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ABSTRACT

Over the previous couple of decades information and communication technologies have improved greatly and therefore the use of computers has become more widespread. The evolution of handheld portable devices and wireless technologies has resulted in radical changes within the social and economic lifestyles of recent people.

The study aim to assess Omdurman Islamic university students regard their perception, attitude regard using mobile learning in online learning and assess its efficacy and measuring the relationship between their perception, attitude and demographic data regard using mobile in online learning.

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The study aim to assess Omdurman Islamic university students regard their perception, attitude regard using mobile learning in online learning and assess its efficacy and measuring the relationship between their perception, attitude and demographic data regard using mobile in online learning.

Methods: This cross-sectional study was designed as a descriptive study to assess perception.

Study population: all ranks of students first, second, third and fourth classes Sample size 100 using simple random sampling technique.

Results: Show that students has good perception regard using mobile in online learning and mobile learning are getting to be more flexible method of learning 40% (= 40), because it is often done anytime, anywhere while 38% (N=38) of respondents strongly agree that the mobile learning will improve communication between student and teacher Also the study show that limiting factors regarding mobile learning were considered and the respondents were asked as to what can be the reasons because of which mobile learning cannot be used for learning, 50% of the respondents strongly feel that unavailability of appropriate mobile phones with a large no. of students is one of the major reasons From the results appeared that no relation between demographic data and perception and attitude p value. In our university From study appeared that there is no relation between demographic data and their perception regard age, Student rank, Family income .769, 906, .221, and regard relation between supcequancy.

Conclusion: m technologies are perceived as an effective tool in improving communication and learning. In our university. From study appeared that there is no relation between demographic data and their perception and attitude.

Keywords: m-learning, student attitude and perception, mobile technology, omdurman islamic university.

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I. INTRODUCTION

Over the previous couple of decades information and communication technologies have improved greatly and therefore the use of computers has become more widespread. The evolution of handheld portable devices and wireless technologies has resulted in radical changes within the social and economic lifestyles of recent people. Today, many technological devices are produced in portable form and other people became familiar with them. These devices are reshaping user behavior in daily lives in several ways. Online learning may be a sort of distance learning or distance education Distance learning may be a sort of education and training delivery during which students are inaccessible from the education institution. Ader inoye (2002, remarked that distance learning as a medium of instruction has revolutionized the supply of educational opportunities for many folks that are over looked of the traditional system worldwide. Ajadi, Salawu and Adeoye (2008) described distance learning as a system of education that's delivered through a spread of media and don't need the mandatory presence or manifestation of the teacher and therefore the learner. It offers great opportunities for interaction with students and ensures equity in education regardless of the gender differences (Bar ron, 1999). According Ajadi, Salawu and Adeoye (2008) Online classes became a prominent a part of the education landscape, and lots of professors who previously believed they might never teach online are being asked to supply Web enhancements to their face-to-face classes or teach a category entirely online. And, while interest in online classes from both students and college administrators has led to a rise within the number of online classes computer plays an important role in modern education and pedagogy. M. learning (or mobile earning) is realized with mobile devices and wireless communication. Context-aware ulearning (or ubiquitous-learning) requires mobile devices equipped with sensor technology and wireless communication (Fuxin Andrew Yu, 2012). Context-aware u-learning might be classified under m-learning because as more smart phones enable sensor technology, m learning will become indistinguishable from context-aware u-learning. Online learning offers a spread of educational opportunities: Student-centered learning the variability of online tools draw on individual learning styles and help students become moreover satile learners. Collaborative learning Online group work allows students to become more active participants within the learning process. Contributing input requires that students comprehend what's being discussed, organize their thinking coherently, and express that thinking with carefully Easy access to global resources Students can easily access online databases and subject experts within the online classroom. Experiential learning through multimedia presentations New technologies are often wont to engage and motivate students. Technology also can be wont to support students in their learning activities. Accessible for non-traditional students Online delivery of programs and courses makes participation possible for college kids who experience geographic and time barriers in gaining access to education. Draws on student interest in online learning Many students have an interest in online learning. During a recent survey conducted by the office of Educational Planning and Assessment at UMass Amherst, quite 50% of scholars surveyed said that they were “very interested” or “somewhat interested” in taking a web course. The Benefits and Uses of Online Learning, one reason why there' s such a lot discussion around online learning is that there are many purposes benefits and uses of online learning. A number of the foremost important ones are: its effectiveness in educating students, its use as professional development, its cost-effectiveness to combat the rising cost of postsecondary education, credit equivalency at the postsecondary level, and therefore the possibility of providing a world class education to anyone with a broadband connection (Bartley & Golek 2004; De la Varre, Keane, & Irvin, 2011. Gratton-Lavoie & Stanley, 2009. Lorenzetti, 2013. What has received most of the eye for online learning is that the postsecondary education arena. The rising cost of postsecondary education and therefore the importance of a postsecondary degree are well documented within the literature. Many scholars and educators believe that online learning are often an efficient

