TEACHERS' PERCEPTION OF INTEGRATING THE USE OF MOBILE PHONES INTO TEACHING IN PUBLIC SENIOR SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY, ABUJA

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Abstract: This study investigated teachers' perception of integrating the use of mobile phones into teaching in public senior secondary schools in Federal Capital Territory (FCT), Abuja. The main aim was to examine the influence of gender, educational qualification, and year of teaching experience and area of specialization of the teachers toward their perception of integrating the use of mobile phones into teaching. Twenty-one public senior secondary schools were selected out of 59 schools in FCT and a total of 682 teachers were sampled using stratified random sampling techniques to generate information on their perception. The data were collected through "Teachers perception Questionnaire" (TPQ), comprised of 36-items four point Likert scale. Percentage, mean, standard deviation were used to answer the research questions, while one-way ANOVA was used to test the stated hypotheses. The findings of the study showed that there is no significant difference between male and female teachers on their perception of integrating mobile phones into teaching. Both male and female teachers embrace the use of mobile phones for teaching and learning. Similarly, the result revealed that, less, moderate and high experience teachers have similar perception toward integrating the use of mobile phones into Nigerian schools. Based on these findings, the following recommendations were made; Nigerian government should review the existing curriculum in order to include possible instructional supports that could help teachers to teach effectively, anywhere and anytime; the government should integrate mobile learning technology into the senior secondary schools curriculum; workshop/seminar should be organized specifically for the purpose of facilitating the use of mobile technology devices in teaching and learning; emphasis should be placed on making learning to be learner-centered affair and more effective, efficient and meaningful.

Keywords: teachers, perception, mobile phones, public senior secondary schools

I. INTRODUCTION

Due to the rapid advancements in information and communication technology, the world has become a global village (ICT). These enormous shifts have demonstrated that we are living in a digital age where technology is ingrained in every aspect of daily life. These include, but are not limited to, security, business, and health (Matto, 2015). Information and Communication Technology (ICT) revolution had a significant impact on the field of education. Nwoke and Akukwe (2012) noted that ICT had altered the way that information is stored, shared and retrieved. This alteration applies to all level of educational institutions. These comprise all forms of communication, including satellite systems, radio, television, smart phones, computers, networks, hardware, and software, as well as a variety of related services and applications including teleconferencing.

Additionally, a few learning systems have been developed over time that use smartphone capabilities to support ubiquitous learning, or "u-learning," in a classroom setting. In order to advance various forms of learning through the process of an internet connection in the twenty-first century. Jung (2014) claimed that ubiquitous learning, or u-learning, combines the qualities of electronic learning, or e-learning, and mobile learning, or m-learning. These learning formats which comprise of e-learning, u-learning and m-learning can be accessible on smartphones. Jung (2014) further stated that, u-learning is utilised to give students the appropriate course materials based on their characteristics. This enables students to have access to their study materials, including lecture slides. They can also participate in online forums, turn in assignments, write quizzes, tests, and exams, connect with instructors and other students, and do a lot more with this platform. E-learning is a borderless learning experience that increases contact between tutors and students and excellent teaching and learning contents across various platforms, including smartphones and mobile devices (Joshua et al., 2015). Also, access to top-notch learning materials and self-directed, progressive learning processes are encouraged by e-learning platforms (Weichhart et al., 2018; Day & Erturk, 2017). However, Guspatni (2018) noted that there are instances where using and navigating the system can be challenging.

Mobile phones, can be used for calculations or to check time and date which are performance support services in m-learning. Matto (2015) added that communication-based mobile devices can be used for making inquiries, sending message. With the use of mobile devices, students can manage class attendance concerns, reschedule meetings, access schedules and assignment dates, discuss assignments, organize study groups, and seek assistance with academic and personal issues through interacting with teachers and other students (Kazt, 2011). There are varieties of mobile phones among which are smartphones, iPhones, iPads, and PDAs. More so, mobile phones support a wide range of other services in addition to calling such as business apps, gaming, text messaging, multimedia systems, email, Internet access, and short-range wireless communications like Bluetooth and infrared. Instructors can record a video of their lecture and post it online for use as a revision tool by students with the use of mobile phones. Teachers can also use mobile phones to administer oral quizzes to students. (Kolb, 2011). The use of mobile phones can also make podcasting. Podcasting is the process of sharing multimedia assets, including audio programmes or music videos, via the internet for playback on computers and mobile devices (Wikipedia, 2011). Podcasts have the potential to supplement traditional lectures with additional information.

