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THE EFFECT OF SMARTPHONE IN EDUCATION

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ABSTRACT

The course management system (CMS), used to increase the quality of efficiency and flexibility of teaching and learning in higher education, it is a developing and modernization tools. Though, the CMS system can make a good supporting and improve the quality of teaching and learning which needs in future time. (http://hub.hku.hk/bitstream/10722/125463/1/Content.pdf?accept=1) So, there is a lack of research regarding higher education students' perceptions of using mobile applications for course management systems (CMS), Studies that address this difference may aid schools and university administrators in deciding whether to supply such applications, thereby offering students a new educational system which is always accessible: mobile learning (or m-learning). This paper recommends the adoption of technology acceptance model to evaluate the acceptance of mobile learning among students. The variables were analyzed using the SPSS software and all the factors considered were turned significant. The study recommends testing the acceptance using various other models to check the acceptance of technology among students. The study will find the relationship between students' usage intention of CMS, M-learning and their "perceived usefulness and perceived ease of use of Mobile learning and specific function which students intend to use with Mobile Learning.

Keywords: *Mobile Learning, E-Learning. TAM, Technology, Educational System*

INTRODUCTION

Internet has a main roll in education since last two decades. The intention for adopting the web base tools are increased for e-learning in education field. Meanwhile, the increasing availability of wireless and mobile technology provide e-learning be very omnipresent and universal. Course management system (CMS) has software package, such as, "web-based tools, services, and resources to support teaching and learning processes for both online and blended delivery".

Peter (2007) introduced new method which is show the connection between e-learning and m-learning and both of them are subtitle of flexible learning.

M-learning or mobile learning is a new growth of E-learning while distance learning is possible.

There's too little investigation regarding higher education students' perceptions of utilizing mobile software for class management systems (CMS), like Blackboard Mobile Learn. Studies that address this distinction might assist university administrators and schools in determining whether to furnish such applications, therefore offering a new educational system to students that are constantly accessible: mobile learning (or m - learning). Johnson, Levine, Smith, and Stone (2010) forecasted that mobile computing would turn into one of the really most important emerging technologies in instruction through the 2010- 2011 school year.

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Among commonly all the CMS is Blackboard Learn, which supplies course announcements, syllabi, documents and hand-outs, assignments, external links, websites, discussions, and amounts. Blackboard Mobile Learn allows students not just to search course content but also to socialize with courses. With M-learning students may read course discussions adding comments to it and using their iPhone; this practice is a good instance of mobile learning.

As more and more students use Smart phones, Access is expected by them to school program information wherever and whenever they want. Mobile devices now are providing access to information and remedies that were once accessible only on networked pcs.

There isn't much research regarding mobile applications, as companies who create these applications recently launched them to the folks. The findings of the paper might help decision-making at universities and other colleges to set up mobile learning applications, consequently providing students using a distinct educational tool which can make edification possibility whenever and wherever students need it.

Background

In terms of mobile broadband building so quickly a significant variety of Malaysia may use the Internet using their laptops and Smart phones, the Nielsen Company said regarding the Smart-phone customers in Malaysia, that over 50 percent of consumers (55%) are using notebook computers and laptops while 11 percent said they are using Smart phones, this percent is part of 2009. Almost two in 10 (19%) of Malaysian customers between twenty to twenty-four connect through the Internet via their mobile phones. The penetration of 3G telephones can be a chief aspect for increasing use of telephones to reach the Internet.

Problem statement

The bulk of the scholarly articles dedicated to movable learning and only several associated students' perceptions of a course management mobile plan. Several researchers recorded the increases of m-learning (Chuang, 2009). Caudill acknowledged that mobile learning offers an "anytime, anyplace" learning environment (p. 1). Chuang mentioned real-time instruction, and the benefits of mobile learning are self-paced, on-demand.

Investigators who concentrated on special mobile learning plans contain Church (2009) and Andone et 's. (2007). This application, cooperation, integrated communication, security, and instructors (Chapel, 2009). Chapel focused within the four - period execution of the application; nevertheless, he did not enhance the study by surveying students to get their ideas of the application.

