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PERCEPTIONS OF STUDENTS TOWARDS MOBILE PHONE APPLICATIONS IN EDUCATION

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ABSTRACT

The mobile phone has become an important and emerging communication device in modern society. Mobile applications are rapidly growing and can be used for various purposes. The main aim of this study is to understand students' perceptions about the use of mobile phones application for learning purposes. This study is descriptive in nature, and all students of the University of Agriculture, Faisalabad Sub-campus Toba Tek Singh were selected as a target population. Two hundred students were selected by using a simple random sampling technique as respondents through a proportionate sampling technique. A five-point Likert scale questionnaire was developed to collect the required information. The collected data were analyzed by using the Frequency, Percentage, Mean, Standard deviation, and Mode and presented in tables along with interpretations. In this study, most of the students were agreed that uses of mobile phones in learning; increase flexibility to learn, create interest in learning, helpful in independent learning, and improve the discussion skill on social media. It is recommended that the usage of mobile phones at the university premises proved an intelligent device for the help of the students in their learning and communication purpose with teachers and students.

Keywords: Perceptions; Mobile applications; Education.

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INTRODUCTION

Mobile phone is the latest addition in the society from last few decades; its rapid growth has basically affected the society and its various segments like safety, security, coordination, and economical activities of all the individuals of the society. Mobile phone application has become part of the culture in any society and every field of life in the world (Gergen, 2002). According to Zawacki-Richter, (2009), learning with mobile is the process of obtaining the study material by the user's mobile phones. Mobile learning is also defined as Mobile Learning (M-learning). This also refers to the mobile application for the gathering of information and other resources.

Because of wireless communication styles, communication with pen and paper has been minimized. A man receives information from every source, and he has many alternatives. The concept of information and rapid information differed in importance (Ahmed, 2004). SMS has become popular with the younger generation in particular (Herman, 2007). Text messaging offers various ways of remaining vital and visible to younger professionals whose relationship is most important for libraries to establish. The textiles of our lives are linked with mobile technology because, by necessity, factors such as the ever-increasing role of distances are becoming more mobile and educationally.

The use of mobile telephone services in education explores the nature of mobile telephone use among students of higher education and investigates students' perception of the use of mobile telephones in libraries and information services (Karim et al., 2006). Unintended development since the late twentieth

century has been the phenomenon of M-learning. The unintentional consequences of computing smaller and faster are that you can learn everywhere and every time.

Today, mobile phones differentiate from previous models by adding new features that make them more durable and all-round (Ferreira et al., 2013). Like, different new features, it has many different uses in society. In this context, a study was conducted to know the student's perceptions about mobile phone applications in education.

METHODOLOGY

The study was descriptive, and a survey was conducted to know the student's perception of mobile phone applications in education. All the students of universities were the population of the study. The University of Agriculture, Faisalabad Sub-campus Toba Tek Singh students were selected as a target population. The sample of 200 students was chosen from the fourteen departments through equal proportionate. A randomized technique was used for this purpose. The questionnaire was used as a research tool. The reliability and validity were checked as recommended by researchers. The research instrument was to the students. The collected data was analyzed with the help of a Statistical Package of Social Sciences (SPSS). The analyzed data interpret in the form of mean, standard deviation, frequency distribution.

RESULTS AND DISCUSSION

The question, I believe that using M-learning will increase the flexibility to learn was answered by the majority (65.50%) of students as they agreed while (16.00%) strongly agreed that using M-learning increases the flexibility to learn. The mode value 4 represents the agreement of the respondents towards the statement. Whereas some respondents (6.00%) were undecided and only (7.00%) disagreed and (5.50%) strongly disagreed with this statement.

Table 1. Using M-learning increases the flexibility to learn.

Categories	Frequency	Percentage	Mean	Standard Deviation	Mode
Strongly Agree	32	16.00	3.795	0.98	4
Agree	131	65.50			
Undecided	12	6.00			
Disagree	14	7.00			
Strongly Disagree	11	5.50			
Total	200	100.00			

The mean score was 3.795, as mentioned in Table 1. It can develop further guidelines for the best use of university cell phones. It was also found that mobile phones are a more flexible method of learning as they can be done anywhere. The rapid growth of the digital world has equipped the students with the information at the fingerprints. The findings of the study also support the results of Traxler (2018).

Table 2. Mobile learning makes the educational process more enjoyable.

