

**ASSESSMENT OF THE PREPAREDNESS AND ATTITUDE OF LECTURERS AND
STUDENTS TO MOBILE LEARNING IN UNIVERSITY OF ILORIN, NIGERIA**

BY

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DEDICATION

This work is dedicated to the glory of Almighty God and my lovely parents.

OBAFEMI AWOLowo UNIVERSITY

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Abstract

The study determined the attitude of lecturers and students to the integration and utilization of mobile learning and also assessed the level of preparedness of the lecturers and students to the integration and utilization of mobile learning tools in the University of Ilorin. It further examined the challenges and prospects of mobile learning in the University. These were with a view to providing information on mobile learning usage for provision of quality education in University of Ilorin, Nigeria.

The study employed descriptive research design. The population consisted of lecturers and students of the University of Ilorin. The sample consisted of 300 participants comprising 250 students and 50 lecturers. Five faculties were selected using simple random technique. They are : Education, Arts, Science, Agriculture and Engineering. From each faculty, 50 students and 10 lecturers were also selected using simple random sampling technique. Two research instruments were used for data collection namely: Lecturers' Preparedness and Attitude Questionnaire (LPAQ) and Students' Preparedness and Attitude Questionnaire (SPAQ). Both instruments measured lecturers' and students' preparedness, attitude, challenges and prospects of mobile learning respectively. The instruments were adapted by the researcher from mobile learning literature using the 5 point Likert-type scale. Data collected were analyzed using percentages and t-test statistics.

The results showed that 76% of the lecturers and 73% of the students agreed that the integration of mobile learning was laudable and not time wasting. Similarly, 47% of lecturers and 76% of students were positively disposed to the utilization of mobile learning. Comparing the attitudes of students and their lecturers, the results showed that students were better disposed to mobile learning than their lecturers ($X_s=21.89$ and $X_l=17.68$). The results also showed that 58% of the lecturers agreed that there was adequate level of preparation in terms of training for staff before the integration and utilization. Thirty six percent of the students also rated the level of training before the integration and use of mobile learning as adequate. In addition, 40% of the students and 50% of the staff of the University of Ilorin opined that there was a pilot test before mobile learning was integrated. With respect to access to facilities, 48% of the lecturers and 44.2% of the students agreed that there were

available facilities in place as a mark of preparedness for the utilization of mobile learning at the University. The results further revealed that the lecturers' level of preparedness was significantly better than that of the students' ($t= 70$, $p<0.05$). Finally, the results showed that 92% of the lecturers agreed that mobile learning could be an effective method of teaching. Furthermore, all the lecturers said that mobile learning provides flexible method of teaching as well as enhanced motivation, active participation and increased understanding of the course contents. Fifty nine percent of the students also agreed that mobile learning provided immediate support, 68% agreed that it enhanced independent and collaborative learning. While 52% agreed that it improved literacy and numeric skills. The following challenges were identified : 70% of the lecturers and 33.8% of the students agreed that network reception was a challenge. Ninety percent of the lecturers and 47% of the students agreed that battery life also constituted a challenge. Finally, 74% of lecturers and 41% of students agreed that epileptic power supply was another major challenges.

The study concluded that mobile learning was being widely utilized by the students and their lecturers for instructional purposes though with some challenges.

CHAPTER ONE

INTRODUCTION

Background to the Study

According to Adeyanju(2015),an innovation in education is usually understood as an introduction of something new and useful as found in the context of school work, like introducing new methods, techniques, and practices for the purpose of achieving higher or better results. It can emanate from new or altered products and services. Innovation can be on teacher or schools, educational institutions and it can be on aspect of work related to learning, training or management of schools for the purpose of improving efficiency of the institutions. This is to stem down the problems and challenges that are considered a threat to the schools operations. This therefore, necessitate a shift from traditional settings to the use of media like tape recorders, cassettes, videos players and mobile devices, just to mention a few. These media were not purposely designed for learning activities but they are being adopted in education to improve students' academic performances and teachers' effectiveness.

The process by which equipments, tools, or procedures are adopted by schools or organizations for purpose other than which they were initially intended are known as Diffusion of Innovation. Ally (2007) found that mobile learning makes innovative use of mobile devices for learning. Mobile devices are Portable Document Adaptors (PDAs), Smartphone, Mp3 Player, Tablets just to mention a few. The use of mobile device for learning at school or elsewhere is often referred to as mobile learning or m-learning.

In June 2013, the governor of Osun State in Nigeria announced the Opon-Imo (Tablet of Knowledge) program that will distribute tablets to every secondary student in the State. The first phase deployed 150,000 tablets preloaded with an e-library of 63 Textbooks, a virtual classroom, and an integrated test zone. This was with a view to break through the traditional barriers of time, location, and the cost of delivering educational content (Ambient Insight, 2013). Mobile learning makes learning to be within reach of learners regardless of time and place. The development of education in Nigerian tertiary institutions of learning is constrained by the Lack of tailored approach, large classroom enrolments, strict adherence to traditional method of education, inequitable access to quality higher education. Other problems facing university education in the country include overstretched facilities, obsolete equipments, and negative attitudes on the part of lecturers and students (Sofowora, Adekomi, Adeyanju, Bada, Oyewusi, Egbedokun, Idowu, and Oyeniran 2010).

According to Ebehikhalu and Danam (2014), the main problem facing students in the universities is congestion in classrooms, a class that is meant to accommodate twenty pupils in those days now accommodates like hundred students. One can imagine teaching hundred students and marking the scripts and each script is like six to nine pages. Thousands of students are admitted into tertiary institutions of learning where there are limited instructional and learning materials. The overcrowded classrooms do not permit effective communication between teachers and students as a result, teaching and learning process is inhibited. Mobile learning can enable convenient access to educational materials exactly when needed, overcoming time and space constraints of traditional classroom environments.

Lack of tailored approaches is another issue as students are being taught with the assumption that they are the same, the individual differences in these students that might require different learning styles are being ignored. Some students need to be taught over and over again while some are gifted. The category of learners which are slow will benefit a lot from any device that can connect them instantly with peers or teachers after school hours or other source of information that could help meet their needs. There is therefore the need for a better teaching/learning approach that is more interactive and tailored to cater for individual learning styles and increase students engagement. Mobile learning devices allow students to choose from a range of features such as video and graphics, audio, applications like dictionary, calculator, and text to learn a given lesson thereby improving understanding, engagement and retention. Strict adherence to traditional method of education is another hindrance and this stem from people's attitude to change. Most educators and students are still very much engrossed in their usual way of instructional delivery and learning. It is surprising that a lot of people still view the four walls of the classroom as the only location where teaching and learning could and should take place. Classrooms are still being arranged in desks and chairs with the teacher at the front of the class depositing knowledge to the students. These materials are stuffed into learners and a lot of what these learners take in are soon forgotten unless it is relevant to his or her life, or is useful in an important task (Gary 2011). Mobile learning enhances retention because it is just in time, just enough for the task at hand. It is also personalized learners learn and play with familiar information. Mobile learning, either alone or in combination with existing learning approaches, is supporting and extending education in ways not possible before (Steve 2012).

Inequitable access to quality higher education is another obstacle to the development of education in Nigeria as students are being deprived of quality education. Quality education in the context of this study means there should be availability of resources; both material and human and the environment in which learning takes place should be conducive. Students should have equitable access to education by having devices that will connect them instantly to on-line experts and up- to - date sources. Quality of education should not be compromised, the service delivery should be efficient and

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