Focus groups were done by the researchers to evaluate the perceptions and perspectives of students regarding this mobile application design. The results, depending on students' ideas, stressed the worth of giving students control over their e-learning atmosphere and suggested that DIMPLE might be suited for lifelong learning or hybrid learning. Nonetheless, and one ET 's. did not revolve around the generally accessible CMS mobile applications. Information analysis inside the posts features detailed data and regression. The education company has discovered amazing improvement during the previous one decade due to the integration of technology but nonetheless there are tons of problems in link to the acceptance of the brand-new systems within the domain of education. The technical infrastructure challenges, lecturer endeavours, technical satisfaction, graduate skills, technology, greater prices, the lack of the small-business strategy, Web based instruction for students with despair and used the apparatus.

Currently, there is not enough research examining the connection between the students' ideas of CMS mobile learning apps and its special use targets. The conclusion of the study added to the body of materials and provides supporting information for faculty and university administrators, professors, and students. This absence of current study is fairly due to the incontrovertible reality that these mobile applications were recently started. Nevertheless, because most university students possess some sort of mobile system, they assume access to their particular course information whenever and wherever they want. Higher education institutions want to provide access to students to the merchandise they should become successful. The real value of and need for mobile learning has motivated the approaching from mobile learning options, such as, Blackboard Mobile Learn.

Objective

The objective of this paper was to analyse the factors which are influencing the relationship between student's utilization goals of CMS, M-learning and to point out if prior experience of mobile learning device make a different influence among university students in order to accept m-learning.

The Technology Acceptance Model & Mobile Learning (m-Learning)

TAM being most celebrated model used to clarify the Intention and usage of technology was taken as a starting-point. This model is founded on theory of reasoned action and is popularised since most parsimonious model. These two constructs of TAM were considered for the current study.

TAM was initially created for organizational configurations (Davis and Mosdell, 2006) where compulsory Intention was borne from the path. Price Intention of conventional technology by individual employees was analyzed and also the topics of the paper were just technology customers. The customers of mobile learning application are not only technology users but also service students. Within this instance the cost of voluntary Intention and use is borne by the persons themselves. In their critical evaluation Legris et al. (2003) stated that TAM ought to be incorporated into an even more inclusive model containing the variables related to both human and social shift process and also the Intention of an invention.

The theory of Technology Acceptance Model (TAM) is widely used to discuss how external variables influence the inner beliefs, attitude, and intention of users, and then affect the use of technology. Davis (1989) first introduced this theory and used Technology Reasoned Action (TRA) as its theoretical foundation to discuss the correlation among emotion, cognitive and application of technology. The framework of Technology Acceptance Model is showed below.

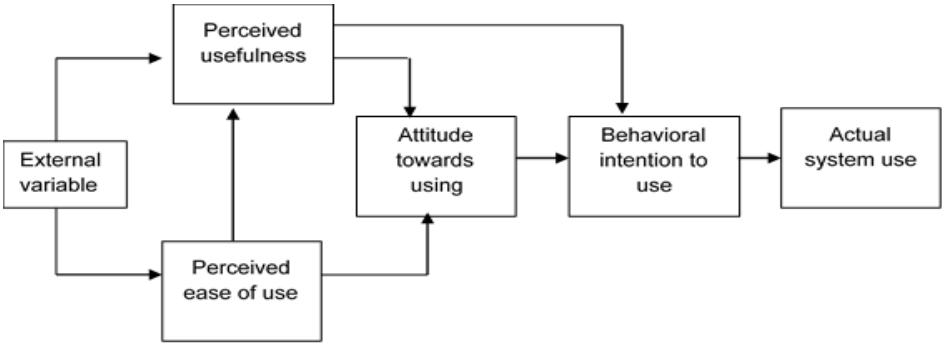

Figure 1. Modified Technology Acceptance Model

Source: Davis, F. (1989) Perceived Usefulness, Ease of Use, and User Acceptance of Information Technology, MIS Quarterly, 13 (3), 319- 339

The goal of TAM will be to offer a reason toward the acceptance of technology which clarifies users' behavior on taking new information technology, and studies the variables that affect their approach toward utilizing new information technologies.

