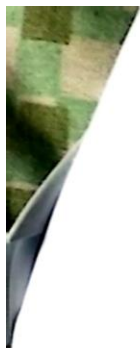## Abstract

Students in tertiary institutions all over the world especially in Nigeria view learning from different perspectives using different modes and means. These perceptions are often influenced by the environment and resources available for learning. These resources may be both human, machine, technological tools/devices and physical facilities available. In this decade teaching and learning are undergoing revolutionary changes as a result of technological changes and influences altering the pattern of learning in the twenty first century. Mobile learning or m-learning is flexible education via the internet or network using personal mobile devices allowing students access to education anywhere, anytime. (webopedia.com 2018). A very high performance level is needed from members of academic staff for teaching and learning to be effective and efficient especially in this digital age. The study examined the Tertiary Students perception of the use of mobile learning in teaching and learning in Delta North Senatorial District. The descriptive survey research design was adopted for the study. Two research questions and two hypotheses guided the study. The population of the study comprised of 100 undergraduate students of Delta state University in affiliation with College of Education, Agbor. A purposive sampling technique was used to select the number of students. A structured questionnaire, interview and focus group discussion are instruments for data collection. Data from the questionnaire were analyzed using spss statical package to find the mean rating scores and standard deviation and t-test, while the interview and focus group discussion were analyzed qualitatively.

Key words: Tertiary students' perception, mobile devices and mobile learning

Introduction

Students in tertiary institutions all over the world especially in Nigeria view learning from different perspectives using different modes and means. These perceptions are often influenced by the environment and resources available for learning. These resources may be both human, machine, technological tools/devices and physical facilities available. In this decade teaching and learning are undergoing revolutionary changes as a result of technological changes and influences altering the pattern of learning in the twenty first century. Mobile learning or m-learning is flexible education via the internet or network using personal mobile devices allowing students access to education anywhere, anytime. (webopedia.com 2018). Vangie Beal (2020) defined Mobile learning as the education received via the internet or network using personal mobile devices, such as tablets and smartphones to obtain learning materials through mobile apps, social interactions and online educational hubs. Mobile learning is education anywhere, any time and at one's convenience. It is a flexible form of learning. A very high performance level is needed from members of academic staff for teaching and learning to be effective and efficient especially in this digital age.

Scope of Study

The study was anchored on two research questions. The population of the study is made of first year undergraduate students of Delta State University, Agbor campus and Final Year National Certificate in Education (NCE) students of College of Education, Agbor, Delta State

The scope of the study covers the students' perception and effective of use of mobile teaching and learning devices in their institution.

Research Questions

The following research questions were posed to guide the study:

1. Do students and lecturers possess mobile devices for teaching and learning?
2. What are the factors that militate against the effective use of mobile devices for teaching and learning?

Method of Data analysis

This is a descriptive survey. A sample population of 112 students purposively selected from first year undergraduate students and final year N.C.E from Delta State University, Agbor Campus and College of Education, Agbor for the study.

A four -point Likert scale structured questionnaire was constructed and distributed to th selected students. Data was analyzed using mean and standard deviation.

In using the mean and standard deviation to answer the research question, any item with mean value ranging thus: 3.50 -4.49 = will be considered as strongly agreed (SA) ; 2.50-3.49 = Agree (A); 1.50 -2-49 =Disagree (D); 0.50 – 1.49 = strongly disagree (SD)

Results

S/N	ITEM STATEMENT	MEAN X	STANDARD DEVIATION	DECISION
1.	Most lecturers do not practice online teaching/learning for students	3.18	.808	Agreed
2	Most students possess mobile devices (android phones,	3.38	.784	Agreed

	iphones, ipad,laptops etc) for teaching/learning.			
3	Most lecturers possess mobile devices used for online teaching/learning.	2.72	.932	Agreed
4	Lecturers use online assessment for students often.	2.46	.848	Disagreed
5	Lecturers lack the competence to the use of online platforms for teaching/learning.	2.54	.900	Agreed
6	Students are willing to learn online & traditionally if given the opportunity.	3.71	3.924	Strongly Agreed
7	Students lack the competence to use the platform for learning.	2.46	1.039	Disagreed
8	Lecturers do not possess the devices for online teaching/learning.	2.48	.920	Disagreed
9	Students do not possess the devices for online learning.	2.27	1.022	Disagreed
10	Male lecturers are more likely to utilize online teaching/learning platforms/devices than females.	2.18	.997	Disagreed
11	Lecturers lack the knowledge for designing online teaching/learning instruments.	2.60	.925	Agreed
12	Students lack digital knowledge hence lecturers do not practice online assessment of learning outcomes.	2.27	1.004	Disagreed
13	The system permits only traditional teaching/learning strategies.	2.19	.991	Disagreed
14	Most students are lazy to try new technologies.	2.36	1.064	Disagreed
15	Most lecturers are reluctant /lazy to try new technologies.	2.42	1.071	Disagreed
16	No lecturer uses online assessment in my department.	2.43	.993	Disagreed
17	Lecturers who use blended teaching/learning i.e that combine traditional & online methods are more efficient.	3.31	.771	Agreed
18	Utilizing mobile devices for teaching/learning is too expensive.	2.72	1.050	Agreed