tool in combating the rising cost of postsecondary education by spreading the value of a category over a way larger number of scholars compared to the normal setting, (Bowen, 2013). Moreover, the incremental category over a way larger number of scholars compared to the normal setting, (Bowen, 2013). Moreover, the incremental cost of a student in a web setting is negligible relative to the normal setting, necessarily constrained by variety of things like the dimensions and availability of the physical classroom. Due to the rapid development of technology, courses employing a sort of media are being delivered to students in various locations in an attempt to serve the tutorial needs of growing populations. In many cases, developments in technology allow distance education schemes to supply specialized courses to students in geographically remote areas with increasing interactivity between students and teacher. Although the ways during which distance education is implemented differ markedly from country to country, most distance learning programs believe technologies which are either already in situ or are being considered for his or her cost effectiveness. Such programs are particularly beneficial for the various people that aren't financially, physically or geographically ready to obtain traditional education.

However, recent development in hypermedia technologies which promise to facilitate "individualized" and "collaborative" learning are blurring the distinctions between distance and traditional education. These technologies even have the potential of making new environments for learning like "virtual communities". Students in traditional settings are being given entire courses on CD-rom multimedia disks through which they progress at their own pace, interacting with the trainer and other students on electronic message or face to face consistent with their needs (Technology Based Learning, 1994). Through international collaboration, students round the world participate in cooperative learning activities sharing information using computer networks (Riel, 1993). In such cases, global classrooms may have participants from various countries interacting with one another at a distance. Mediated educational activities allow students to participate in collaborative, authentic, situated learning activities (Brown & Palincsar, 1989; Brown, Collins, & Duguid, 1989) The available evidence suggests that schools are using information technologies with the intention of expanding access, improving instructional quality and reducing costs related to traditional instruction. Many districts and states have turned to online learning (-) according to survey-based estimates by the International Association for K-12 Online Learning (iNACOL), 1.5 million students took one or more online courses in 2010 (Wicks 2010). In these courses, students received all or an area of their instruction over the web and interacted online with teachers, peers and digital learning content. Some states like Alabama, Florida and Michigan have made the web learning experience an area of their graduation requirements (Watson et al. 2010) Online learning has become popular thanks to its perceived potential to supply more flexible access to content and instruction by 1) increasing the supply of learning experiences for people that can't or like better to not attend traditional schools, 2) assembling and disseminating instructional content more efficiently, and 3) increasing student-instructor ratios while achieving learning outcomes capable those of traditional classroom instruction. Some proponents see technology as having potential beyond increasing efficiency in instructional delivery, as an example, by providing a community of learners to support understanding of an aesthetic body of data (Riel and Polin 2004; Schwen and Hara 2004)The Positive Findings There are an outsized number of studies that find positive statistically significant effects for student learning outcomes within the online or hybrid format compared to the normal face-to-face format. Quite the positive learning outcomes are improved learning as measured by test scores, student engagement with the category material, improved perception of learning and of the web format, stronger sense of community among students, and reduction in withdrawal or failure. Consider subsequent illustration supported by a study by Riffell and Sibley (2005) Online learning appeals to diverse populations of scholars with

ranging academic needs that traditional education classes are deficient or incapable of meeting. The demand for online courses springs from a push "to provide quality education to all or any or any or any or any or any or any or any or any or any or any or any or any or any students, no matter location and time (Chaney E. G. (2001). Online courses are found to be conducive to students who favor self-regulated learning (You & Kang, 2014) during a study conducted by Kirtman, a student skilled online coursework by stating, "It is more self-guided so I can spend longer on the concepts that i'd like help with and fewer on concepts that I can devour quickly" (Kirtman, 2009, p. 110 Self regulated learners have a bent to use various "cognitive and metacognitive strategies to accomplish their learning goal" (You & Kang, 2014, p.126) Aim of the study: This study aimed to assess students' attitudes and perceptions towards the effectiveness of mobile learning. To measure relation between demographic data and perception and attitude Methodology.