Technology Acceptance Model uses the fundamental notion of Technology Reasoned Action. It regards that internal consider may eventually alter the real behavior and affect approach then affecting intention. The most diverse stage between them is that Technology Acceptance Model doesn't contain normative values, and subjective standard and motivation to abide to the model. It is because that summary standard is affected by outside tradition heritage also it's not simple to analyze.

Within the Technology Acceptance Model, perceived utility and perceived ease of use are both of the most important variables. Perceived utility signifies the amount to which persons anticipated the Intention of a unique technology might enrich their work performance. They are going to have more favorable approach to take the brand new technology, when people feel more recognized utility obtained. Perceived ease of use may be the amount to which persons thought that utilizing a unique technology will be straightforward. When people feel ease to use the newest technology, they are going to have more favorable approach to just accept it.

Perceived ease of use and perceived usefulness may affect the approach toward using. Recognized effectiveness and approach toward using will affect behavior intention. Actual use will be influenced by behavior intention. External variables may directly affect {perceived utility and perceived simplicity and perceived utility of use. They'll also indirectly affect attitude toward using, behavior intention, and real use. Igbaria et al. (1995) seen that lots of studies within the previous overlooked the dialogue of external variables, however within the Technology Acceptance Model external variables are going to have bet sway on perceived utility and perceived ease of use.

Various external variables were also listed by many scholars based on TRA. Agarwal and Parad (1999) had actually used private variations as external variables, details such as the function link with job phrase, specialists, teaching, experiences, and instruction might be contained. Fisher and Mallette (1998), in the flip side, because the outside factors utilized technical assistance, training, operating experiences, preceding advantage and voluntary, largely are about individual features and population aspect.

"The success of mobile learning will ultimately revolve around a mosaic of rich converged experiences. These experiences will rest, in turn, on a foundation of converged network and device technologies, wireless services, rights management, content management, search management, and transactional processing power".

The vision of mobile learning presented by the majority of authors currently writing in the field is that it seeks to enable 'anywhere, anytime, and any device' portable and personalized learning; it will facilitate communication, collaboration, and creativity among participants in authentic and appropriate contexts of use. In some respects, this is perceived as a revolution of 'just-in-time' and 'just-forms' information delivery; however, the employment of mobile devices will be far from a panacea for the problems currently faced in education unless implementations of m-learning take heed of lessons 'e-learned".

As with the performance of any complex scheme, essential administrative and technical problems will probably be encountered. These can be fulfilled alongside a far more ill-defined problem: 'How can the use of mobile systems help now's educators to embrace a genuinely student-centered approach to learning?' Sharma and Kitchens (2004) detect the transport in the e-learning to m-learning revolution was connected with the alteration in language: 'multimedia' now offers way to 'learning object', 'interactional' to 'impulsive'

Slawik, and, Hampel Eman (2005) determine the benefits of ubiquitous computing, learning objects and reconsidering the interactivity as the starting of reactivity of academic architectures and introducing the integration stage for achievement.

Offered as "everywhere, anytime' learning, pervasive learning is done via a network of goods, people, and situations that empower complicated learning experiences to play out: 'At its center, pervasive learning is all about using the technology a learner has available to create relevant and meaningful learning situations, a learner writers himself, in an area the learner locates meaningful and appropriate."

In the first-quarter of 2006, the sum had improved to 20.5 million, a 5.3 percent growth rate and 77.7 percent penetration rate nationwide (Malaysian Communications and Multimedia Commission, 2006). This illustrates that there's a rise in-the usage of Malaysian mobile technologies, notably, hand phones. Adults between twenty and forty-nine years old constitute 12.7 million or 78 percent of users, however this team has shrunk by 0.6 percent since 2004, whilst the amounts of senior customers (aged 50 and over) also fell 0.3 percent to 1.4 million (Lee et al., 2008). This implies that teens and adults control the Malaysian mobile technologies marketplace.

