The Students' Insights and The Level of Fulfillment of Mobile Learning at UniSZA

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Abstract

Malaysia has recently observed a continuous increasing degree on the application of technology-enhanced learning implements and internet connected admission. The present situation of mobile learning in Malaysia is examined so as to offer an important way for the upcoming improvement of university e-Education in Malaysia. The powers of mobile knowledge are explained and its present position including defiance matters from the viewpoint of mental learning is spoken. This study will apply at UniSZA students in Malaysia. It is chosen as the scope for this research as its students are currently met with several challenges and facing in their learning through using mobiles. This study will be significance since it creates that in order for UniSZA to effectively implement the mobile learning application, senior administration have to implement an important part in including that technology to backing this inventiveness must be ready and well-suited with other present technologies implemented by higher education organizations. But universities are predictable to improve appropriate mobile learning signification and syllabus which will finally give to making a learning atmosphere that will help improve additional the country's cultured civilization in the near future, moreover design agencies or specialized software companies may usefulness from this study by designing or developing smartphone application interfaces that are easy to be used by students. The research problem is the shortage of researches on students ' dissatisfaction with movable education about the problem of the application interface used in smartphones and the fact that most designers are more familiar with the design of printed terminology and web pages than with the user interface design; In particular, the development of mobile interfaces is something new and, consequently, there has been no prior involvement in this field. This current study resolve is to evaluate student satisfaction with UniSZA use of mobile learning. This is to acknowledge the students' insights and the level of fulfillment of mobile learning at UniSZA. The research applied the quantifiable approach in the opening stage, survey questionnaires will lead and conducted among the range of the study, and to calculate the sample size, I used Steven K. Thompson equation to calculate the sample size.The study population consisted of (9,272) students of Sultan Zain Alabidin University (UniSZA), (https://adams.unisza.edu.my/adan), with the aim of categorizing the aspects that are essential from their viewpoint about mobile learning and examine the expectations and perceptions and the level of student's agreement

mobile learning amongst students of UniSZA, and the study sample consisted of (369) students. In this study, the researcher will rely on the use of the Statistical Package Program (SPSS). A number of statistical tools will be used. the results show that mean was high, moderate and low for the domain of "The students' insights and the level of fulfillment of mobile learning at UniSZA", as well as the total mean+ SD"4.04+0.55".

Keywords: Technology Acceptance, Student Satisfaction, Mobile Learning, Acceptance Models, Usability, UniSZA, Malaysia.

I. INTRODUCTION

According to the importance of mobile learning, which is represented in allowing a manual collection the chosen plan for the transfer of information and its program rate and making distinct Web page, on training resources are located, and its importance in the educational process.

So, this study will provide evaluating student satisfaction with UniSZA use of mobile learning. This is to acknowledge the usage in addition to application of mobile technologies, tools utilized along with outcomes in the procedure of defiance and insights of pupils to incorporate mobile learning at UniSZA.

Sultan Zainal Abidin University (UniSZA) is the 18th community institution of higher learning, situated in the state of Terengganu, Malaysia. It is the initial developed university in the east coast of Peninsular Malaysia; it is also the initial university in Malaysia to be demonstrated after University of London, United Kingdom.

Progressive learning plays a main part in a culture's economic growth. This provides alternative interest that allow high output and improve the worth of life, which is why the developed world supports new learning for revolutionary programs that demand innovation in today's environment [1] That indicates that developing countries should devote adequate strategies and approaches to cleaning up the value of graduate education in order to raise higher education charges, to turning them into identical participants in the competitive international information economy if this is not done, They are moving forward with an increasing barrier from the entire world as they need the decisive services they required in the 21st century.

The new discoveries on mobile phone delivery in addition payment circumstances are an unprecedented development and generation of mobile devices both in developed including developing countries [2]. Running counter to this, there is significant importance in keeping the availability of these inventions to promote higher education admission to advance the learning process [3]. Because digital learning for mobile tools services belong the strategies which has countless potential toward improve entree to the latest learning in developing countries [4].

Mobile technological innovations are dissimilar from automatic instruments which are tiny enough to appropriate a blouse or coat pocket and would contain tools for example cell phones, Portable Digital Assistants (PDAs) and iPods [5]. A survey of the current situation

specifies that the student is supported by mobile technologies in many ways. A section contrasts the fairly simple use of SMS messaging, which leads to the secure and personal accessibility of by request search food to the progressive utilize of email and smartphones for learning.

Educational usability includes content spreading, mission connotation and development, data search and measurement and digital environments such as discussion panels, other remunerations for the utilize of mobile technology in advanced teaching include social and emotional participation, together with academic variation, where students can learn over mobile education that has begun as a revolutionary learning technique at anytime and anywhere.

In addition, mobile education lets education extra pleasant, multipurpose and cooperative, because students aren't shortened by the constraints of desktop computing knowledge or the conservative nature of classrooms; mobile phones in particular will advance and follow the logic of intrusive co-presence and continuous accessibility among participants [6].

Mobile devices have restraints which are similar to any other technology. These can typically be evaluated in the context of infrastructure, policy and understanding. Based on research understanding, present research claims that mobile tools are restricted by the absence of treating power comparative to desktop computer or a laptop, have tiny screens, little battery life, content and software applications [7].

In [8] discovered that some technologies, for example; context realization, and virtual reality, may be used in the procedure of improvement. And then, that may produce a flawlessly full-featured environment and present the identical learning strategies and instruments to assist students become accustomed to the difficult environment, making mobile learning actually take place [9].

