ASSESSMENT OF THE PERCEPTION AND ATTITUDE OF POSTGRADUATE STUDENTS TOWARDS MOBILE LEARNING IN EKITI STATE UNIVERSITY,ADO-EKITI, NIGERIA

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Abstract
The study examined the perception and attitude of postgraduate students of Ekiti State University, Nigeria towards Mobile Learning. The study employed descriptive research design of survey type. The population for the study comprised all the postgraduate students of the University. Multistage sampling procedure was used to select a sample of 200 students for the study. The instrument used to collect data for the study was a questionnaire designed by the researcher to elicit information from the respondents on their perception and attitude towards the use of mobile devices for learning. Data collected were analyzed using descriptive and inferential statistics. Frequency counts and percentage were used to answer research questions while hypotheses formulated were tested using Pearson Product Moment Correlation. The findings of the study revealed that the students have positive attitude and perception towards the use of mobile devices for learning and that mobile learning has been useful for their day to day learning activities, research and personal intellectual development. In view of the above, institutions especially at tertiary level should make their environment mobile learning friendly in order to enrich better academic attainment of the students.

Keywords*: Mobile Learning, Mobile Devices, perception, Attitude.*

Introduction

Learning is the process of gaining new knowledge or improving on existing knowledge with a view to changing or improving in behavior or skills. Learning is the process of receiving and digesting information to acquire new idea(s) or build on what one has already known (Oyelere, 2016).According to Advanced English Dictionary (2019), learning is the cognitive process of acquiring skill or knowledge.

There are different methods of learning such as face-to-face, Distance learning and mobile learning among others. Face-to-Face learning method is the most traditional and convectional method of learning which involves live interaction between a learner and a teacher unlike mobile learning which involves use of mobile devices and internet for learning activities. Mobile learning in simple words is defined as the use of portable devices equipped with internet facility in the learning process (Sharma &Madhusudhan, 2017).Mobile learning according to Kearney, Schuck, Burden and Abusson (2012) in the higher education context refers to the use of mobile and handheld devices in delivery of learning. A mobile device is a portable, wireless computing

device that is small enough to be used while held in the hand such as smart phones, laptops and tablets in the delivery of teaching and learning. The advantages of mobile learning supplies learners' information on educational contents that aids the acquisition of knowledge regardless of location and time as long as the environment is mobile learning friendly, for example, through e-library, books and articles can be assessed to enhanced learning. Being able to access learning content anywhere allows students to learn on a flexible basis, in a location that suits them and at a time that suit them. According to Haaj (2011), the introduction of mobile technologies comes with enormous usage in learning which include its innate capability to learn anytime, anywhere create a better retention and recall. According to Adedoja, Botha and Ogunleye (2012), mobile learning has a potential to facilitates learning, thereby addressing the problem of poor access to leaning and it could increase collaboration among students by using mobile devices as research tools during projects and group work .It, therefore, gives room for interactions between a teacher and learner outside classroom and, also ,between the learners.

Annexing the huge benefits of mobile learning depends on the perception and attitude of learners towards the use of mobile devices for learning purposes. Wang, Shen, Novak &Pan (2009) found out that mobile learning did generate strong interest among students. Rogers,Connlly, Hazelwood &Tedesco (2010) discovered that students found learning with mobile devices enjoyable. According to Mahat (2012), perception of users influence their willingness and readiness towards the use of mobile devices.

Problem of the Study

Mobile devices have become an indispensable tool in students learning activities such as accessing learning content, discussing assignment, access to educational information for instance via e-library and for research purpose among others. Despite the huge benefits of mobile devices to enhance students' learning, it has been observed that students use the mobile devices majorly for social and anti-social activities such as chatting, watching of films, gamming, listening to music and internet fraud among others rather than for academic purposes such as assessing and downloading educational information such as textbooks, course materials et cet era.

With the rapid development of mobile technology and the increasing availability of wireless mobile devices in day-to-day activities, mobile learning can be of great advantage in learning activities. According to Almaiah (2014), more focus

should be geared towards mobile learning and its usage among the University students. Adedoja (2012) posited that mobile learning is a better alternative for facilitating current teaching learning practices in Nigeria in view of the fact that mobile phones and portable computers are becoming more accessible, less expensive and less dependent.

In view of the above, this study examined the perception and attitude towards mobile learning among the postgraduate students of Ekiti State University with a view to assess their disposition towards the use of mobile devices for learning activities.