Research Model

The research model for the challenges in implementing m-learning in the universities was developed from the review on m-learning and TAM which was mainly responsible for the development of the conceptual framework which consists of the main dependent variable and apart from that there are five independent variables which are compatibility, context, perceived value, technology implementation cost and the perceived risk involved in the implementation in such a sensitive industry.

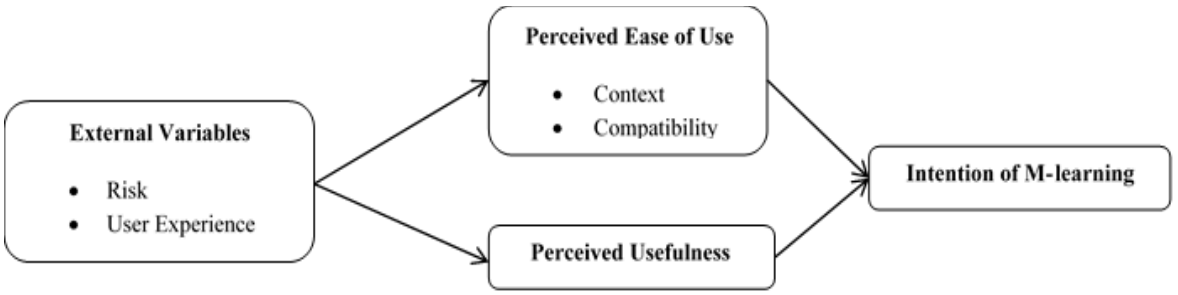

Figure 2. Technology Acceptance Model

Recently, several models for investigating people's adoption and intention for applying new technologies in the world which is surrounded by information systems have been developed. Davis (1989) worked on the TAM towards people intention, he determines why they accept or reject information technology. Technology accepted model (TAM) is a model which broadly used in the field of technology adoption (Davis, 1989). TAM is the model that can explain the

effect of external variables, for example objective system design characteristics, training, computer self-efficacy are influence on internal beliefs, attitude toward use, behavioral intentions, and actual system use.

Ibrahim, R., & Jaafar, A. (2011). User acceptance of educational games: A revised unified theory of acceptance and use of technology (UTAUT). World Academy of Science, Engineering and Technology, 53, 551-557.

Research Dimensions and Hypothesis

This part will discuss about the contracture of the technology acceptance model (TAM)

Perceived Ease of Use (PEU)

1. Compatibility

As their life a person demands gadgets could become more likely to adopt mobile learning services. Based on Laforet and Li (2005) students use mobile funnel is utilized by students to the reality of the opportunity mobile route supply in order to carry out particular service demand. The first unique attribute pertains to change of interaction from the circumstance. Nothing like some other media, a mobile telephone generally is assigned to just one guy or woman and, consequently, an advice routed over the average really reaches the individual to help you to whom the real connection is targeted almost all instant. In inclusion, providing faithful students on the personal and particular individual foundation, for instance by transmitting appropriate and time sensitive information, may bolster the particular mental connection between the business and its particular students

. Actually, tailored dialog is really a demand in the special m-learning circumstance in lieu of the distinguishing feature. Without comprehension and id, students are concealed for the business and hence in - control capable. Therefore, based on this the Following hypothesis is proposed

H1 Compatibility has a positive relationship with Intention of Mobile learning among Students in Malaysia

2. Perceived Context

The particular concept of circumstance has also obtained significantly interest when speaking about the ownership of mobile trade or any other mobile technology-related research. Because people more often than not carry their own mobile products and start using these in a selection of environments the employment framework gets an important research question in relation on the need and the actual environment inside of who's is employed. Because described by earlier reports have supplied evidence around the effects of make use of context of mobile services, mobile web. Wendel and Dellaert (2005) found that students contemplate different media channels and demand distinct advantages of these underneath various contexts. Shelter et al. (2005) identified significant correlations of contextual factors with particular kind of mobile services. These types of scientific studies prove value of wording and direct towards the add-ons.