To achieve significant execution rates for mobile learning applications at the university level, acceptability, usefulness, and university support for proper facilities for mobile learning usage and adoption attitude factors need to be addressed. Several researchers have identified many factors that can predict M-Learning acceptance by students [10]. Extensive literature reviews have revealed the important trends, constructs, concepts, theories, and technology adoption models for mobile learning usage at the university level [11]. Several studies have applied the unified theory of acceptance and use of technology (UTAUT) model and the technology acceptance model (TAM) [12].

Another acceptance model, the technology acceptance model (TAM) which proposed by Davis (1989) is widely applied and empirically tested, there have been tens of empirical studies conducted on TAM since its inception. Compared with its competing models, TAM is believed to be more parsimonious, predictive, and robust Despite the plethora of literature on TAM [13], the empirical tests have so far produced mixed and inconclusive results, which vary considerably in terms of statistical significance, direction, or magnitude, although they are not uncommon in social sciences where human behavior is difficult and complex to

explain, the mixed findings not only undermine the precision of TAM [14]. They will be covered later in this research.

The research problem is the shortage of researches on students ' dissatisfaction with movable education about the problem of the application interface used in smartphones and the fact that most designers are more familiar with the design of printed terminology and web pages than with the user interface design; In particular, the development of mobile interfaces is something new and, consequently, there has been no prior involvement in this field.

The interface characteristics affect learning where most students encountered difficulties in performing operations while learning through mobile applications and creating low learning ability for mobile learning due to software complexity, most users also found it difficult to perform the task [15].

Moreover, there is a void in the digital learning market, where User-Centered Technology knowledge and skills need to be learned to technology and bring a worthy and practical learning implementation for the four elements; Navigation, Presentation, Content in addition to Interaction. The research explicitly indicates that Learning Software corporations want to build the impetus and knowledge to incorporate UCD methods into the lifespan of the project in order to make worthy and high value Movable Learning Platform for the next age group and confirm that training and inspiration take place [16].

Therefore, creating an easy learning interface is critical for digital content product developers because mobile device screens are frequently small and storage is somewhat limited, so the developer is required to take this into consideration, so offering a simple structure, for example, may provide a lesson in a simple way and add a lot of instructional links to guide the user [17].

At the end of this research, we conclude that using mobile education and the statement surrounding its significance allow us confirm the need to achieve adequate studies on ways to activate the utilize of movable learning in the educational process with the need to take advantage of the tests and leading experiments in this chapter. Awareness of its potential negative consequences and the urge to demonstrate it in our educational institutions and research centers in the hope of improving the educational process in the light of the world's rapid technological and industrial revolt [18]. From now on, we need to be well aware that this technology has evolved into a living fact that needs to be dispensed with and is not an optional topic with excellent and valued skills capable of making and coping with a qualitative leap in the community of learning and subsidizing Malaysian education at global and global tier.

1.1 Demographic variables

- Gender: it refers to the social attributes and opportunities associated with being male and female, the relationships between women and men and girls and boys, and the relations between women and between men. In this study, it was divided into: (male and female).

- Age: The time that has passed since a person was born. In this study, it was divided into: (less than 24 years, from 24 to less than 30 years, and more than 30 years).

- Experience: operated experience as three levels based on passage of time: (1) post-training was when the system was initially available for use; (2) one month later; (3) three months later.

- College: It is called any educational institution that offers post-secondary degrees, and it is also called university departments. It is said, for example, the College of Business Administration or the College of Information and Computer Technology. In this study, it was divided into: (healthy college, human college and Sciences College).

- Academic year: A period of time that schools, colleges, and universities use to measure a quantity of study. In this study, it was divided into : (First year, Second year, Third year and Final year).

1.2 Model Integration with other models

The proposed model includes eight hypotheses, each of which was taken over from existing studies to ensure the content validity. The conceptual research model is a modified UTAUT2 model adapted due to the conditions of a country in transition with the variable QT, but the this model is more comprehensive Compared to UTAUT 2.The conceptual model used in the paper derives from the analysis of the available literature. The independent variables include performance expectancy, effort expectancy and social influence taken from the basic UTAUT2 model, and User's Ability Attitude toward Use Trust derives from the analysis of the available literature, while the dependent variables include Behavioral Intention and Use Behavior also taken from the basic UTAUT2 model. while the dependent variables include Behavioral Intention and Use Behavior also taken from the basic UTAUT2 model. The demographic variables include, age, gender and experience which taken from the basic UTAUT2, and college academic year variables derive from the analysis of the available literature [19].

Thus, (proposed model) extends the UTAUT with User's Ability, Attitude toward Use and Trust, also proposed model considers UTAUT2 constructs (Performance Expectancy, Effort Expectancy, Social Influence and Price/Value, while Facilitating Conditions, Hedonic Motivation and Habits are dropped [20].

This study was will apply on in UniSZA students in Malaysia. It is chosen as the scope for this research as its students are currently met with several challenges and facing in their learning through using mobiles. Some of the challenges are calculated under this sub-section. Foremost, students are displeased with mobile learning due to an issue that is related with private space invasion, where students might be confused or maddened with the idea of using their own devices for educational purposes. Also, some are quite worried on cost issue whereby they afraid that they would spend more money if mobile learning is applied when downloading the educational content for example. And some even not quite sure whether mobile learning is good for them. Nevertheless, most of the students are troubled with matters that are related to their keenness for technology in general. Most importantly the majority of

student agreed that the problem is concerned with Interface of e-learning mobile app which is the main of this study. Therefore, majority of Malaysians students are still largely reliant on traditional approaches of learning, mainly face-to-face lecturing sessions and printed-hard copy resources and aids.

