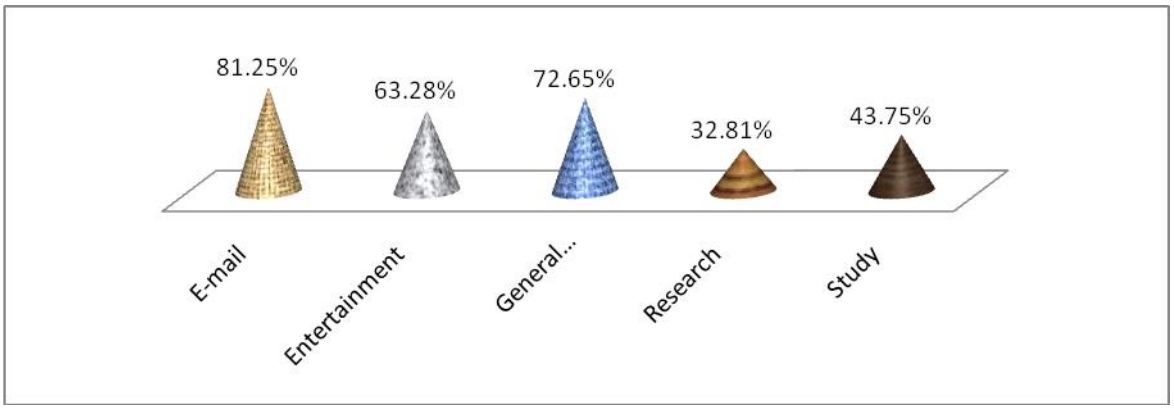


Table and diagram 4 represent that 82 (64.06%) of respondents are using through smart phones for Internet. About 21 (16.40%) respondents through iPod touch, 17 (13.28%) are through type & touch and about 8 (6.25%) are use Internet through tablet.

Table-5: Purpose of accessing Internet

Purpose	Response	Percentage
E-mail	104	81.25
Entertainment	81	63.28
General Information	93	72.65
Research/Project	42	32.81
Study	56	43.75

(Note: chosen multiple answers)



It is clear from table and diagram 5 that 104 (81.25%) respondents are using for e-mail. About 93 (72.65%) respondents are using for general information, followed by 81 (63.28%) respondents indicated for entertainment, and 56 (43.75%) respondents indicated for study whereas 42 (32.81%) respondents are using Internet for their research/project purpose.

Table-6: Preferred Search Engine

Search engine	Response	Percentage
Google	102	79.68
Yahoo	11	8.59
Other Search Engines	15	11.71
Total	128	100

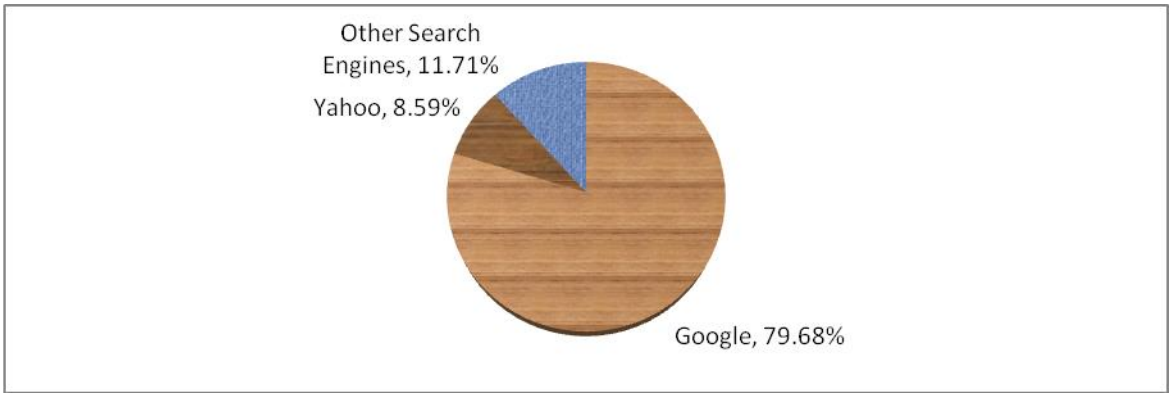
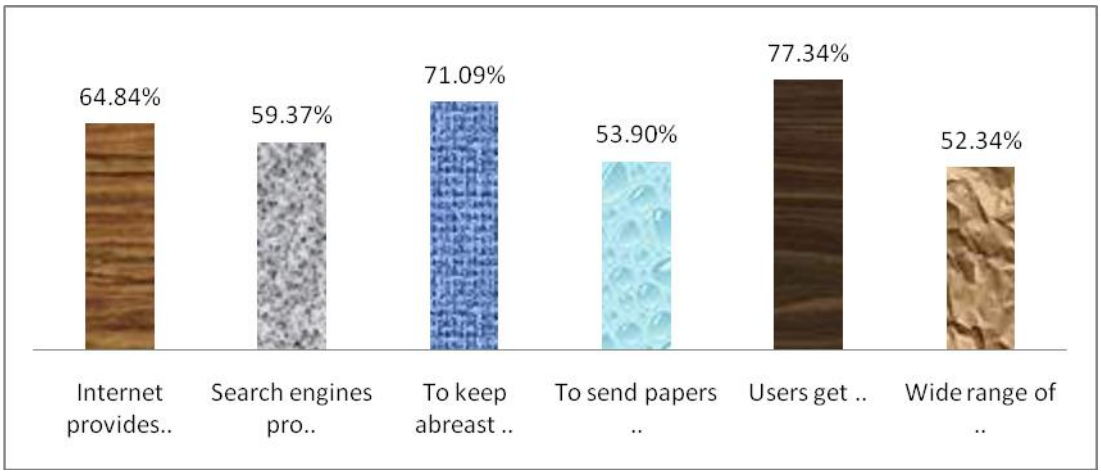