Teachers can communicate and work together over podcasts using the Education Podcast Network. In addition to having the chance to make their own programmes, they can watch podcasts made by students in their subject of study. As they create the Education Podcasting Network (EPN), participating instructors are able to contribute their expertise, perspectives, and love of teaching through podcasts (Wikipedia, 2011). Moreover, podcasting has the functional ability to support students' learning. For instance, podcasting enables instructors to share significant portions of their lectures or expert interviews online, and it lets students see conference recordings. Even better, students can produce their own podcasts based on the topics they study in class or in their textbooks (Matto, 2015). The negative impact on the use of mobile phones had also been recorded. This was emphasized by Kibona and Mgaya (2015) whose study revealed that both higher and lower level students in Tanzania have become addicted to the majority of smartphone and recreational applications, which has an impact on their academic performance. Among the applications cited were Facebook, Twitter, and WhatsApp.

This addiction raises questions about whether smartphone use generally lowers or improves student performance. According to Ezemenaka (2013) students' thirst and quest for fresh knowledge changed and led to the advent of mobile phone technology, which has impacted most students. The focus of education in the twenty-first century is moving from teacher-centered to learner-centered methods. Teachers must use the most up-to-date instructional technologies and give their all when it comes to skill development and active student participation (Bamidele & Olayinka, 2012). A true instrument for efficiently delivering teaching in any subject is technology integration. In addition to being one of the variables for this study, gender has been found to be one of the elements impacting teachers' perceptions. In order to ensure effective communication between teachers and students, it is critical to understand how different groups may approach the use of ICT. Gender is defined as a range of characteristics used to distinguish between males and females, particularly in the cases of men and women and the masculine and feminine attributes assigned to them (Wikipedia, 2011). The gender issue is likely to have major implications for education and ICT in the future.

There are notable variations in ICT use by gender, according to certain research. According to Chukwuemeka (2010), female teachers are not as proficient in using the internet for the teaching and learning process as they should be. The gender gap in traditional telephone use also appears to have extended to mobile phone use. Men are more concerned with cost than are women (Kolb, 2011). Girls and boys continue to differ in many ways, including learning style and comfort level with technology. Part of this study aims to determine whether this gap is widening or narrowing. Females use audio and video creation and multi-user gaming less frequently than males, to the extent that two times as many males as females use these activities. In contrast to the above mentioned studies, Yusuf and Balogun (2011) found no significant difference found in the attitudes or ICT usage of male and female student instructors.

Statement of the Problem

Numerous studies have been carried out to determine the reasons for the widespread failure that secondary school students pupils in both internal and external exams. Poor performance has been linked to a number of factors, including a lack of instructional materials, poor teaching methods, and low-quality teachers. One of the factors contributing to this is the poor methods used by teachers, the majority of whom relied on the chalk and blackboard method. As a result, teaching

and learning need to be improved. The implementation of mobile learning technologies in conjunction with new teaching strategies could lead to an improvement in secondary school instruction. This would also increase teacher and student participation in the process of teaching and learning. Nigeria mobile technology preparedness should be assessed for her to use mobile technologies for learning. Hence, this study investigated teachers' perception of integrating the use of mobile phones into teaching in Public senior secondary schools, Abuja.

Research Questions

The following research questions will be addressed by this study:

- (i) What is the perception of teachers towards the use of mobile technologies or phones for teaching?
- (ii) What are the barriers that may inhibits teachers' use of mobile in teaching?
- (iii) Is there any gender influence among the teachers' perception in integrating the use of mobile phones in teaching in Public Senior Secondary Schools in the FCT, Abuja?
- (iv) Is there any influence of teaching experience on teachers' perception of integrating the use of mobile phones in teaching of Public Senior Secondary Schools in the FCT, Abuja?