II. LITERATURE REVIEW

2.1 First topic: Mobile Learning

The great development in information technologies led to the use of a new term in the field of learning called "mobile", whereby the word mobile in language dictionaries means (moving any negotiable movement or to move or moving object), and here we can translate the term mobile learning to the following: learning mobile-learning mobile learning altrk-learning-learning through mobile devices (mobile), or hand-held mobile nigeriawap word means mostly objects or mobile devices or mobile devices. Since a few years ago and specifically at the beginning of the century of twentieth and atheist, was used in western countries, a new term in the field of education dubbed in English or mobile learning M- learning or m-learning, and the French-language lemobilelearning or lem-learning [21].

Mobile learning is a philosophy of distance learning that expands the learning opportunity for learners because it achieves flexibility in teaching and interacting with the teacher at any time depends on providing educational content for learners using interactive communication techniques, i.e. the learner continues his learning according to his abilities and the speed of his education and increases the concept of self-learning to the learner Mobile learning is also a pattern of e-learning [22].

2.1.1 Mobile Learning Definitions

Some researchers have used the term smart device learning or mobile learning to describe the use of mobile devices for learning purposes in their studies, such as some researchers have known smart device learning through the techniques used. For example, it defined as learning that occurs using mobile phones or wireless devices [23].

Mobile (M) learning is the ability to provide educational contents and resources on personal pocket devices such as smartphones, tablets, PDAs, i-pads, mobile phones etc., Educational content refers to digital learning resources which includes any form of content available on a personal device. M-learning is defined as learning multiple contexts, through social and content resources, using personal electronic devices [24].

The researcher emphasizes that it is noticeable from this definition that it focuses on exploratory and situational characteristics and the structural nature of mobile learning and focus on the learner as a focus of the educational process. Also, it is clear from the above that the definition of M-learning differs from the viewpoint of each researcher. However, it can be said that learning with mobile devices includes at least three dimensions, namely: Ubiquity, as devices are present everywhere, Location depends on the location of the device and Personalization represents the learner's motivation to actively engage in the learning process.

2.1.2 Tools and requirements of Mobile Learning implementation

Mobile technology, both hardware and networking applications, is a necessary component for the existence of m-Learning. As instructors and designers, practitioners of m-Learning need to be fluent in the use of these technologies and cognizant of what technologies their learner population has access to. Application of specific pedagogical theories is directly connected to the technologies in use in a m-Learning system and as such, design of m-Learning environments demands a systems approach, where development accounts for all aspects of the environment [25].

2.2 Second topic: Student's Satisfaction

The primary role of the university is to adopt and spread knowledge in all fields, and to provide educational services of the required quality that achieve degrees of student satisfaction, which is reflected directly on their scientific level in addition to other parties that benefit from these services. Perhaps one of the most important reasons for caring about indicators of the quality of the educational process is to raise the level and improve its outputs, and this is confirmed by the standard specification, the most important of which was the focus on service recipients, which calls on the university to adopt clear methods to know the degree of student satisfaction towards the educational services provided by the university, and on the performance of the university and the degree of its response to the requirements and needs of students [26].

Since the primary purpose of higher education is to disseminate knowledge and develop of world through innovation and creativity, higher education institutions are increasingly recognizing and are placing greater emphasis on meeting the expectations and needs of their customers, that is, the students [27].

So, successful completion and enhancement of students' education are the major reasons for the existence of higher educational institutions. This positive development in higher education shows the importance of educational institutions understanding student satisfaction in a competitive environment [28].

2.2.1 Student's Satisfaction Definitions

Student satisfaction is a recurring theme in many researches for both distance education and on-campus students. Students satisfaction and student's overall experience with university is highly debated topic in the academic literature. The literature on student's satisfaction and their perception of the educational experience is very complex, this is because higher education is increasingly recognizing that it is a service industry and is placing greater emphasis on meeting the expectations and needs of students. Moreover, focusing on student satisfaction not only enables universities to reengineer their organizations to adapt to student needs, but also allows them to develop a system for continuous monitoring of how effectively they meet or exceed student needs. Thus, views of the authors on the concept of students‟ satisfaction are quite diverse [29].

Thus, the researcher illustrated that students' satisfaction is a positive antecedent of student

loyalty and is the result and outcome of an educational system. It also represents student's estimation of how well the university meets their academic needs.

2.2.2 Factors Affecting Student's Satisfaction in Different Learning Deliveries

There is an increasing need to understand factors that affect satisfaction of students with learning, for this reason it is important to investigate the main factors that make learners are more likely to be satisfied with their overall educational experiences which include the following areas: Interaction, Learner Characteristics, Technology, Instruction, and Learning Engagement.

- Interaction

interactivity is an important component of satisfaction and persistence for online learners, and that preferences for types of online interactivity vary according to type of learner. He also highlighted that interactivity in online courses, particularly between student–instructor, was noted to be a primary variable in online student satisfaction and persistence and this interaction means the prevalence, quality, and timeliness of student–instructor communication and receiving timely feedback and notes thus it is important for students to feel they have easy access to their instructors because this may help to provide students with a sense of stability and integration into the online learning environment [30].