II. MATERIALS AND METHODS

This cross-sectional study was designed as a descriptive study to assess perception, attitudes of 100 nurse students nurses who studying in Omdurman Islamic university so on review their perception and their attitudes on the effectiveness of mobile learning, a questionnaire was developed with 20 items. The Study was conducted in Islamic university. Sample size 100 using simple random sampling technique A random sample of 100 undergraduate.

Study population

All rank students first, second, third and fourth class were given the questionnaire. They completely filled the questionnaire. Responses were received and the data collected was processed and statistically analyzed using SPSS version 20. Exclusion criteria those who refused to participate in the study. The questionnaire consisted of demographic data which consist of age, sex, students rank, family income And perception and attitude which consist of strongly agree ,agree ,undecided, strongly disagree, disagree questions(score for strongly agree=1, agree=2, undecided=3 strongly disagree=4, disagree=5) , inferential statistic done MS, SD and Chi squire p value 0.5 is significant. Measurement done to see relation between demographic data and perception and their attitude. Perception question consist of (5) question about their perception regard using mobile in online learning Attitude question consist of (12) question about their attitude regard using mobile in online learning and how it affects on their learning Approval informed consent was taken from each of the participant before participating in the study and respect those who refused to participate in the study.

This study done on march to October 2020.

Results: AGE

Age	Frequency	%Percentage
years 17	24	24.0
above 17	76	76%
total	100	100

Student rank

Student rank	Frequency	%Percentage
First class	21	21.0
Second class	10	10.0
Third class	3	3.0
Fourth class	66	66.0
total	100	100.0

FAMILY INCOME

Family Income	Frequency	%Percentage
rich	44	44.0
Middle	46	46.0
Poor	10	10.0
total	100	100.0

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Table 1: Perception no (100)

Perception	Frequency	%
Using the online units was an effective way to learn about the assigned topic		
strongly agree	27	27.0
Agree	51	51.0
Undecided	9	9.0
strongly disagree	4	4.0
Disagree	9	9.0
Using the online learning units was fun		
strongly agree	26	26.0
Agree	44	44.0
Undecided	15	15.0
strongly disagree	6	6.0
Disagree	9	9.0
An online learning unit assignment similar to this should be used in this course in the future		
strongly agree	24	24.0
Agree	54	54.0
Undecided	13	13.0
strongly disagree	6	6.0
Disagree	3	3.0
Completing the online units did not take more time and effort than it was worth		
strongly agree	19	19.0
Agree	60	60.0
Undecided	10	10.0
strongly disagree	3	3.0
Disagree	8	8.0
Questions asked in the online units were not too difficult		

strongly agree	27	27.0
Agree	40	40.0
Undecided	14	14.0
strongly disagree	4	4.0
Disagree	15	15.0
Mean score perception		
Poor	7	7.0
Good	93	93.0

Table 2 (A): Attitude (1) no (100)

Variable	Frequency	Percent
Mobile learning can be an effective method of learning as it can give immediate support		
strongly agree	34	34.0
Agree	48	48.0
Undecided	8	8.0
strongly disagree	5	5.0
Disagree	5	5.0
Mobile learning will bring new opportunities of learning		
strongly agree	32	32.0
Agree	50	50.0
Undecided	8	8.0
strongly disagree	5	5.0
Disagree	5	5.0
Mobile learning will be more flexible method of learning as it can be done anytime anywhere		
strongly agree	42	42.0
Agree	40	40.0
Undecided	8	8.0
strongly disagree	9	9.0

Disagree	1	1.0
Mobile learning will improve communication between student and teacher		
strongly agree	30	30.0
Agree	38	38.0
Undecided	8	8.0
strongly disagree	5	5.0
Disagree	19	19.0
Mobile learning is a quicker method of getting feed back in learning		
strongly agree	28	28.0
Agree	34	34.0
Undecided	9	9.0
strongly disagree	8	8.0
Disagree	21	21.0
Unavailability of mobile phones with a larger number of students		
strongly agree	28	28.0
Agree	50	50.0
Undecided	10	10.0
strongly disagree	4	4.0
Disagree	8	8.0

Table 2 (B): Attitude (2) NO (100)

Variable	Frequency	Percent
.expenses involved in Mobile learning		
strongly agree	24	24.0
Agree	43	43.0
Undecided	14	14.0
strongly disagree	6	6.0
Disagree	13	13.0
When I study alone, I understand better and learn better		
strongly agree	19	19.0
Agree	46	46.0
Undecided	23	23.0
strongly disagree	3	3.0
Disagree	9	9.0
poor networking in our country		
strongly agree	53	53.0
Agree	30	30.0
Undecided	11	11.0
strongly disagree	4	4.0
Disagree	2	2.0
I prefer to write alone rather than in a group		
strongly agree	39	39.0
Agree	46	46.0
Undecided	10	10.0
strongly disagree	3	3.0
Disagree	2	2.0
Working in groups fostered exchange of knowledge, information and Experience		
strongly agree	37	37.0