Research Hypotheses

The following hypotheses will be tested in the study;

- **HO**₁: There is no significant difference between male and female teachers in their perception of integrating mobile phones into teaching in public senior secondary schools in the FCT, Abuja.
- **HO₂:** There is no significant difference between less, moderate and highly experienced teachers' perception of integrating of mobile phones in teaching in public senior secondary schools based on teachers' teaching experience and in the FCT, Abuja.

II. METHODOLOGY

Descriptive survey research methodology was used for this study. A questionnaire was used in the survey as a data collection tool. All three thousand four hundred and nine public senior secondary school teachers from the 59 public senior secondary school in FCT made up the study's population. Two-stage sampling technique was employed in the study. First, Simple random sampling technique was used to select three public secondary schools from each area council. To ensure that all the six area councils were evenly represented, Proportionate stratified random sampling technique was used to select 20% of teachers from each selected school in the area council. Hence, the sample size of the study was 682. A researcher-developed structured questionnaire was used for data collection. The questionnaire is divided into two sections: Section A entails teacher demographic data, and Section B has three subsections, subsections 1 has fifteen items, Subsection (2) contains eight items, and Subsection (3) contains twelve items. Responses to the questionnaire items were provided by the respondents and were grouped into the following categories using a modified Likert-type of four-point rating scale which include: Strongly Agree (4 points), Agree (3points), Disagree (2 points) and Strongly Disagree (1 point). The questionnaire was validated by four senior lecturers in the department of Educational Technology to ascertain whether the content addresses the research questions and is appropriate in terms of language usage. A one-shot pilot study was conducted on 100 teachers to determine the instrument's consistency and data obtained were analysed using Cronbach Alpha Correlation Formula and a reliability value of 0.82 was obtained. Eight hundred copies of the questionnaire were administered in the study and collected immediately.

III. RESULTS AND DISCUSSION

Research Question One: What is the perception of teachers towards the use of mobile technologies or phones for teaching?

To answer this research question, percentage, mean and standard deviation on perception of teachers towards the use of mobile technologies or phones for teaching was shown in table 1.

Table 1: Perception of teachers towards the use of mobile technologies or phones for teaching

S/N	ITEM	SA	Α	D	SD	UD	Mean	SD
1	I would be able to send	118	291	164	103	06	2.60	0.97
	assignment to students on-line	(17.3)	(42.67)	(24.05)	(15.80)	(0.08)		
	if I use my mobile phone.							
2	My teaching of on-line use of	108	276	213	70	11	2.58	0.94
	internet would be enhanced if I	(15.84)	(40.47)	(31.23)	(10.26)	(1.61)		
	use mobile phone.							
3	I do not think that if I use	79	253	226	106	18	2.40	0.97
	mobile phones for teaching,	(11.58)	(37.10)	(33.14)	(15.54)	(2.64)		
	students would share relevant							
	information							
4	With the use of mobile phone	163	218	205	90	6	2.65	1.01
	for teaching. I may not be able	(23.90)	(31.96)	(30.06)	(13.20)	(0.88)		
	to make corrections for my							
	students.							
5	The development of	154	254	190	83	10	2.65	0.99
	communication skills in	(22.58)	(37.24)	(27.86)	(12.17)	(1.17)		
	teachers (e.g. writing and							
	presentation skills) would not							
	be developed if I use the							
	technology.	105		205	0.0	10		0.05
6	I would become 21st century	106	272	205	89	10	2.55	0.95
	technology drive educator if I	(15.54)	(39.88)	(30.06)	(13.05)	(1.47)		
7	use mobile phone for teaching.	102	201	100	00	0	2.50	0.02
/	I will be able to use	103	291	199	80	9	2.59	0.93
	collaborative media such as	(15.10)	(42.67)	(29.18)	(11.73)	(1.32)		
	chatting to solve problems that							
0	students may have in teaching.	02	249	220	101	10	2.4.4	0.00
8	I do not think that I can get	93	248	(22, 42)	$\frac{101}{(14.91)}$	12 (1.76)	2.44	0.96
	when using mobile phone	(13.04)	(30.30)	(33.43)	(14.81)	(1.70)		
0	Taachara may not haarma	150	240	176	00	10	2.62	1.06
9	reachers may not become	(22, 17)	(25, 10)	1/0	90	10	2.05	1.00
	technology	(23.17)	(33.19)	(23.81)	(15.10)	(2.05)		
10	I enjoy using keys of my	130	200	181	70	11	2 67	0.05
10	nhones as it helps me improve	(10.06)	290 (A2 52)	(26.53)	(10.26)	(1.61)	2.07	0.95
	my typing skills	(19.00)	(42.32)	(20.33)	(10.20)	(1.01)		
11	I think that with mobile phone	144	300	158	66	14	2 72	0 07
11	as a support in teaching I will	$(21 \ 11)$	(13.00)	(23.16)	(0,68)	14 (2.05)	2.12	0.77
	as a support in teaching, I will	(21.11)	(+3.77)	(23.10)	(9.00)	(2.05)		