-Learner Characteristics

It was proven that some characteristics of learners can be used as indicators of student satisfaction, learning satisfaction was higher for students who: (1) could persevere in the face of distance learning challenges, (2) found computers easy to use, (3) found it easy to interact with instructors, and (4) did not prefer social interaction with others when learning in addition to that concrete thinkers, emotionally stable, conscientious, and self-assured" were more likely to be satisfied [31].

-Technology

Technology is generally believed to play an essential role in learner satisfaction and learners will be more satisfied in distance-learning environments than traditional settings and have positive course experiences and they are more confident to use the platform and complete the tasks because distance-learning programs are more flexible in terms of time and geography, since online courses can be accessed anytime and anywhere [32].

-Instruction

Interactive design profoundly affects learner satisfaction in distance learning. By creating a comfortable learning online community through online learning, student satisfaction with online course availability could continue to grow at an explosive and successful rate, creating new opportunities for more students to participate in desired academic development, Course design is also important for satisfaction in online environments so lack of interaction was the most cited reason for dissatisfaction [33].

-Learning Engagement

Research has also focused on the correlations among academic engagement, perceived academic quality, critical thinking, and learner satisfaction. student satisfaction is directly related to some aspects of academic engagement, some aspects of perceived academic quality, and the close link between academic engagement and perceived academic quality. Academic engagement as communication, institutional affiliation, learning from materials, relations with tutors, and tutorial pace and state that the attributes of quality academics include appropriate assessment, generic skills, good materials, and student choice [34].

2.3 The UTAUT1 and UTAUT2 Model

UTAUT integrates multiple models of user acceptance theory and therefore offers the most comprehensive model available at the moment. The UTAUT not only underscores the main determinants predicting the intention to adopt and actual adoption, but also allows researchers to analyze the contingencies from moderators that would amplify or constrain the effects of core determinants. UTAUT has been empirically tested and proven superior to other prevailing competing models [35]. The most studies using UTAUT employed only a subset of the constructs, particularly by dropping the moderator.

Some research works analyze IB via UTAUT-based models; UTAUT has been developed in the organizational context where acceptance and use of a technology can be mandatory. Nevertheless, for consumers, there is not an organizational mandate and thus most consumer behaviors are completely voluntary. Figure (1) show UTAUT1 model [36]:

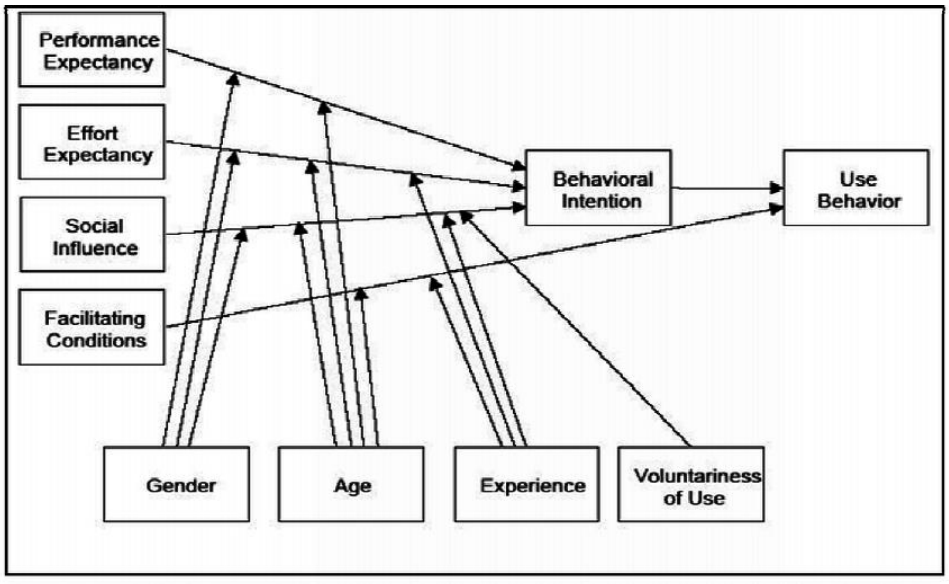

Figure 1: UTAUT1 Model

that research topics for e-business can follow different approaches for organizations and consumers. Accordingly, UTAUT2 is proposed as a useful model to understand consumer use of technologies in general. A key difference between UTAUT and UTAUT2 is that the behavior intention and the use relationship are moderated by the experience with technology [37]. Moreover, individual characteristics moderate the effect of habit on the behavioral

intention. Following, the three key constructs which explain the consumer's behavior in the use of technology: hedonic motivation, price value and habit, and they propose gender, age and experience as moderator variables. UTAUT2 models as shown in Figure 2how habit directly affects use behavior (USE) and indirectly through behavioral intention (BI). Comparing results from UTAUT2 and UTAUT, the variance explained in both behavioral intention (74 percent) and technology use (52 percent) are substantial, compared to the baseline UTAUT that explained 56 percent and 40 percent of the variance in intention and use respectively [38].