Agree	50	50.0
Undecided	6	6.0
strongly disagree	3	3.0
Disagree	4	4.0
Working in groups made problem solving easier		
strongly agree	33	33.0
Agree	47	47.0
Undecided	16	16.0
strongly disagree	2	2.0
Disagree	2	2.0
Mean score attitude		
Poor	9	9.0
Good	91	91.0

Students regard mobile learning

Variable	MEAN	SD
Perception	1.93	.256
Attitude	1.91	.288

Relation between perception and attitudes and practice among nurses students regard mobile learning

Perception	(%)Good	(%)Poor	P value
Age	56	44	680.
Student rank	66	34	906.
Family income	90	10	221.
Attitude			
Age	75	25	224.
Student rank	85	15	024.
Family income	65	35	155.

III. RESULTS AND DISCUSSION

Responses to the primary question regarding Using the online units was an efficient because of study the assigned topics showed good level of perception among students as 51.% of the respondents they agree that it an efficient because of learn. Whereas 4 % strongly disagree that. In response to the other question on Using the online learning units was fun, results show that, 44% agree (out of 100 which of the entire respondents, while 6% strongly disagree that students are very comfortable on line learning, feeling learning are getting to be more flexible method of learning because it is often done

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anytime anywhere, when being asked if they Questions asked within the web units weren't' too difficult, 40% of them (agree that), while only 4% said that they are not comfortable doing so. attitude mobile learning can also provide good support to micro-learning, a replacement and effective way of learning (Habitzel, Mark, Stehno & Prock, 2006). It has been observed by Habitzel and his colleagues (2006), for instance, people can learn more effectively if "information" is weakened into smaller more easy-to-comprehend units. Therefore it' s suggested here, that mobile learning is an ideal medium simply because it supports this "new way" of learning regard their attitude: In specifically, 48% of (N=100) students and about half of them (48) agree that mobile learning are often an efficient method of learning because it can give immediate support, with 40% (N=100) feeling that the mobile learning are getting to be more flexible method of learning because it is often done anytime anywhere. 38% (N=38) of respondents strongly agree that the mobile learning will improve communication between student and teacher, and N=38) strongly feel that expenses are involved in mobile learning. 43% (N=46%) of the respondents, feeling that the mobile learning will bring new opportunities of learning. Furthermore, there are several indicators within the survey (Table 1) Related to the effectives of mobile learning. The majority of the respondents preferred the effective use of mobile technology in promotion of distance learning where as Traxler (2003), also support the findings of the study.

When limiting factors regarding mobile learning were considered and the respondents were asked as to what can be the reasons because of which mobile learning cannot be used for learning, 50% of the respondents strongly feel that unavailability of appropriate mobile phones with a large no. of students is one of the major reasons but 4% of them strongly disagree to this. 53% strongly feel that poor networking infrastructure is a major hindrance and only 43% agree to the fact that the expenses involved in mobile learning is a limiting factor the MS score and SD of their perception and attitude are MS of perception 1.93, SD was .256 while MS of attitude was1.91 and SD was .288 p value.

IV. CONCLUSIONS

This paper investigates the students' attitudes and perceptions of Omdurman Islamic university Student's from different level towards effectiveness of mobile learning in their studies. The authors have analyzed the answers to the questions within the surveys in an attempt to understand an understanding of how current students view the use of mobile devices in learning environments. The analysis of student perception on m-learning points to the actual fact that mobile learning is widely embraced by the scholar community. The majority of student supported the notion that the wireless mobile learning is widely embraced by the scholar community. The majority of student supported the notion that the wireless networks increase the pliability of access to resources in learning which they could work independently of variable the scholars also were keen to use all sources of m-learning approaches through mobile phones in order that access to information would be anytime and anywhere. because the date reveals m-learning activities can much better engage students within the training process. Students during this survey changed from passive learners to actually engaged learners who are behaviorally, intellectually and emotionally involved in their learning tasks. The Mobile technologies are perceived as an efficient tool in improving communication and learning. In our university From study appeared that there is no relation between demographic data and their perception regard age, Student rank, Family income .769, 906, .221,and regard relation between subsequent.

RECOMMENDATIONS

This research can serve a guide for the formulation of a framework for mobile learning with the goal of the enhancing learning in higher education.

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