	be able to get more information							
	for my teaching objectives.							
12	I use my mobile phone for	64	109	239	231	39	1.88	1.04
	calling only.	(9.38)	(15.98)	(35.04)	(33.87)	(5.71)		
13	If I use the technology, I can	106	286	201	72	17	2.58	0.96
	set up conference teaching.	(15.54)	(41.94)	(29.47)	(10.56)	(2.10)		
14	I believe that the technology	238	228	120	83	13	2.87	1.08
	cannot be use by all gender.	(34.90)	(33.43)	(17.60)	(12.17)	(1.91)		
15	As a teacher, I could not use	167	237	191	75	12	2.69	1.02
	internet or Bluetooth or GPRS	(24.49)	(34.75)	(28.00)	(10.99)	(1.75)		
	on my mobile phones to send							
	instruction to my students.							

From the results in table 1, the teachers agreed with item (1) that they would be able to send assignment to students on-line if they use their mobile phones, we have a mean value of 2.60 falls above acceptance mark point of 2.5 and with (Strongly Agree and Agree) of percentage of 59.97% that have agreed with item (1) and only 39.15% disagreed and 0.88% have no opinion on that item. They also agreed with item (2) that their teaching would be enhanced if they use mobile phone for online use of internet having a mean of 2.58 which falls in the acceptance region, having 66.31% and only 41.49% disagreed and 1.61% undecided. For item (3), I do not think if I use mobile phones for teaching, students would share relevant information, a mean of 2.40 is recorded which falls below the acceptance region of equal or greater than 2.5, though there is no much gap between the percentages of those opinion that agreed and those that disagreed, for 48.94% agreed and 48.64% disagreed and also 2.64% have no opinion in this item.

The teachers agreed with item (4) that they may not be able to make corrections for students if they use mobile phones, mean of 2.65 with 55.86% while 43.26% disagreed and only 0.88% undecided about the item. For item (5), they disagreed that with mobile phone integration into teaching, they can develop their communication skills (writing and presentation), mean score is 2.65 and 59.82%. It is also observed that the teachers agreed with item (6), having a mean value of 2.55 and 55.42% of the opinion while 43.11% disagreed and 1.47% undecided. They believe they can use collaborative media such as chatting to solve student problems, a mean of 2.59 and 55.42% percent while 43.11% reject the item (7) and 1.32% responded that they have no opinion over the item. For item (8), they do not agree with the statement that, they do not think they can get feedbacks from students if they use mobile phones, a mean of 2, 44 and 50% while 48.24% agree with item (8) and 1.76% are undecided. The teachers accept item (9) having a mean of 2.63 which is greater than 2.50, with 58.36% is and 38.91% rejecting the item and 2.63% undecided.

Similarly, teachers agreed that they enjoy using the keys of their mobile phones as it help them increase their typing skills, with a mean of 2.67 and 61.58% while the rejection opinion responds is only 36.79% and 1.61% undecided. The respond of the teachers shown that they accept the item (11) that, with mobile phone in the teaching, they will be able to get more information on teaching with a mean score of 2.72 and 65.10% while 32.84% rejected and 2.05% undecided. However, teachers disagree that they use their mobile phones for calls only, a mean of 1.88 and 68.91% rejecting/disagreeing, while 25.36% agreeing with the item and 5.71% having no stand. They responds shown that they accept item (13) if they use the mobile phones, they can set up

conference teaching, a mean of 2.58 and 57.48% while the rejected opinion have 40.03% and undecided having 2.10%.