Purpose of the Study

The purpose of the study is to:

(i)   assess the perception of the students towards mobile learning;

(ii)   examine the attitude of the students towards mobile learning;

(iii)   investigate the usage of mobile learning among the students;

(iv)   examine the relationship between the perception of the students towards mobile learning and usage of mobile devices for learning

(v)   examine the relationship between the attitude of the students towards mobile learning and usage of mobile devices for learning

(vi)   know the relationship between the perception and attitude of the students towards mobile learning.

Research Questions

The following research questions were raised for the study:

(i)   What is the perception of the students towards mobile learning?

(ii)   What is the attitude of the students towards mobile learning?

(iii)   Do the Students use mobile devices for learning?

Research Hypotheses

The following research Hypotheses were postulated for the study:

(i)   There is no significant relationship between the perception of the students towards mobile learning and their usage of mobile devices for learning.

(ii)   There is no significant relationship between the attitude of the students towards mobile learning and their usage of mobile devices for learning.

(iii)   There is no significant relationship between the perception and attitude of the students towards mobile learning.

Methodology

The research design adopted in this study was descriptive of survey type. The population of the study comprised all the postgraduate students of Ekiti State University, Nigeria during 2018/2019

academic session. Multistage sampling procedure was used to select a sample of 200 students used for the study. At the first stage, five faculties were randomly selected from the eight faculties offering postgraduate programs in the University. Two (2) departments were selected from each of the sampled faculties using simple random sampling technique. Twenty (20) students were selected from the sampled departments making a total of 200 students used in the study using snowball sampling technique.

A questionnaire constructed by the researcher which consists of three sections was used to collect data for the study. Section A of the questionnaire consist of items on the perception of the students towards mobile learning, section B consists of items on the attitude of the students towards mobile learning while section C consists of the items on usage of mobile devices for learning among the students.

The face and content validity of the instrument were ascertained by experts in the Field of educational psychology and tests and measurement. The reliability of the instrument was estimated using Cronbach's alpha reliability method and the reliability coefficient of 0.75 was obtained. The questionnaire was administered with the help ofthree research Assistants.

Results

Question 1:   What is the perception of the students towards mobile learning?

Table 1: Frequency and percentage of perception of the students towards mobile learning

Item	Agree		Disagree	
	f	%	f	%
Mobile learning aids acquisition of knowledge regardless of location and time	182	91.0	18	9.0
Mobile learning has potential to facilitate learning	175	87.5	25	12.5
Mobile learning creates better retention and recall for learning	178	89.0	22	11.0
Mobile learning is very useful for research purpose	189	94.5	11	5.5
It is more advantageous to use mobile devices for learning rather than for social purposes	85	42.5	115	57.5
Mobile learning is innovative and interesting	118	59.0	82	41.0
Mobile learning is not expensive	75	37.5	125	62.5
Mobile learning encourages exchange of ideas among learners	180	90.0	20	10
Mobile learning can be used to support other learning methods	189	94.5	11	5.5
Mobile learning makes learning more accessible	194	97.5	6	3.0

Table 1 shows the perception of the students towards mobile learning. The results shows that 91% of the students agreed while 9 % disagreed that mobile learning aids acquisition of knowledge regardless of location and time.87.5% of the students agreed while 12.5% disagreed that mobile learning has potential to facilitate learning. It also revealed that 89% agreed while 11% disagreed that mobile learning creates better retention and recalls for learners. It shows that 94.5% agree while 5.5% disagreed that mobile learning is very useful for research purpose.

45.5% of the students agreed while 55.5 disagreed that it is more advantageous to use mobile learning rather than for social activities. 59% agreed while 41% disagreed that mobile learning is innovative and interesting.37.5% agreed while 62.5% disagreed that mobile learning is not expensive. The result revealed that 90% agreed while 10% disagreed that mobile learning encourages exchange of ideas among learners.94.5% agreed while 5.5% disagreed that mobile learning can be used to support other learning methods. The result showed that mobile learning makes learning more accessible.

From the result obtained on the perception of the students towards mobile learning, majority of the students have good perception about mobile learning. However, majority of the students were of

the view that it is more advantageous to use mobile devices for social activities rather than for learning purpose

Question 2:   What is the attitude of the students towards mobile learning?