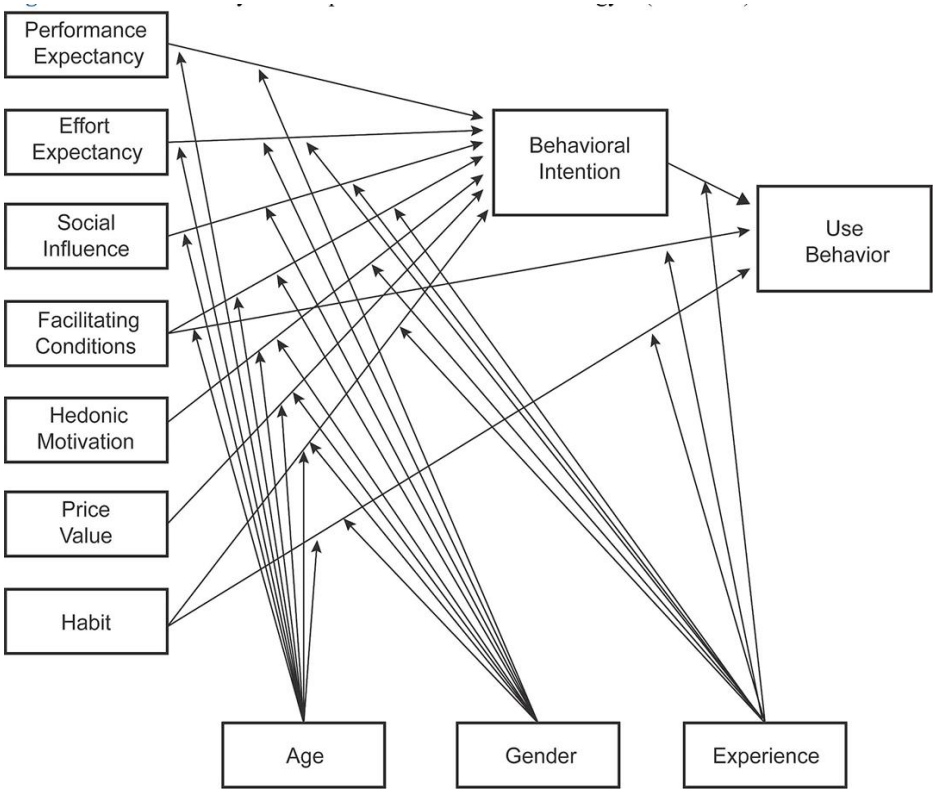

Figure 2: UTAUT2 Model

As well as Facilitating Conditions (FC), Hedonic Motivation (HM), Price Value (PV) and Habit (HT) and two reliant on variables: Behavioral Intention to Use (BI) and Use of Technology (UB) [38].

There are differences between this model and our model, the proposed model includes seven variables, each of which was taken over from existing studies to ensure the content validity. The conceptual research model is a modified UTAUT2 model adapted due to the conditions of a country in transition with the variable QT. The conceptual model used in the paper derives from the analysis of the available literature. The independent variables include performance expectancy, effort expectancy and social influence, taken from the basic UTAUT2 model, and User's Ability Attitude toward Use Trust derives from the analysis of the available literature, while the dependent variables include Behavioral Intention and Use Behavior also taken from the basic UTAUT2 model. The demographic variables include, age, gender and experience which taken from the basic UTAUT2, and college and academic year variables derive from the analysis of the available literature.

2.4 TAM Model

the technology acceptance model (TAM) which proposed by Davis (1989) is widely applied and empirically tested, there have been tens of empirical studies conducted on TAM since its inception. Compared with its competing models, TAM is believed to be more parsimonious, predictive, and robust Despite the plethora of literature on TAM, the empirical tests have so far produced mixed and inconclusive results, which vary considerably in terms of statistical significance, direction, or magnitude, although they are not uncommon in social sciences where human behaviour is difficult and complex to explain, the mixed findings not only undermine the precision of TAM , and Figure 3 show TAM model [39]:

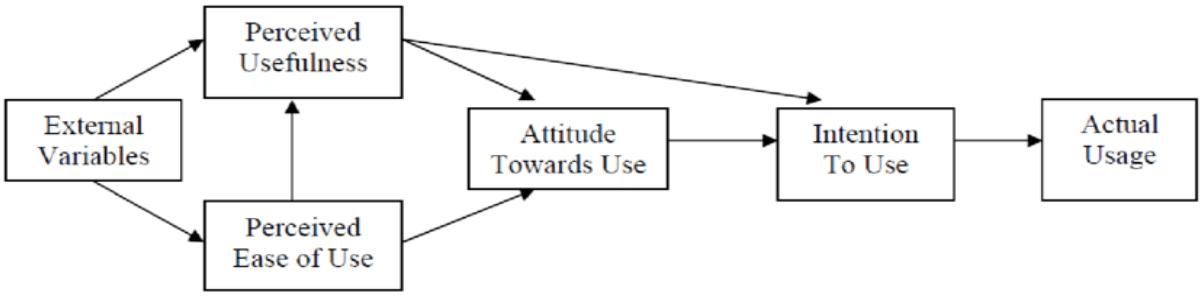

Figure 3: TAM Model

The Technology Acceptance Model from version TAM 1 and TAM 2 to TAM 3, which is an examined hypothetical outline that may be calculated on in assessing factors of purpose to utilize and utilize performance in e-learning situations centering on increasing the amount of factors that impact Observed Worth and Observed Simplicity of utilize of a Creativity, creating an optimistic Performance Purpose tracked by utilize Performance. Causes that affect Observed Worth Are Personal Model, Appearance, Career connection, Production Value, and Outcome Certainty [40].