Table 1 also shows that a mean score of 2.87 is recorded against the item (14) meaning that the respondents agree with that statement and this also seen more clearly from the score of the accepted opinion which is 68.33% and the score for the rejected opinion seen to be 29.77% and for undecided we have a score of 1.91%. Lastly, they agree that they could not use internet or GPRS facilities on their mobile phones to send instruction to their students with a mean score of 2.69 and 58.24%, those that rejected the opinion have only 28.99% and 1.75% of the opinion are undecided. Based on the submissions of the teachers, their perception of integrating mobile phones into teaching is high.

Research Question Two: What are teachers' perception of barriers of mobile phones in teaching?

To answer this research question, percentage, mean and standard deviation of teachers' perception of barriers of mobile phones in teaching were used as it shown in table 2.

Table 2:	Percentage mean and standard deviation of secondary school teachers' perception
	of barriers towards the use of mobile phone for Teaching

S/N	ITEM	SA	A	D	SD	UD	Mean	SD
1	Mobile phones integration	24	98	351	190	19	1.88	0.81
	would be stressful if technical	(3.51)	(14.37)	(51.47)	(27.86)	(2.79)		
	problems are not handled by							
	resource persons in schools.							
2	Lack of unstable electricity in	53	129	268	220	12	1.99	0.95
	my school cannot make me	(7.77)	(18.91)	(39.30)	(32.26)	(1.76)		
	use the technology.							
3	It requires software	83	189	279	90	42	2.27	1.04
	downloading, If cannot	(12.17)	(27.71)	(40.91)	(13.20)	(6.16)		
	download.							
4	No internet bandwidth in my	107	233	186	103	53	2.36	1.14
	school.	(15.69)	(34.16)	(27.27)	(15.10)	(7.77)		
5	Use of mobile phones in	270	261	93	45	13	3.07	0.98
	teaching may encourage	(39.59)	(38.27)	(13.63)	(6.60)	(1.90)		
	examination malpractices.							
6	Teachers develop lazy	72	178	221	198	13	2.24	0.02
	attitudes toward teaching if	(10.56)	(26.09)	(32.40)	(29.03)	(1.91)		
	they use mobile phones to							
	teach.							
7	My sight is not good enough	73	191	257	147	14	2.24	0.98
	for navigation on my phone.	(10.70)	(28.00)	(37.68)	(21.55)	(7.93)		
8	The technology may be	62	162	294	149	15	2.16	0.94
	complex for me to use.	(9.09)	(23.75)	(43.11)	(21.85)	(2.10)		

From table 2, item (1) which stated that mobile phones integration would be stressful if technical problems are not handled by resource persons in school, it is rejected by the respondents having a mean of 1.88 against the minimum acceptable value of 2.50, similarly, the value of disagree is

79.33% while the agree value is 17.88% and 2.79% for undecided. They also disagree with item (2) that, unstable electricity in schools could not make them to use mobile phones for teaching. Which has a mean response of 1.99 which is lower than the minimum acceptable value of 2.50, and the percentage scores are as follows; 26.68% of the opinion accepting the item (2) and 71.56% disagreeing with the item (2) while 1.76% for undecided.

Similarly, the teachers disagree with item (3) that, it requires software downloading, if cannot download, having a mean score of 2.26 which is lower than the acceptable minimum value of 2.50, the percentage that disagree of 44. 11% is greater than those that accept the item (3) 39.88% and only 6.16% undecided. The teachers disagree with item (4) no internet bandwidth in their schools, with a mean value of 2.36 which is smaller than the 2.50 acceptable minimum value and also from the sample opinion which shown a relatively close interval between those that agree with item (4) 49.85% and those that disagree 43.37% and undecided of 7.77% with the high score on undecided it made the overall mean to fall below the acceptable value.