Table 2: Frequency and percentage of attitude of student towards mobile learning

Item	Agree		Disagree	
	f	%	f	%
I believe that mobile learning has made learning accessible	128	64	72	36
I do learn basic knowledge of computer for efficient use of mobile devices for learning	99	45.5	101	55.5
l always ensure that my mobile devices have internet facility for learning purposes	132	66.0	68	34.0
I do update the educational applications in my mobile devices	140	70.0	60	30.0
I always charge the battery of my mobile devices to ensure my access to internet for learning	168	84.0	32	16.0
I encourage people to learn through their mobile devices	174	87.0	26	13.0
I love to have access to internet to enhance learning	181	90.0	19	9.5
I do support my classroom learning with mobile learning	152	76.0	48	24.0
I can't do without learning on my mobile devices	140	70	60	30
I improve daily on mobile learning activities	161	80.5	39	19.5

Table 2 shows that attitude of the study towards mobile learning. The revealed that 64% agreed while 36% disagreed that mobile learning has made learning accessible. The result also shows that 45.5% agreed while 55.5% disagreed that they do learn basic knowledge of computer for efficient use of mobile devices for learning. 66% of the students always ensure that their mobile devices have internet facility for learning purpose

while 34% of the students do not care to always have internet facility in their mobile devices. 70% of the students do update the educational applications while 30% do not update educational applications on their mobile devices.84% of the students agreed while 16% disagreed that they always charge their mobile devices battery to ensure that they have access to internet for learning activities.87% of students agreed while 13% disagreed that they encourage

other people to learn through their mobile devices.70% of the students agreed while 30% disagreed to always have access to internet to enhance learning. 70% of the students agreed while 30% disagreed that they complement classroom learning with mobile learning.70% of the students agreed while 30% disagreed that they can't do without learning on their mobile devices. 90% of the students agreed while 10%

disagreed that mobile learning has improved their learning activities.

The results showed that the students have positive attitude towards mobile learning.However, majority of the students do not learn basic knowledge of computer to enhance the use of their mobile devices for learning.

Question 3:   Do the studentsuse mobile devices forlearning?

Table3:   Frequency and percentage of the usage of mobile devices for learning among the students

	Agree		Disagree	
Item	**f**	**%**	**F**	**%**
I use mobile devices to search information for research purpose	130	65	70	35
I do interact with other learners through the internet using my mobile devices	98	49	102	51
l do complement learning I received in the classroom with the information I require from the internet	140	70	60	30
Most of my assignments are done using my mobile devices to get information from the internet	140	70.0	60	30.0
I do gain a lot knowledge through mobile learning	160	80	40	20
Mobile learning has improved my learning activities	180	90	20	10
I use mobile devices for educational purposes than for social activities	171	65.5	29	14.5
I often use mobile devices for learning	152	76.0	48	24.0
I have downloaded some learning materials from the internet using my mobile devices	150	75	50	25
With my mobile devices I do learn at any time in internet friendly location	163	81.5	37	18.5

Table 3 shows the usage of mobile devices for learning among the

students.65% of the students agreed while 35% disagreed that they use their mobile

devices for research purpose.49% of the students agreed while 51% disagreed that they interact with others learners using their mobile devices.70% of the students agreed while 30% disagreed that they complement the learning they receive in the classroom with the information they acquired from the internet. 70% of the students agreed while 30% disagreed that most of their assignments are done using mobile devices to get information from the internet.85.5% of the students agreed while 15% disagreed that they have gained a lot of knowledge through mobile learning.90% of the students agreed while 10% disagreed that mobile learning has improved their learning activities. Table 3 shows that mjority of the students use mobile devices for learning. 65.5% of the students agreed while 34.5% disagreed that they use mobile devices for educational purposes than for social 76% of the students agreed while 24% disagreed

that they often use mobile devices for learning.75% of the students agreed while 25% disagreed to have downloaded some learning materials from the internet using their mobile devices.81.5% of the students agreed while 18.5% disagreed to learn with mobile devices do learn at any time in any internet friendly location.

The result obtained shows that the students use their mobile devices for learning activities. Though, majority of the students did not use their mobile devices to interact with other learners for exchange of ideas.

Hypothesis 1: There is no significant relationship between the perception of the students towards mobile learning and usage of mobile devices for learning

Table 4:   Correlation of perception of students towards mobile learning and usage of mobile devices for learning

Variables	N	Mean	SD	DF	r	p
Perception of Students towards mobile learning	200	2.11	1.181	199	0.51	0.003
Usage of mobile devices for learning	200	2.23	1.219			

$p<0.05$

Table 4 shows the relationship between the perception of students towards mobile learning and usage of mobile devices for learning activities among the

students. The result shows that r calculated is 0.51 and p value is 0.003, sincep value $(0.003) < 0.05$, the null hypothesis is not accepted. This implies that thereis significant relationship between the

perception of the students towards mobile learning and usage of mobile devices among the students. Therefore, the perception of students towards mobile learning has a lot to do with the usage of their mobile devices for learning.