The Technology Acceptance Model from version two to TAM 3, which is an examined hypothetical outline that may be calculated on in assessing factors of purpose to utilize and utilize performance in e-learning situations centering on increasing the amount of factors that impact Observed Worth and Observed Simplicity of utilize of a Creativity, creating an optimistic Performance Purpose tracked by utilize Performance. Causes that effect Observed Worth Are Personal Model, Appearance, Career connection, Production Value, and Outcome Certainty, and Figure 4 show TAM 3 Model [41]:

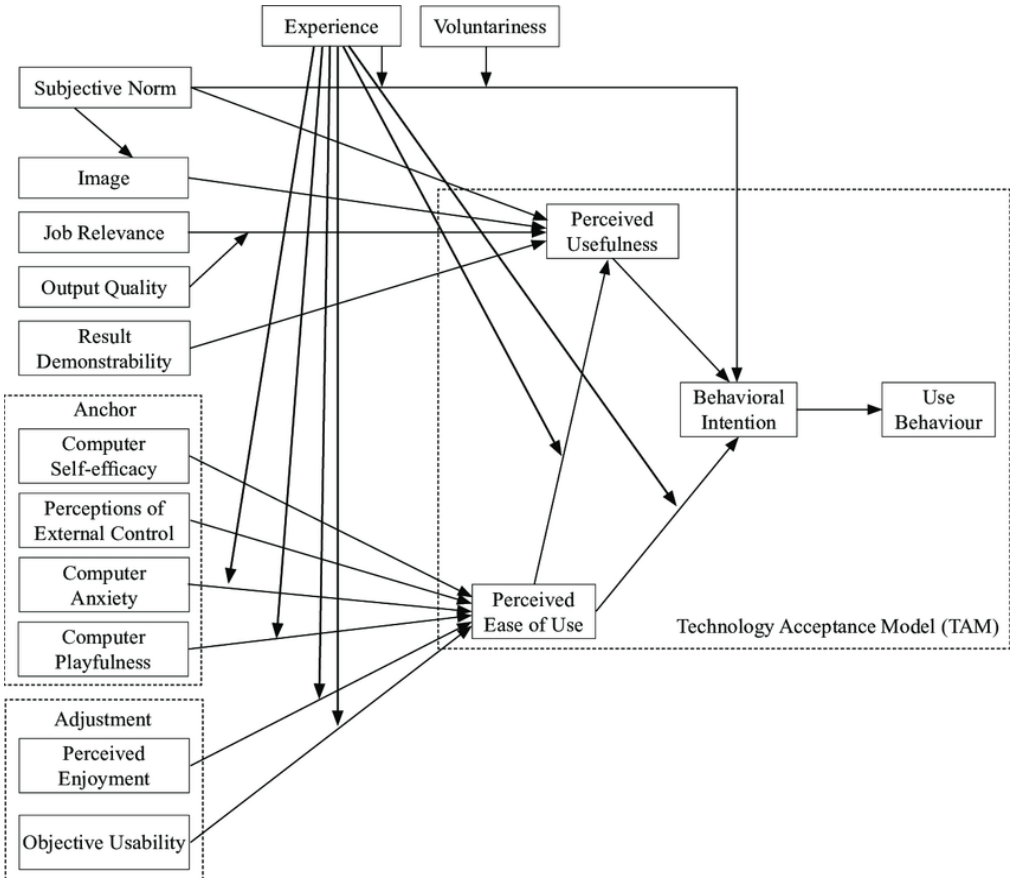

Figure 4: TAM 3 Model

The basic concept of this method is that it is a framework designed to way consumer expectations of any new technology through specific factors included in it so as to affect the ability to utilize that technology in the future and to improve this model Davis, who stressed out that it contains of behavioral as well as external conditions which help determine the effectiveness Supportive technology dependent on mobile interactive learning technologies to allow learners to study.

III. METHODOLOGY

A quantitative approach is considered appropriate as it seeks to analyze the relationship among variables. The primary goal of this model is to determine the potential relationship between two or more variables like in the scenario of this research.

3.1 Study Sample

The target population of this study was the university students (males and females) from different age groups, gender, educational level, family income, and marital status from three faculties (marketing computer science, and social and humanitarian colleges). A comprehensive sample was chosen as the most appropriate sampling technique to get a useful and representative sample from the study population.

In this study, convenience sampling methodology has been used, convenience sampling is a sampling method where samples are picked, in parts, or completely at the researcher's convenience, and this approach allows accessible data collection in a limited period of time and is cost-effective. The questionnaires will submit to the females and males' students, to present their degree of agreement or disagreement with each clause. And to calculate the sample size, I used sample equation. Total of (500) self-administered questionnaires will distribute, I will use statistical analysis tool to obtain results which is SPSS and Steven K. Thompson equation to calculate the sample size, as follow [42]:

$$n = \frac{N \times p\,(1-p)}{[N-1 \times (d2 / z2)] + p\,(1- p)]}$$

Where N = community size

z = standard score corresponding to the level of significance

d = error rate

p = the percentage of availability of the characteristic and the neutral.

Table 1: Description of socio-demographic characteristics N=500

Variable	**Category**	**Frequency** (%)
Gender	Male	294 (58.8%)
	Female	206 (41.2%)
age	From 18-20 years	78 (15.6%)
	From 20 – 23 years	257 (51.4%)
	More than 23 years	165 (33%)
experience	yes	478 (95.6%)
	no	22 (4.4%)
collage	Scientific	47 (9.4%)
	Humane	305 (61%)
	Healthy	148 (29.6%)
Academic year	First years	149 (29.8%)
	second years	229 (45.8%)
	third years	113 (22.6%)
	forth years	9 (1.8%)

Looking at table (1), the above table show that more than half of the study sample in gender variable were women (58.8%), while the number of men was (41.2%) of the total sample of (500) samples.

The above table show that more of the study sample in age variable were from " From 20 – 23 years " category (51.4%), while less of number were "From 18-20 years" (15.6%) of the total sample of (500) samples.