Table and diagram 6 illustrate that 102 (79.68%) respondents are using Google search engine and about 15 (11.71%) are using other search engines, whereas 11 (8.59%) are using yahoo. It is observed that Google is the favorite search engine for most of the engineering students of the study.

Table-7: Factors that influence respondents to access Internet

Factors	Response	Percentage
Internet provides faster and reliable information	83	64.84
Search engines provide user friendly interface	76	59.37
To keep abreast with areas of research interest/course work	91	71.09
To send papers to journals/conferences/seminars	69	53.90
Users get most updated information	99	77.34
Wide range of online databases/e-journals being provided by UGC – INFONET at university libraries	67	52.34

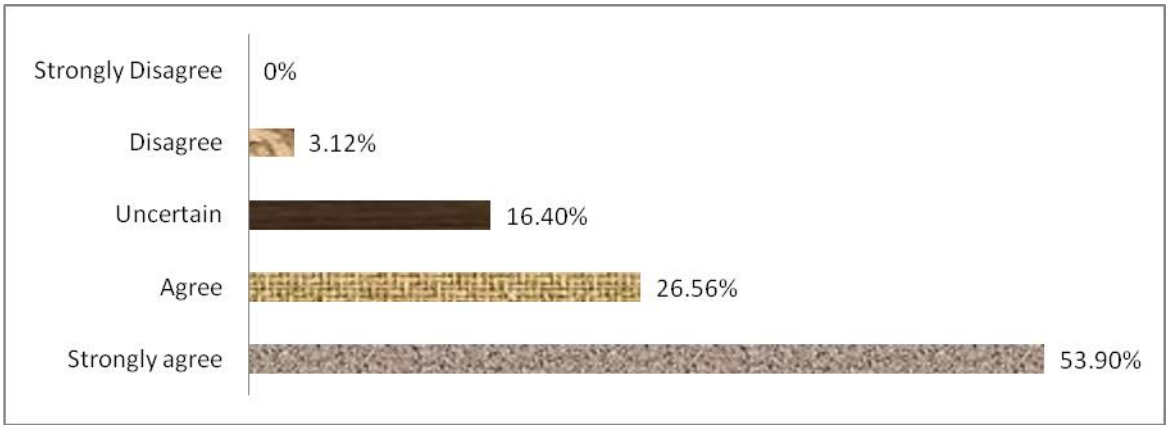
(Note: chosen multiple answers)



The respondents are asked to mark the factors that influenced to access Internet. Accordingly the data has been analyzed and presented in table and diagram 7. About 99 (77.34%) respondents are influenced about users get most updated information, followed by 91(71.09%) are to keep abreast with areas of research interest/course work, 83 (64.84%) respondents influenced that Internet provides faster and reliable information, 76 (59.37%) are search engines provide user friendly interface, and 69 (53.90%) respondents influenced to send papers to journals/conferences/seminars, whereas 67 (52.34%) are for wide range of online databases/e-journals being provided by UGC – INFONET at university libraries.

Table-8: Improvement of education using Internet through mobile phones

Opinion	Response	Percentage
Strongly agree	69	53.90
Agree	34	26.56
Uncertain	21	16.40
Disagree	4	3.12
Strongly Disagree	0	00
Total	128	100



Users were asked to give their opinion about the quality of education has improved by using Internet. Their opinions are presented in table and diagram 8. It illustrate that about 69 (53.90%) respondents strongly agree that the quality of education has improved by using Internet. Followed by 38 (26.56%) indicate agree, where as 21 (16.40%) respondents indicate uncertain, about 4 (3.12%) indicate disagree and no one strongly disagree in this aspect.

Table-9: Preferred social networking site

Social networking sites	Response	Percentage
Face book	81	63.28
Twitter	62	48.43
Whats App	91	71.09
YouTube	74	57.81
Blogs	58	45.31
Others	43	33.59

(Note: chosen multiple answers)

The respondents are asked to mark the preferred social networking site. Accordingly the data has been evaluate and presented in table 9. It demonstrates that about 91(71.09%) respondents given preference to WhatsApp. Followed by 81(63.28%) to face book 74 (57.81%) indicate YouTube, 62 (48.43%) respondents indicate Twitter, where as 58 (45.31%) were indicate Blogs, about 43 (33.59%) respondents preferred others.