Table 5: Correlation of Attitude of students towards mobile learning and usage of mobile devices for learning

Variables	N	Mean	SD	DF	r	p
Attitude of Students towards mobile learning	200	2.85	1.382	199	0.742	0.000
Usage of mobile devices for learning	200	2.23	1.219			

$p<0.05$

Table 5 shows the relationship between the attitude of students towards mobile learning and usage of mobile devices for learning activities among the students. The result shows that r ccalculate is 0.742 and p value is 0.000,since p value (0.000) <0.05 the null hypothesis is not accepted which implies that there is significant relationship between the attitude of the students towards mobile learning and usage of mobile devices among the students. Therefore, the attitude of students towards mobile learning has a lot to do with the usage of their mobile devices for learning.

Table 6: Correlation of Perception and Attitude of students towards mobile learning

Variables	N	Mean	SD	DF	r	P
Perception of Students towards mobile learning	200	2.11	1.181	199	0.622	.001
Attitude of Students towards mobile learning	200	2.85	1.382			

$p<0.05$

Table6 shows the relationship between the perception and attitude of students towards mobile learning among the students. The result shows that r calculated is 0.622 and p value is 0.001, sincep value (0.001) < 0.05, the null hypothesis is not accepted.This implies that there is significant relationship between the perception and the attitude of the students towards mobile learning. Therefore, the perception of the students has a lot to do with students' attitude towards mobile learning.

Discussion

The finding of the study showed that the students have good perception about mobile learning and that leaning with mobile devices fosters learning by making learning possible at anywhere and location .This is in consonant with the finding of Rogers(2010) who noted students were of the opinion that leaning with mobile devices was fun and enjoyable. Also, Maag (2007) and Comac (2008) submitted that mobile learners believed that there is ease in using mobile devices for performing tasks related to learning and that mobile learning is flexible and convenient. Agah and Nicer (2018) submitted in their study that most of the participants were of the opinion that the use of mobile technology in the field of education is beneficial and effective. Also, Dogan and Akbarou (2016) reported that positive attitude of mobile technologies are generally exhibited in education. However, Al-Fahad (2009) in his study concluded that the use of mobile technology in education would result in high cost and negative aspects of the quality of existing networks.

The study, also, revealed that most of the students have positive attitude towards the use of mobile devices for learning activities. The study showed that majority of the students use their mobile devices for academic purposes. The findingof the study is in consonant with the submission of Fetaji and Traxler (2009) that students make use of mobile devices for learning because of the benefits they get from it. The finding of the study also revealed that majority of the students use their mobile devices for learning activities. This is in agreement with the finding of Williams and Bearman (2008) that mobile learning has been useful for boosting students' performance and that it gives students opportunity to perform at their convenient time and space. Also, Ahassan (2016) in his study submitted that the use of mobile devices in education increases the efficiency of learning through access to knowledge and communicating with others. The study also revealed that there is significant relationship between the perception and attitude of the students towards the use of mobile devices for learning and that, the perception of the students towards mobile learning significantly influences their attitude towards the use of mobile devices for learning.

Conclusion

The study discovered that the students have good perception and positive attitude towards mobile learning and that there is significant relationship between the perception and attitude of the students towards mobile learning. Therefore, the perception of the students influences their

attitude towards the use of mobile devices for learning activities. However, majority of the students were of the opinion that it is more advantageous to use mobile devices for social activities than for mobile learning. Also, majority of the students do not learn basic knowledge of computer to enhance the use of their mobile devices for learning and that majority of the students do not use their mobile devices to interact with other learners for exchange of ideas.

Recommendations

Based on the findings of the study, it is recommended that:

(i)   Educational Institutions' Management should ensure that their institutions are mobile learning friendly to enhance students' perception and attitude towards mobile learning.

(ii)   Students should exchange ideas by interacting through their mobile devices since mobile learning is not location or time bound

(iii)   Relevant organs of the institution should organize seminars for the students on the use of their mobile devices for learning and to, also, encouraged them to use their mobile devices more for learning rather than for social activities.

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