Categories	Frequency	Percentage	Mean	Standard Deviation	Mode
Strongly Agree	32	16.00	3.605	1.16	4
Agree	113	56.50			
Undecided	20	10.00			
Disagree	14	7.00			
Strongly Disagree	21	10.50			
Total	200	100.00			

The question, I believe using mobile learning will make the educational process more enjoyable was answered by the majority (56.50%) of students as they agreed while (16.00%) strongly agreed that mobile learning makes the educational process more enjoyable. As shown in Table 2, the mode value 4 represents the agreement of the respondents towards the statement. Whereas some respondents (10.00%) were undecided and only (7.00%) disagreed and (10.50%) strongly disagreed with this statement. The mean score was 3.605, as mentioned in Table 2.

Table 3. Mobile learning enables the independent learning.

Categories	Frequency	Percentage	Mean	Standard Deviation	Mode
Strongly Agree	43	21.50	4.03	0.72	4
Agree	130	65.00			
Undecided	18	9.00			
Disagree	8	4.00			
Strongly Disagree	1	0.50			
Total	200	100.00			

The question, mobile learning enables me to have independent learning was answered by the majority (65.00%) of students as they agreed, while (21.50%) strongly agreed that mobile learning enables independent learning. The mode value 4 represents the agreement of the respondents towards the statement. Whereas some respondents (9.00%) were undecided and only (4.00%) disagreed, and (0.50%) strongly disagreed with this statement. The performance of the student is enhanced as long as there is an interaction between students and mobile use. Mobile phones allow to solve study related problems; the findings support the study of Hamdan & Ben-Chaban (2013).

Table 4. Mobile phone application improves the discussion at social media.

Categories	Frequency	Percentage	Mean	Standard Deviation	Mode
Strongly Agree	29	14.50	3.635	1.13	4
Agree	125	62.50			
Undecided	10	5.00			
Disagree	16	8.00			
Strongly Disagree	20	10.00			
Total	200	100.00			

The question, mobile phone application improves the discussion at social media was answered by a majority (62.50%) of students as they agreed while (14.50%) strongly agreed that mobile phone application improves the discussion at social media. The mode value 4 represents the agreement of the respondents towards the statement. Whereas some respondents (5.00%) were undecided and only (8.00%) disagreed and (10.00%) strongly disagreed with this statement. The mean score was 3.635, as mentioned in Table 4. The usage of the internet and its related skills taught at their educational institution for educational purposes have now become more outdated due to the latest technology. These findings are in line with the study of Cummings et al. (2010).

Table 5. Mobile phones are useful in video conferencing.

Categories	Frequency	Percentage	Mean	Standard Deviation	Mode
Strongly Agree	21	10.50	3.985	0.48	4
Agree	155	77.50			
Undecided	24	12.00			
Disagree	0	0.00			
Strongly Disagree	0	0.00			
Total	200	100.0			

The question, mobile phones are useful in video conferencing was answered by the majority (77.50%) of students as they agreed while (10.50%) strongly agreed that mobile phones are useful in video conferencing. Some respondents (12.00%) were undecided, and only (0.00%) disagreed and (0.00%) strongly disagreed with this statement. The mean score was 3.985, as mentioned in Table 5.

Table 6. Mobile phone promotes shared learning.

Categories	Frequency	Percentage	Mean	Standard Deviation	Mode
Strongly Agree	47	23.50	4.09	0.70	4
Agree	135	67.50			
Undecided	8	4.00			
Disagree	9	4.50			
Strongly Disagree	1	0.50			
Total	200	100.00			

The question, mobile phone promotes shared learning was answered by the majority (67.50%) of students as they agreed while (23.50%) strongly agreed that Mobile phone promotes shared learning. The mode value 4 represents the agreement of the respondents towards the statement. Whereas some respondents (4.00%) were undecided and only (4.50%) disagreed and (0.50%) strongly disagreed with this statement. The mean score was 4.09, as mentioned in Table 6. The study also revealed that mobile phone communication is a quicker way to get feedback from students and has a great impact on university students' learning. These findings support the study of Traxler (2018).

CONCLUSIONS

This present research study found that the application of mobile phones revealed the great benefits of mobile phone application for the educational purpose at UAF, Sub-Campus Toba Tek Singh. A significant relationship was found between the application of mobile phones and student's performance in learning. It is concluded that the mobile phone has a substantial benefit for the educational purpose and enhances the students' abilities.

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