Table-10: Problems faced by the respondents while using Internet

Problems	Response	Percentage
Difficulty with small screen	15	11.71
Information is not relevant to the subject	17	13.28
Lack of Information about how to use Internet effectively	49	38.28
Lack of time to acquire skills needed to use Internet	23	17.96
Unfamiliarity with the search methods	24	18.75
Total	128	100

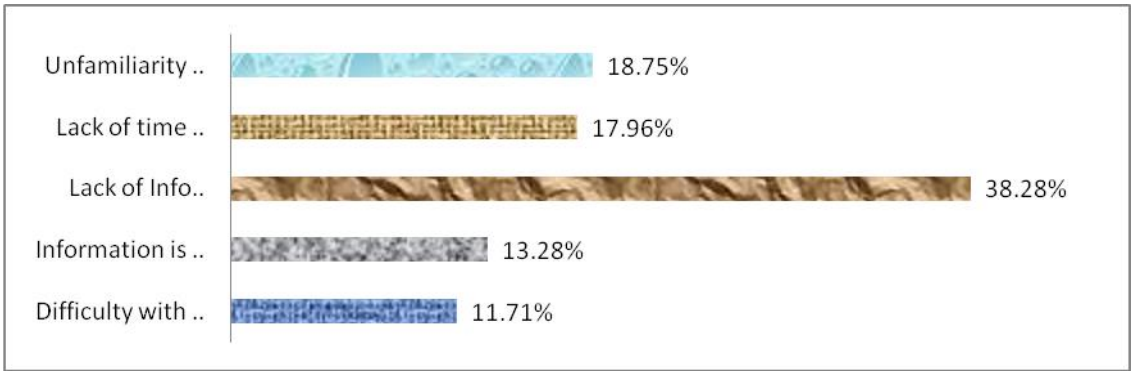


Table and diagram10 reveals that 49 (38.28%) respondents find problems like lack of information about how to use Internet effectively, whereas 24 (18.75%) respondents find problems like unfamiliarity with the search methods, followed by about 23 (17.96%) respondents find problems like lack of time to acquire skills needed to use Internet, whereas 17 (13.28%)) respondents find problems like lack of information is not relevant to the subject, and 15 (11.71%) respondents find problems like difficulty with small screen.

FINDINGS

- Most of (61.71%) the respondents belong to between the age group of 20 -22, followed by 31.25% respondents fall under below 19. Most of the respondents are young students; youth is the back-bone of the nation. Hence, it is inevitable.
- Considerable no (66.40%) respondents using Internet daily, followed by 17.18% whenever necessary, majority of young women students are using the technology daily, it is highly appreciation.
- Most of the (57.81%) respondents are motivated to use Internet by their friends. Followed by 24.21% respondents are motivated by their own.
- Majority of (64.06%) respondents are using Internet through smart phones, followed by 16.40% respondents through iPod touch.
- Large majority of (81.25%) respondents are using Internet for e-mail. Followed by 72.65% respondents are using Internet for general information.
- Majority of (79.68%) respondents are using Google search engine, followed by 11.71% other search engines. It is observed that Google is the favorite search engine for most of the engineering students of the study.
- Most of the (77.34%) respondents are influenced to access Internet about users get most updated information, followed by (71.09%) are to keep abreast with areas of research interest/course work.
- Considerable no of (53.90%) respondents strongly agree that the quality of education has improved by using Internet, followed by (26.56%) respondents agreed.
- Large majority of (71.09%) respondents given preference to WhatsApp, followed by (63.28%) face book in usage of social networking site.
- In order to find the problems considerable no of (38.28%) respondents find problems like lack of information about how to use Internet effectively, followed by (18.75%) unfamiliarity with the search methods.

SUGGESTIONS

- Frequently conduct the user awareness programs to students to overcome the problems to use Internet effectively on mobile phones.
- Ensure security and privacy for the end users.

- University Library may design and provide the specific services on mobile devices like SMS/Texting (Alert Services), Library instructions and Virtual tours, QR Codes on mobiles and mobile based library lending service to the users.
- Provide training and (ongoing) technical support to the teachers to enable them to use mobile technologies to enhance current and to enable new instructional activities.
- Once mobile technologies are in place, institutions can also benefit from technical experts to deal with equipment failures and ongoing system improvements.

CONCLUSION

Technology has drastically changes our lives in this global era and also it becomes a very important part of our lives nowadays. Without Internet we can't imagine ourselves similar to that we depend or Internet occupies our lives. The success of learning and teaching with mobile technologies will be measured by how flawlessly it merges itself into our daily lives, with the greatest success ironically happening at the point where we don't recognise it as learning at all. Mobile technologies are becoming more fixed, everywhere and networked, with enhanced capabilities for rich social interactions, context awareness and internet connectivity. Such technologies can have a great impact on learning. Everything has a positive and a negative effect on our lives and so does technology. The range of activities for which mobile devices are being used suggests that these technologies are fundamentally changing the nature of learning provision.

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