



PERCEPTION OF MOBILE PHONE USERS ON E-LEARNING IN EVANGEL UNIVERSITY, AKAEZE - NIGERIA

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ABSTRACT:

This study investigated the perception of undergraduates on the adoption of mobile technologies for learning. The respondents included 182 randomly selected undergraduates in Evangel University, Akaeze - Nigeria. The data collected through a researcher designed questionnaire were analyzed using percentages, means, standard deviation and the t-test statistics. The results revealed among others that no significant difference existed in the undergraduates' perception on the adoption of mobile technologies for learning based on gender. It was recommended that stakeholders in the education sector should encourage undergraduates by procuring, providing or subsidizing mobile technologies that can be adopted for learning.

Keywords: Mobile Technologies, Adoption, Perception, Learning, E – learning. E – Library.

1. INTRODUCTION

Learning with mobile technology is an emerging educational phenomenon resulting from the integration of electronic learning and mobile technologies. Mobile learning has transitioned from a subordinate method of electronic learning into its own educational area and it has become a new field of research globally [1]. The increasing use of mobile technology for learning is creating a paradigm shift for electronic learning. Mobile learning provides significant learning prospects for students who regularly use mobile devices like personal digital assistance, android, smart phones, and so on [2]. Mobile technology is defined as handheld information technology devices or artifacts that encompass hardware (devices), software (interface and applications), and communication (network services) [3]. [4] defined mobile learning as the use of technological devices or technologies, which include mobile phones, androids, smart phones, iPad, and so on, to extend the reach of teaching and learning to occur across multiple locations. Mobile learning is the wireless delivery of learning content to students through handheld mobile technologies anytime and anywhere [3]. The prevalence of these technologies among students is transforming the educational system in Nigeria which is regarded as one of the third world countries. The continued growth of mobile technology as an educational tool is as a result of its flexibility and pervasiveness [5]. The ease of use, portability and relatively cheap procurement make the mobile technologies ready tools that can be used by students generally.

El-Hussein and Cronje [6] opined that the use of mobile devices for learning can enlarge the scope of tertiary education and allow it to better reach students. The use of these technologies for learning is equally capable of providing a more interactive and effective type of learning to meet individuals' learners needs. Mobile technology can be beneficial for higher education due to its ubiquitous nature and ability to shape information [7]. Mobile technology offers the ability to engage in learning activities such as communication and content material sharing between students and lecturers, students and subject experts, and among students and their environments. In addition, mobile technologies have the ability to bridge pedagogically designed learning contexts, facilitate learners' generated contexts and content (both personal and collaborative) while providing personalization and ubiquitous social connectedness which makes it to be different from the traditional learning environment [8]. This is why mobile technology can be referred to as social technology which provides social learning environment for learners.

In the general computer literature, there is evidence that students, who are competent computer users, are more likely to perceive new technology positively and is more ready to adopt new technology [9]. Lu and Viehland [10] found no support for the notion that past e-learning experience influenced mobile learning adoption. Research on the adoption of technology among educators and students may reveal some of the factors that may be paramount in the introduction of mobile learning and this insight may be too general to be useful to institutional decision-makers considering learning with mobile devices.

Meanwhile, pilots and small scale trials have been undertaken on mobile learning adoption [11]; [12]; [13]. The small scale and pilot studies lack the broadness to give substantial confidence in the results. Also, there are no conclusive studies on the influence of gender in the adoption of technological devices [14]. Therefore this study investigated the perception of undergraduates on the adoption of mobile technologies for learning in Evangel University, Akaeze. This is very imperative because of the ailing educational sector in Nigeria. The use of mobile technologies in learning could contribute to the effectiveness of instruction and increase availability of education to the thousands of the youths waiting and yearning for global information or knowledge lacking in higher institutions in Nigeria.