However, the teachers agree with item ((5) that the use of mobile phones in teaching may encourage examination malpractices, having a mean of 3.07 and 77.86% while 20.23% rejected the opinion and only 1.90% for the undecided. Teachers do not believe they may develop lazy attitude toward teaching if they use mobile phones in teaching, having a mean value of 2.24, showing 36.65% accepting the statement and 61.43% not accepting and 1.91% undecided. They also do not believe that their sight may not be good enough for navigating the mobile devices, having a mean value of 2.24 with 32.84% accepting and 59.23% not accepting and 7.93% undecided. Lastly, the teachers rejected item (8) that the technology may be complex for use having a mean of 2.16 and 32.84% accepted and 64.96% rejected it, while 2.10% did not have any say on the item. From this result, it could be deduced that teachers disagreed with perceived barriers they encounter if using mobile phones for instructional delivery.

Research Question Three

What perceived beliefs and anxieties may teachers have if using mobile phones for instructional delivery?

To answer this research question, percentage, mean and standard deviation of the respondents were collated, computed and compared as it shown in table 3

	mixiety towards the use of mobile i none for reaching									
S/N	ITEM	SA	Α	D	SD	UD	Mean	SD		
1	I have phobia for	201	280	113	66	22	2.84	1.05		
	technology, therefore, I	(29.47)	(41.06)	(16.57)	(9.68)	(3.23)				
	do not belief in using the									
	technology for teaching.									
2	I was never taught how	173	300	149	39	21	2.83	0.97		
	to use technology when in	(25.37)	(43.99)	(21.84)	(5.72)	(3.08)				
	training, so I may be									
	timid in trying to use it.									
3	Hearing that it involves	40	128	305	186	23	1.97	0.91		
	technology may make me	(5.86)	(18.76)	(44.72)	(27.27)	(3.37)				
	skip the class.									

Table 3:	Percentage mean and standard deviation of Secondary School Teachers Belief and
	Anxiety towards the use of Mobile Phone for Teaching

Teachers' Perception of Integrating the use of Mobile Phones into Teaching in Public Senior Secondary Schools in Federal Capital Territory, Abuja

0.05
0.05
0.05
0.05
0.95
1.03
1.10
1.05
1.05
1.00
1.00
1 10
1.10
1.02
1.02
0 99
0.77

Table 3, item (1) reveals that the teachers agreed that, they have technology phobia, with a mean of 2.84 and 70.53% was recorded against the strongly agree and agree while 26.25% against strongly disagree and disagree, and 3.23% for undecided. From the item (2) the teachers agree that they were never taught how to use technology for teaching, with a mean of 2.83 and 69.36% while disagree was 27.56% and 3.08% undecided. However, the teachers disagreed that, they would skip class if they learn that it involve technology having a mean score of 1.97 and 24. 62% and against disagree is 71.99% with 3.37% undecided. Teachers also strongly agree that they may scrap the use of technology if given the authority, with a mean of 3.02 and 79.30% with only an average percentage score of 21.1% rejected the statement.

Meanwhile, teachers agreed they do not enjoy learning process of navigating features of their mobile phones showing a mean of 2.88 and 73.80% and 23.5% rejecting the opinion and 2.80% undecided. Teachers also agree that technology may never acceptable to their tradition having a

mean of 2.95 and an average opinion score of 74.40% while 22.0% rejecting and 3.7% undecided about the item. The teachers believe that mobile phone may bring indiscipline since the mean is 2.48 and 54.90% while for disagree is 39.20% and undecided is 5.70%. Teachers also agreed that mobile phone technology may not be handled well by female teachers which have a mean score of 2.96 and 74.70% while for disagree is found to be 22.20% and undecided is 3.20%. Similarly, the teachers agreed with item (9) that their teaching subjects may not necessarily involve integrating mobile phones into their teaching with a mean of 2.97 and 74.80% while 22.60% disagree with it, the undecided has 2.60%. Teachers strongly agreed with item (10) that their qualification may never require them using mobile phone technology, mean of 3.08 and 80.09% agree while 13.30% disagree and only 5.7% are undecided about the item. Similarly, teachers also strongly agree that their grade level do not involve the use of mobile phone technology, having a mean of 3.22 and 85.1% agreed and 11.40% disagreed and undecided has 3.40%. Lastly, teachers also agree that their teaching subjects involve writing and social do not involve the use of mobile technology, mean of 3.08 and 79.10% agree while 18.90% disagree and 2.00% undecided about the statement.