A differentiating characteristic may be the freedom in communication supplied by mobile technology. Based on Balasubramanian et al. (2002), channels that are occasion and spot adaptable are usually highly valued by students. Because mobile telephone people always have their own units with these, these are often obtainable. For that reason, which means the mobile medium allows access to a person almost anytime and anywhere, while all the channels within learning are generally restricted in this kind of respect. Thereby the actual mobile channel

supplies access to students at night attain of some other channel, such as World Wide Web. In inclusion, technologies that are mindful of the wording of the user provide services in a productive way and as a result enlarge students' associations. Besides merely providing a program for adaptable interaction, the correct use of the particular mobile channel for learning uses can also be expected to heighten students' associations.

H2 Perceived Context has a positive relationship with Intention of Mobile Learning

3. Perceived Usefulness of m-learning

Students' personal preferences for innovations are already spelled out through use awareness and the maximization. Along with this the particular concept of students' value is also much talked about in the literature in which enlargement of use perception of students is given relevance.

A student's database is really a condition for almost any discussion done within the mobile average. An authorization info resource could be collected purely for m - learning functions, because is showed within the special example. For a business to convey having its students, the special data-base should anyway consist of customers' mobile phone. Perceived use is commonly believed because the specific outcomes or maybe benefits students be in relation to total costs. Prior to Zeithaml (1988), perceived use could become a student's entire appraisal of the ability of the product (as well as service) according to recognition of whatever is gotten and exactly what's supplied. About digital marketplace sectors, value can be made by firms for students in a manner that is not the same as actually what could be reached in company (Han and Kamber, 2006). Following Figge (2004), we rot CPV of advertising supply into three-dimensional constructs: period, location and site. By while utilizing the instant, place and account information, and a service supplier may readily reach students using the positioning wherever and if they're competent to handle company. Donaldson (2011) implied that adoption of mobile technology has many uses and this may assist the student's neighborhood a lot, but institutions must assess the different elements connected prior to the real implementation.

H3 Perceived Use has a positive relationship with Intention of m- learning among students in Malaysia.

External Variables

1. Perceived Risk

Being that they're definitely not covered by TAM the environment of service use by way of mobile phones to look at attention of the constraints of Intention was seen. Everyone discovered the special concerns regarding someone's amount of privacy, risk of monetary trade failure coupled with costs of GPRS connections are among common inhibitors of mobile advertising and mobile World Wide Web Intention. Research by Wang and Wu (2005) established that price and perceived risk ended up the variant that considerably affected individual behavioral objective together with both exceptional TAM constructs. The variables primary the specific understanding of dangers also has changed, since the technologies get changed utilizing the period. Initially we were keeping linked to merchandise-associated characteristics. Past numerous research have demonstrated the effect of perceived risk about behavioral intention to make use of in wording of on-line offers. Assuming that perceived risk may also be an important determinant of mobile learning services for learning, it was provided by many of us in all of our research.

The fundamentals of risk and trust have surfaced together in mobile business use. Their special private information must be disclosed by users including cellphone numbers, bank card particulars for your grasp. The position of mobile solutions trust could be called owner's morals or perhaps faiths the sum to which an exceptional mobile request could be considered to have zero security and individual privacy risks. Menon and O'Connor (2007) uncovered within their research-which trustworthy and strong self-service engineering might lead to students for to trust and recognize with these sorts of programs. The study by Siau et al. (2004) offered a construction for students trust in mobile business and postulated which could likewise awareness in mobile providers and on mobile technology are generally strong in trust structures. Considering the use of trust in offers it was integrated in the present research.