2. PURPOSE OF THE STUDY

The main purpose of the study was to investigate the perception of undergraduates on the adoption of mobile technologies for learning in Evangel University, Akaeze - Nigeria. Specifically the study investigated the:

1. Perception of undergraduates on the availability of mobile technologies that can be adopted for learning in Evangel University, Akaeze – Nigeria.
2. Perception of undergraduates on the adoption of mobile technologies for learning in selected Evangel University, Akaeze – Nigeria.
3. Influence of gender on undergraduates' perception on the adoption of mobile technologies for learning in Evangel University, Akaeze - Nigeria.

Hypothesis: The hypothesis tested was:

There is no significant difference in the undergraduates' perception on the adoption of mobile technologies for learning in Evangel University, Akaeze - Nigeria.

3. METHODOLOGY

This research is a descriptive research of the survey type. The survey involved the use of a researcher-designed questionnaire used to collect data from randomly selected undergraduates from the undergraduates in Evangel University, Akaeze - Nigeria. A total of 182 undergraduates from the three Universities responded to the researcher-designed questionnaire. The instrument used to collect the data was validated by ten undergraduates and three lecturers from Evangel University, Akaeze - Nigeria. The data obtained were subjected to both descriptive and inferential statistics. Frequency counts, percentages and mean score were used to answer the research questions. The data collected from the hypothesis generated were analyzed using the t-test statistics.

4. DATA ANALYSIS AND RESULTS

Research question 1: The question was asked in order to find out the perception of undergraduates on the availability of mobile technologies that can be adopted for learning in Evangel University, Akaeze - Nigeria.

Table 1: Perception of Undergraduates on the availability of mobile technologies that can be adopted for learning in Evangel University, Akaeze - Nigeria.

S/N	Items	Personal Access	Access through the library	No access	Access through peers	Access through parents
1	Cell phone	162 (89%)	4 (2.2%)	7 (3.8%)	1 (0.5%)	8 (4.4%)
2	Android	132 (72.5%)	7 (3.8%)	21 (11.5%)	15 (8.2%)	7 (3.8%)
3	Smart phones	129 (70.9%)	9 (4.9%)	22 (12.1%)	17 (9.3%)	5 (2.7%)
4	Personal digital assistant	42 (23.1%)	32 (17.6%)	74 (40.7%)	19 (10.4%)	15 (8.2%)
5	Apple's iPad	56 (30.8%)	12 (6.6%)	54 (29.7%)	46 (25.3%)	14 (7.7%)
6	Mp3 players	105 (57.7%)	13 (7.1%)	23 (12.6%)	38 (20.9%)	3 (1.6%)
7	E-book reader	68 (37.4%)	54 (29.7%)	28 (15.4%)	23 (12.6%)	9 (4.9%)
8	Laptop	128 (70.3%)	9 (4.9%)	9 (4.9%)	18 (9.9%)	18 (9.9%)
9	Tablet PC	63 (34.6%)	9 (4.9%)	36 (19.8%)	38 (20.9%)	36 (19.8%)
10	iPod touch	53 (29.1%)	14 (7.7%)	54 (29.7%)	33 (18.1%)	8 (15.4%)

The results in table 1 suggest that out of 182 respondents, 162 (89%), 132 (72.5%), 129(70.9%), 105(57.7%), 128(70.3%) have personal access to cell phone, android, smart phones, Mp3 players and laptop respectively.

Availability and accessibility of other devices by the respondents have low percentages on, access through the library, no access, access through peers, and access through parents.

Research question 2: The question was asked in order to find out the perception of undergraduates on the adoption of mobile technologies for learning in Evangel University, Akaeze - Nigeria. Thus, the researchers analyzed the responses from the items on the questionnaire and the results are as shown in table 2.