The above table show that "no" category came with (55.2%) from study sample in experience variable, while "yes" category came with (44.8%) of the total sample of (500) samples.

The above table show that "Healthy" category came with (49%) from study sample in collage variable, while "human" category came with (40.4%) of the total sample of (500) samples.

The above table show that "third year" category came with (37.4%) from study sample in Academic year variable, while "second years" category came with (19.8%) of the total sample of (500) samples.

3.2 Data Collection Instruments

The consensus of procedures for collecting and analyzing data, and then obtaining results relevant to the research objective and objectives is what research design means. Many benefits of the research design of the survey as its quality since the information collected is not accessible from other sources, the impartial representation of the population of interest, and the standardization of calculation as the same information is collected from each respondent.

The researcher adopted a quantitative method; the quantitative approach focuses mainly on the interpretation and collection of data using structured surveys to gather data from a large sample. This approach is also considered to be the most appropriate method when the researcher seeks to analyze and understand actions thoughts and motives. This methodology uses deductive reasoning to evaluate similar topic hypotheses by gathering and analyzing data. The questionnaires are data collection devices that will be used to gather data and information on the subject of the research.

The questionnaire built on the conceptual framework drawn from the literature; it has been modified several times based on the supervisor’s suggestions and comments till reaching the final copy. The three constructs namely validity, reliability and objectivity are the three dimensions of establishing the study credibility. The questionnaires check several times to make sure it is free from grammatical errors, ambiguous clauses, and its understandability, and ease of responding to each clause.

The questionnaire designed based on the problems identified that the New Acceptance Model has, namely:

First: the design and construction are weak, in the following sides: Style fonts, Site colors and Segmentation and layout of the site such as number of columns, rows, and lists icons view of pictures.

Second: poor content and it is less productivity. The content is not unique and distinct from what is spread on other sites, rather it is traditional and It is of lower quality than the rest of the sites, and the presentation method is weak, no special touches are developed, and it is not

supported by attractive images, videos and designs, which makes reading and comprehending it complex and boring and thus the inability to gain an audience Trusted for browsing and using

Third: the difficulty of using and navigating the site due to the loss of arrangement and classification of the contents, also it doesn't update information regularly which means external users are not aware of new information.

Fourth: The list does not meet the criteria for evaluating electronic portals, and it is very complicated to use which is hard for those students and other people who have limited knowledge with these kinds of websites.

3.3 Validity tool

Validity of the content of the study tool: The study tool was presented in its initial form to (15) arbitrators with specialization and experience in the field of education, and the recommendations of the arbitrators were taken with regard to the accuracy and clarity of the groups, their affiliation to the field, and their consideration of the age group, and based on the opinions and observations of the arbitrators about the degree of suitability of the tool to the objectives of the study. Those suggestions were made with the supervisor of the study, and the necessary amendments were made to the statements of the analysis tool card to appear more clear and honest. After deleting, adding, and modifying, an agreement percentage of (80%) or more was obtained, and the tool came out in its final form.

The construction validity of the study tool: The nature and conceptual of the New Conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface with the field as a whole, was calculated to verify the validity of the construction of the study tool. As shown in the table 2.

Table 2: Evaluate the correlation coefficients for the items' insights and the level of fulfillment of mobile learning at UniSZAThe domain with the domain as a whole

paragraph number	Correlation coefficient with domain
1	0.57**
2	0.39**
3	0.61**
4	0.63**
5	0.71**

** Statistically significant at the significance level (0.01).

The table (2) shows the values of the correlation coefficients between the paragraph and the domain to which it belongs as a whole. The correlation coefficients ranged between (0.39-0.71), which are statistically significant and are acceptable values for conducting this study.

3.4 Tool stability

To verify the stability of the study tool, the Cronbach alpha method for internal consistency between paragraphs was used, and the table (3) shows the values of the reliability coefficients for the fields by the return method and the Cronbach alpha method for internal consistency.

An alpha level of 0.05 was initially set; therefore, a p value less than 0.05 were considered significant.

Table (3) Chronbach alpha reliability of the sample

Domains	N. of paragraph	Chronbach Alpha
The students' insights and the level of fulfillment of mobile learning at UniSZA	5	0.85
Total	5	0.85

The above table shows that Cronbach's alpha values ranged between " .085" which is high values and suitable for scientific research purposes.

3.5 Data analysis methods and Statistical methods

The data collection and analysis process are considered one of the basic processes in scientific studies and research so that the researcher can find appropriate solutions to the study problem. Where accurate and recent data can help in analyzing the study problem and determining the best ways that can be followed to address it and to achieve the goals of the study, in addition to that it also contributes to defining the basic features and characteristics of the study community and sample, as it contributes to the design of study tools and to verify their sincerity and consistency. In order for the researcher to achieve the goals of the study, he uses many methods in collecting the data that he will need in preparing the study and working to solve the study problem and treat it. The researcher in this study has classified the data into the following:

Initial data: To obtain the primary data for the current study, the researcher prepared the questionnaire tool and distributed it to the head sample, and then worked on analyzing it and obtaining the primary data for the study.

Secondary data: The researcher collected secondary data and information related to the current study axes from various sources, and the most important of these sources are:

- Published books and articles related to the subject of the study.
- Research and studies related to the title of the study and published in specialized periodicals.
- Websites and published articles related to the subject of the study.