H4 Perceived risk has a positive negative relationship Intention of Mobile learning

2. User Experience (Under External Variables)

User Experience is "an accumulative memory process of all kinds of senses and feelings". Individuals encounter with the use of technology is described --the quantity and kind of computer skills a man develops over time||(Smith, 2007). McGeoch and Irion (1952) suggest that a man's prior understanding and experiences affect their capability to understand new ideas. Premkumar & Bhattacherjee (2004) showed that individual's encounter plays a critical part within their first acceptance towards a system under consideration. Past experience was theorized to get just as a company for the learning procedure, and consequently, creating a fresh technology simple to get used. Venkatesh & Bala (2008) say that after a system (information technology) is dependable and adaptable, there's a tremendously probability the individuals may have less "system-associated stress", and it is due to their past experience. Cassidy and Eachus (2002) researched encounter with all the use technology through using just one thing and a five-point Likert scale.

Studies have proven that encounter with the use of technology has an impact on intention to use and real use of it. Within their current an empirical research, Basketball and Levy (2009) discovered that expertise had a major impact on teachers' intention to use appearing educational technology.

H5 User Experience has a positive relationship with Perceived Ease of Use

RESEARCH METHODOLOGY

The sample size for this study is 180. The study was limited to only a total of approximate 340 students from students among Malaysian universities IT department and for a population of 340 a sample size of 180 is enough which is based on the table below. The research questionnaire would be distributed among 340 students and for a sample size of 340 the total number of responses required are 180 which have been highlighted in the table below. The below table indicates N and S where N is the total population and S is the sample size for example if N is 10 then the minimum sample size required would be 10 and in case study of this S the Sample size was 240 and for this population (N) the sample size (S) required is 180 as indicated in the tale below.

Table 1: Questioner among 340 Students in Malaysia

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338

15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	180	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

DATA ANALYSIS AND RESULTS

In this part, data acquired from the questionnaire survey are tabulated and examined. The info is presented in three sections. The sample characteristics are described in the first section, second, presents the descriptive statistics on the research variables and the effects of reliability analysis. Third, evaluation of connection among the research variables and results of hypothesis testing are presented.

Frequency Analysis

The below mentioned frequency table illustrates the total number of respondents who participated in the study related to the Intention of Mobile learning among university students at APU. A total of 180 students participated in the study and out of the 180 participants.

Table 2. Frequency Table of Gender

		Frequency	Percentage %
Valid	male	82	45.6
	female	98	54.4
	Total	180	100.0

This frequency table suggests that most of the respondents who participated in the study have good educational background and are well suited to answer this survey questions.

Table 3. Frequency Table of Qualification

		Frequency	Percentage %
Valid	High school	36	20.0
	diploma	37	20.6
	bachelors	54	30.0
	masters	40	22.2
	Phd	13	7.2
	Total	180	100.0

The age factor indicates that the respondents were matured enough to answer the questions in relation to the Intention of Mobile learning among university students.

Table 4. Frequency Table of Age

		Frequency	Percentage %
Valid	15-20 yrs	8	4.4
	21- 25 yrs	41	22.8
	26-30 yrs	76	42.2
	31-35 yrs	27	15.0
	above 36	28	15.6
	Total	180	100.0

This question indicates that the study has both working and non-working respondents and the response should be a broad view based on their experiences.

Table 5. Frequency Table of Qualification

		Frequency	Percentage %
Valid	yes	97	53.9
	No	83	46.1
	Total	180	100.0

The following table speaks about the respondent's marital status where majority of the respondents are married.

Table 6. Frequency Table of Qualification (statuse)

		Frequency	Percentage %
Valid	Single	68	37.8
	Married	86	47.8
	Divorced	26	14.4
	Total	180	100.0

This study is about the Intention of mobile learning in the educational context and it is important to determine the usage of smartphones among students which follows by table below.

Table 7. Frequency Table of Qualification (owning smart phone)

	Frequency	Percentage %
Yes	100	55.6
No	80	44.4
Total	180	100.0

The following table speaks about the student's purpose of using smartphone.

Table 8. Frequency Table of Qualification (The purpose of using internet via Smart phone)

		Frequency	Percentage %
Valid	check news	47	26.1
	read Emails	89	49.4
	to watch movies	44	24.4
	Total	180	100.0

The table below shows student's willingness for using smartphone.