Discussion of Finding

The result from the structured questionnaire revealed that both students' and lecturers possess mobile devices that can be used for mobile teaching and learning in the institutions under study with a mean rating score of 3.38(student) and 2.72 for (lecturer) and standard deviation of .784 and .932 but students perceived that lecturers lack the competence & willingness to use online assessment for students often with a significant mean score of 2.54 and standard deviation .900, even when students are willing to learn online and traditionally if given the opportunity with a very significant mean score of 3.71. Students' perceived that lecturers who combine face to face i.e traditional and online method of teaching/learning are more efficient with a mean score of 3.31 and standard deviation of .771 this is in line with Ejiofor and Osinem (2010) and Egboka (2012) who also suggested that students and teachers must have sufficient access to digital technologies and internet in their classrooms, teachers must have the knowledge and skills to use the new digital tools and resources to help all students achieve high academic standards and management of tertiary institutions should build links with external stakeholders to assist them in providing ICT facilities in their institutions and proper implementation of ICT policies in schools.

There is no gender bias on who is more likely to utilize online teaching/learning platforms devices. While students disagree the system of teaching and learning only permit traditional /face to face teaching strategies. They do not agree that students lack

the digital knowledge with mean score of 2.27 and standard deviation of 1.004 but agree that lecturers the knowledge for designing online teaching/learning instrument with a mean score of 2.60 and standard deviation .923 that hinder lecturers from using mobile devices to teach.

However, students' perceived that lecturers who use blended teaching and learning i.e that combine traditional & online methods are most efficient, even if they agreed that utilizing mobile devices for teaching and learning is too expensive with a mean score of 2.72 ad standard deviation of 1.050.

Educational Implications and Prospect

This study has far reaching educational implications especially for teachers and learners especially during and after covid - 19 pandemic challenges which has made the need for utilizing mobile devices in teaching and learning more obvious than ever.

- Utilizing mobile devices will likely impact positively on students by improving access to education because students' learning is not confined only to the classroom and learning outcomes are more efficient because they have more access to open educational resources which guarantees positive learners' conceptual perception of end users and provides unrestricted learning timetable.
- It provides supplement information to support traditional lecturers and learners.
- It ensures group /learning collaboration and teacher/student ratio has no limit.

Conclusion and Recommendations

The evidence derived from the mean and standard deviation result as well as the qualitative analysis of the focus group discussion of students, we conclude that both lecturers and students possess personal mobile devices that can be used for both teaching and learning as well as for social interaction. This will make education more accessible and the go. The teacher/student ratio will be expanded and the dream classroom beyond limit realized.

From the above conclusion, it is recommended that teachers should be innovative and creatively utilize the mobile devices for teaching more effectively.

References

Ahmed N. & Orion ,P (2010) " Smartphones makes IBM Smarter, But Not As . Expected". Training & Development,64(1), 46-50.

Egboka, P.N (2012). The status of information and communication technology (ICT) in empowering policy implementation in universities in south east zone of Nigeria. International Journal of Education Research and Development, 8(2), 231-236

Ejiofor, T.E, & Osinem, C.E. (2010) Emerging roles of information and communication technology(ICT)in the implementation of agricultural teacher education programme in tertiary institution in Anambra and Enugu State of Nigeria. Journal of vocational and Adult Education, 7(1), 14-24.

Mormah F.O. (2017) Availability and utilization of Information and Communication Technology (ICT) in the management of colleges of Education in South South, Nigeria (unpublished Ph.D Thesis).

M-Learning-wikipedia https://en.wikipedia.org>wiki>m-lear.... Retrieved 26/3/18

Titus Learning (2016) The future classroom: how will technology change learning? . ://www.tituslearning.com retrieved 03/01/2020.

Vangie Beal : Mobile learning Retrieved from Webopedia.com 03/01/2020

http://www.webopedia.comTERM>M retrieved 25/3/18