Table 2: Perception of undergraduates on the adoption of mobile technologies for learning
 Evangel University, Akaeze - Nigeria

S/N	Statements	Agree	Disagree	Mean	Rank
1	Mobile technologies will enhance learning better than other technologies when adopted	165(90.7)	17(9.3)	3.3802	2 nd
2	I am interested in knowing what resources are available if mobile technologies are adopted	166(91.2)	16(8.8)	3.4011	1 st
3	I am ready to adopt mobile technologies if introduced for learning	156(85.7)	26(14.3)	3.2323	6 th
4	Adoption of mobile technologies for learning will reduce workload on students	152(83.6)	30(16.4)	3.1918	8 th
5	I am interested in the adoption of mobile technologies for learning	155(85.2)	27(14.8)	3.2018	7 th
6	I intend to adopt mobile technologies for learning in future	157(86.3)	25(13.7)	3.2663	5 th
7	I intend to purchase mobile technology for learning because I do not have now	158(86.8)	24(13.2)	3.2737	4 th
8	I intend to advise my colleagues to adopt mobile technologies to access internet for reading lecture notes online	159(87.4)	23(12.6)	3.2837	3 rd
9	Adoption of mobile learning will reduce work load for lecturers	148(81.4)	34(18.6)	3.1429	9 th

Note: Strongly agree and agree were merged to indicate agree, while disagree and strongly disagree were merged as disagree for convenience in this study.

Results in table 2 reveal that statement 2 was ranked first with a total number of 166 (91.2%) respondents which agreed to the statement that, I am interested in knowing what resources are available if mobile technologies are adopted; while a total number of 16 (8.8%) respondents disagreed. Ranked second was statement 1 with a total number of 165 (90.7%) respondents that agreed that mobile technologies will enhance learning better than other technologies when adopted while 16 (8.8%) respondents disagreed. Statement 4 was ranked 8th with a total number of 152 (83.6%) respondents that agreed to the statement that adoption of mobile technologies will reduce workload on students. Lastly, statement 9 was ranked 9th with a total number of 148

(81.4%) respondents which agreed that adoption of mobile learning will reduce work load for lecturers.

Table 3: Influence of gender on undergraduates' perception of the adoption of mobile technologies for learning in Evangel University, Akaeze – Nigeria.

S/N	Items	Personal Access	Access through the library	No access	Access through peers	Access through parents
1	Cell phone	162 (89%)	4 (2.2%)	7 (3.8%)	1 (0.5%)	8 (4.4%)
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Sex	N	Mean	Std. Deviation	Df	t	Decision
Male	114	29.7544	3.35657			
				180	2.87	
Female	68	28.1912	3.86047			
Total	182					

From table 3, it can be deduced that the t-cal value of $t(180) = 2.87$ which is greater than 0.05 is not significant because the probability value 0.226 is higher than the alpha value of 0.05. This indicates that no significant difference exists in the extent to which male and female undergraduates perceived the adoption of mobile technologies for learning in Evangel University, Akaeze - Nigeria.

Hence, the hypothesis which states that there is no significant difference in the extent to which male and female undergraduates perceived the adoption of mobile technologies for learning in Evangel University, Akaeze – Nigeria is accepted. This means that students' gender does not influence the perception of undergraduates in the adoption of mobile technologies for learning in Evangel University, Akaeze - Nigeria.

5. CONCLUSION AND RECOMMENDATIONS

The findings of this study showed that the undergraduates have personal access to cell phone, Android, Smart phones, Mp3 players and laptops in the study area and they are favorably disposed to the adoption of mobile technologies for learning. The undergraduates also showed their willingness to procure their own mobile technology devices if they are introduced for learning. The findings of the study further showed that there is no significant difference in the extent to which male and female undergraduates perceived the adoption of mobile technologies for learning in Evangel University, Akaeze - Nigeria.

It is recommended based on the findings of this research that government should motivate and encourage both students and their lecturers to incorporate the use of mobile technologies for learning in Universities as a whole.

Gender should not be considered in the adoption of mobile technology; instead both male and female undergraduates should be given equal exposure and opportunity in the use of mobile technologies when they are eventually adopted for learning.

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