Based on the submission of these teachers, it can be seen that they have no experience on using the technology and also they have phobia for technology if they are to use their mobile phones for teaching.

Hypothesis One

There is no significant difference between male and female teachers in their perception of integrating mobile phones into teaching in public senior secondary schools in the FCT, Abuja.

To test for the hypothesis, the data were analysed using Analysis of Variance (ANOVA) at 0.05 alpha level as shown in table 4.

<u>1 able 4. 11100 112 analysis of male and remare teachers</u> perception towards mobile phone								
Source of variables	Sums of square	df	Mean Square	F-value	p-value			
Between Groups	0.010	1	0.010					
Within Groups	72.194	680	0.106	0.099 ^{ns}	0.753 ^{NS}			
Total	72.204	681						

 Table 4: ANOVA analysis of male and female teachers' perception towards mobile phone

NS: Not Significant at 0.05 level

Table 4 shows the result of ANOVA comparison of the male and female teachers' perception towards mobile phone in secondary schools. From the table, the F-value (0.099, p = 0.753) was not significant at 0.05 alpha level. This implies that there was no significant difference between male and female teachers perception towards the use of mobile phone in Nigerian secondary school. This result shows that male and female teachers embrace the use of mobile phone for teaching and learning.

Hypothesis Two

There is no significant difference between teachers' teaching experience and perception of integrating of mobile phones in teaching in public senior secondary schools in the FCT, Abuja.

To test this hypothesis, responses of less experience, moderately experience and highly experienced secondary school teachers were computed and compared using mean, standard deviation, one-way ANOVA statistics. The results are shown in table 5.

towards mobile phone								
Source of variables	Sums of square	df	Mean Square	F-value	p-value			
Between Groups	0.457	2	0.229					
Within Groups	71.747	679	0.106	2.164 ^{ns}	0.116 ^{NS}			
Total	72.204	681						

Table 5: ANOVA analysis of less, moderate and highly experienced teachers' perception

NS: Not Significant at 0.05 level

Table 5 shows the result of ANOVA analysis of the less, moderate and high experience teachers' perception towards the use of mobile phone in Nigerian schools. From the table, the F-value (2.164, p = 0.116) was not significant at 0.05 alpha level. This implies that there was no significant difference between less, moderate and high experience teachers' perception towards the use of mobile phone in Nigerian secondary school. This result shows that less, moderate, and high experienced teachers have similar perception toward integrating mobile phone into Nigeria schools.

IV. **CONCLUSION**

The study's findings showed that while teachers use their phones for personal purposes, they are unwilling to utilize them for instructional purposes. Teachers acknowledge that they could experience phobias or anxiety when utilising cell phones for instruction. This is because they were never trained on how to handle technology during their training, therefore they can be afraid to use it. The study also revealed that the primary concern teachers had about students using mobile phones was cheating on exams. The educational qualifications of teachers differ regarding incorporating mobile phone use into the classroom. This finding disagrees with that of Chukwuemeka (2010) who's finding revealed that secondary school teachers' qualifications does not differ regarding the use of internet to facilitate teaching and learning. The study finding also confirms with previous research by Bamidele and Olayinka (2012), which found no significant difference in teachers' perceptions of incorporating mobile phones into the classroom based on gender..

V. **RECOMMENDATIONS**

Based on the findings of the study, the following recommendations were made:

- Curriculum planners should examine the current curriculum and consider integrating the (i) use of mobile learning technology into senior secondary schools curriculum that could aid teachers in providing effective education.
- Workshops and seminars should be planned and organize for teachers to encourage their (ii) usage of mobile technologies in the classroom.
- (iii) Teachers should prioritize to make learning more learner-centered, effective, efficient, and meaningful.

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