3.6 Data analysis preparation

Data was entered into SPSS Statistics for Windows, Version 23.0. Data was checked for accurate entry through visual inspection, manual checking. Data cleaning was conducted to

ensure the readiness of the data for analysis. Then, checking the outliers and the assumptions needed for analysis was conducted. The assumption for One-way ANOVA and independent sample t test were checked. The sample follows a normal distribution because the (Sig.) level of the Kolmogorov–Smirnov test (K–S test) is greater than 0.05.

Statistical methods: The data play a vital role in achieving the goals in studies and scientific research, as it is used in investigating evidence in addition to verifying the correctness or error of hypotheses, in addition to providing answers about the questions and inquiries discussed by the researcher. After the process of collecting primary and secondary data from its sources and storing them, the researcher seeks to convert these data into facts and information that can be documented and utilized by applying a set of statistical methods and treatments of data after statistically processed. Thus, the results of the conclusions formulated in an appropriate manner based on the preliminary data of the study, after analysis and treatment, achieve the objectives of the study and represent its results.

In this research also accepted the measurable approach. In the initial stage, I will distribute survey to students so as to classify the reasons that are substantial from their perspective about mobile learning and its interface. After that I will analyze and tabulated the data and made the suitable classifications, and then I will use statistical analysis tool to obtain results which is SPSS and Steven K. Thompson equation to calculate the sample size.

Modeling technique to test the projected theories regarding students' implementation and challenges that are confronted by UniSZA students concerning to mobile learning.

A scenario and visualization of the new application interface will be build and find that many people want it now must put the details of the application step by step on paper or through an online tool and must be as detailed as possible to ensure how the operator may cross in the application and all the conceptions of all the features and tasks that this will help the application planner or application growth corporation to recognize whole wants of the customer obviously to simplify implementation.

Sites and stages that are concerned with creating applications will be used but initially it must be known to be implemented easily? When implemented, will it be easy to use and help the public browse it any application design and User Interface fast and easy to deal with? The most important is whether the end user needs it and will download it and take advantage of the services provided by it is done through the survey, which will be prepared and distributed to students to know the number of people who are looking for this service and search for the user's interests to confirm the progress of the application and expansion.

Finally, the new interface will be evaluated by obtaining operator response. The initial set of operators who have utilized the application will be able to gain a conception of the way to upgrade and improve the application, because the response of the user labors to improve the application and support us to present it top and this will be done through a small sample of students, who will use the new interface of the application and download it in their phones to ensure the ease of use of the new interface and the ability of students to investigate information and increase their motivation.

3.7 The method of developing the prototype

The prototype represents a framework for mobile learning system acceptance in higher education based on seven domains: Performance Expectancy, Effort Expectancy, Social Influence, and User's Ability, attitude toward Use, Trust and Price/Value.

The prototype has been developed by the idea that the inclusion of interaction terms can improve the explanatory power of the model, but substantial improvement is not guaranteed since the explanatory power can be low even with interactions included but the UTAUT model is contradicted in four important ways:

- The facilitating conditions significantly affect behavioral intention even when the effects of performance expectancy and effort expectancy on behavioral intention are included.
- Effort expectancy does not have a significant effect on behavioral intention after the effect of the facilitating conditions is controlled.
- • Interactions are not required for an effect of social factors on behavioral intention to emerge.
- Attitude significantly affects behavioral intention even with the inclusion of performance expectancy and effort expectancy.

The programming languages and tools that were used in developing and designing the prototype are Java, C++ and Visual Basic.

IV. CONCLUSION OF RESULTS

To answer the question What are the students' insights and the level of fulfillment of mobile learning at UniSZA, the Mean and SD were calculated, as shown in table 4.

Table 4: Mean and SD for the students' insights and the level of fulfillment of mobile learning at UniSZA domain

N.	paragraph	Mean± (SD)	rank	degree
4	I save time using mobile applications.	4.13±0.70	1	high
5	I do not realize how time passes by using mobile apps .when I have nothing to do	4.09±0.76	2	high
1	To me, learning through mobile is a good educational .tool	4.06±0.77	4	high
2	I have adequate technical skills to use a mobile device for learning.	4.05±0.71	5	high
3	I am in favor of utilizing mobile for learning in education	3.90±0.73		high
	Total	4.04±0.55		high

The above table shows that the mean was high, moderate and low for the domain of "The students' insights and the level of fulfillment of mobile learning at UniSZA" as well as the total mean+ SD"4.04+0.55".

In the first rank, the paragraph "4"" I save time using mobile applications " came with a means+ SD "4.13+0.70" with a high degree, while in the last rank the paragraph "3"" I am in favor of utilizing mobile for learning in education " came with a mean + SD"3.90+0.73" with a high degree.

The results related to question showed that mean were high, moderate and low for the domain of "The students' insights and the level of fulfillment of mobile learning at UniSZA", as well as the total mean+ SD"4.04+0.55". This may be due to the fact that the students can save time using mobile applications, and they are in favor of utilizing mobile for learning in education in many ways. This result is confirmed by the fact that the paragraph "4"" I save time using mobile applications" came in the first rank with a means+ SD "4.13+0.70" with a high degree.

V. RECOMMENDATIONS AND SUGGESTIONS

Based on the results of the study, the researcher recommends the following:

- The need for the UniSZA to educate students about the importance of mobile learning in the educational process.
- The necessary for the UniSZA to train teachers on the use and employment of mobile learning techniques in the educational process.
- The necessity for the UniSZA to provide the requirements for employing mobile learning in the educational process.
- Conducting more studies and research similar to the current study on different samples to reach more future proposals.

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