Table 9. Frequency Table of Qualification (Do you prefer mobile learning)

		Frequency	Percentage %
Valid	yes	108	60.0
	No	72	40.0
	Total	180	100.0

The following table shows how many students want to adopt this new technology.

Table 10. Frequency Table of Qualification (Do you have resources to use mobile learning)

		Frequency	Percentage %
Valid	yes	100	55.6
	No	80	44.4
	Total	180	100.0

Table below speaks about how many students use smartphones for off campus.

Table 11. Frequency Table of Qualification (usage of mobile learning off campus)

		Frequency	Percentage %
Valid	yes	80	44.4
	No	100	55.6
	Total	180	100.0

The table below shows how many students face the problem while the using smartphone for m-learning.

Table 12. Frequency Table of Qualification (do you face any technology difficulty wile using mobile learning)

		Frequency	Percentage %
Valid	yes	99	55.0
	No	81	45.0
	Total	180	100.0

Reliability Analysis

In the reliability analysis the value of Cronbach alpha is determined. A cronbach's Alpha is very essential for the reliability of the results for any given research questionnaire. Many experts believe that a cobranch alpha with a value of above 0.65 is consider to be very desirable but this again generally depends on the type of study being conducted also because sometimes in case of the field study the control over the variable is very difficult so the value may sometimes go down as well. The reliability analysis is really one of the very most significant analysis performed using SPSS. The reliability scale gives the measure of the consistency of the study instrument used within the analysis.

The value of CA was determined by adding all the items of each and every independent variable and their corresponding responses provided by the respondents within the software SPSS. Later these values were determined by performing reliability analysis. The actual formula to compute CA.

$$CA = (k/(k-1)) * [1- (s2i)/s2sum]$$

Following here is the CA value which has been obtained from the gathered information for each of the variable along with the number of items.

Table 13. Reliability Statistics

Scale	Cronbach Alpha	No of Items
Perceived Use	0.713	5
Perceived Context	0.766	5
Perceived Risk	0.787	5
Perceived Experience	0.608	5
Perceived Compatibility	0.838	4
Intention of M Learning	0.814	5

CONCLUSION

For the purpose of this study a total of 180 students participated in the study and out of the 180 participants 54.4 % of the respondents were Female and the rest 45.6 % of the participants were Male. Out of the total 180 participants 30 % were having a Bachelor's degree, 22.2 % of the respondents were having a master's degree and the rest were from the other categories.

There are a lot of determinants which affect the Intention of Mobile learning among universities. The most significant variables that lead to the Intention of aforementioned systems within an association are perceived risk, use, compatibility and expense incurred in implementing this type of technology. Mobile learning in higher education stays in periods of delivery.

The findings from this analysis add to present technology acceptance literature and imply a system for explaining, understanding, and predicting factors impacting personal acceptance of mobile learning. Useful baseline information is offered by the analysis for prospective studies on strategy and student acceptance to use mobile products for learning. The research model also verifies a construction that supervisors, librarians, and instructors might use to value success factors for employing mobile learning.

By understanding the determinants of mobile learning acceptance, these stakeholders may contain these components to the strategy and performance periods of a mobile learning motivation. Careful planning is demanded by institutional training in amenities and method development critical for implementing a mobile learning effort to acquire community college students. The results of the investigation identify parameters that both favour and impede community college students' mobile learning use and transmission that students normally own mobile products and have them every day.

Limitations of the Study

Every study has its own limitations some are related with time or some are related with gathering the information required for the study. In this study the time was ample but the hesitation from the respondents to answer the research questionnaire was a tedious task but slowly as the study progressed this also eased out. Apart from that the study was just conducted in one city only limited to a particular area so the empirical findings also are narrowed down to certain extent only. This study also makes opportunities for future research. The student's

perception should change when they get more experience of using m-learning system or application. So, future research can find if students adopt m-learning for their study.

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