

Mobile Phone and Gender: Chances and Challenges in Education at Shehushagari College of Education Sokoto, Sokoto State, Nigeria

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A b s t r a c t

The purpose of this paper was to determine the differences between male and female, chances and challenges of using a Mobile Phone in education at the Shehu Shagari College of Education Sokoto State. The objective was to find the difference between male and female student's chances or challenges of using a Mobile Phone in education and to determine the gender that have high chances or challenges of using a Mobile Phone in education. The sample of 370 students was drawn from the total population of 9935 students. The instruments of data collected was Self-designed five Likert-scale named Mobile Phone and Gender: Chances and Challenges among students (MPGCC) and data was analyzed using descriptive statistics and T- test analysis was used to test the hypothesis of the study with the aid of Statistical Package for Social Science SPSS version 20.0. The findings revealed that there is a significant difference between male and female students' chances and challenges of using a Mobile Phone in education, the male students have high chances of using a Mobile Phone in education than the female students while female students have high challenges of using a Mobile Phone in education than the male students in the Shehu Shagari College of Education Sokoto. The study recommends that lecturers should extend class work and assignment using mobile phone in classrooms and the female students should be encouraged to use mobile phone in education.

Keywords: *Mobile Phone, Gender, Education.*

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Background to the Study

Mobile phones are now major drivers for the rapid uptake of mobile learning throughout the world, supporting flexible, accessible, personalized education and contributing to the global commitment to provide quality education for children, youth and adults. For more than two decades, Nigeria has experienced a continuing, debilitating crisis in education, including limited access to educational opportunities and resources, Report has shown that there are above forty cases of mobile phone abuse among NCE students in the Shehu Shagari College of Education Sokoto, Sokoto State attributing to their inappropriate classroom behavior, aggression and exam malpractices (DGCSCES), inadequate usage of mobile phones for educational purposes. This is why Governments, educators and researchers have launched numerous Information and Communication Technology (ICT) in education initiatives aimed at ameliorating these problems. Adomi (2006) stated that the rapid growth of mobile phone access over the past years potentially opens up new avenues for addressing the systemic educational challenges in Nigerian most especially the formal education and Adult education

Studies in relation to this area have been carried out in different places such as Mobile phones and Gender, Chances and challenges in education around the World by Grimus, M. (2013) and others. Therefore, this study is meant to address the above highlighted problems. The study is intended to create awareness for the appropriate usage of mobile phones in education and research activities in order to improve student academic performance.

Related Literature

Mobile Devices and Gender

Goal 5 of the United Nations' *Education for All* policy aims to provide equal opportunities for education, regardless of gender, by the year 2015. (UNESCO 2000) One of the greatest opportunities is to facilitate informal learning to complement the formal schooling by using mobile devices. Features used are different between age and gender. Gender differences exist in use of social and web based media, consumption patterns, attitudes and affinity toward technology (UNESCO 2000).

A team from Alabama University surveyed about 1,000 students aged from 11 - 13 (Cotton et al. 2009). Boys scored higher than girls for using their mobile phones for sending emails, playing games, listening to music, and sharing pictures and videos. Boys are often taught to explore and be more creative with technology; they tend to use mobile devices as a gadget. Girls traditionally have perceived themselves as less skilled in terms of technology. It is argued that it has a lot to do with gender socialization. "If this perception continues, it can limit young girls. It can impact the types of jobs and courses that girls take', hence it could lead to a different type of digital divide'. They point out that much has to be done to teach girls about the technical and more advanced multimedia features of their mobile devices" (Cotton et al. 2009).

In higher education males show higher positive attitudes toward using technology for learning than females (You & Cheng 2012, Kahveci 2010; Li & Kirkup 2007). Some other

studies refer to a gender gap when comparing the use of computers, mobile devices and the Internet. The gap is more prevalent in developing than developed countries. For example, ITU estimates the gender gap in Internet usage by the end of 2013 will be 19 % globally, with 2 % in developed countries and 16 % in developing countries (ITU 2011). The mobile phone gender gap is observed as a symptom of broader gender inequalities, apparent in education as well as in the general use and ownership of ICTs (UNESCO 2013).

Grimus, Ebner & Holzinger (2015) studied the current situation of educational challenges in Ghana and explore the opportunities of M-learning integration in education the result indicated that learning with mobile phones provide an ideal solution to tackle the need the need of education in developing countries like Ghana. Although the work of Grimus, Ebner & Holzinger (2015) was in depth, the approach they used was qualitative which was not empirical. This research will use quantitative approach which will lead to empirical findings thereby bridging aforesaid gap.

Objective of the Study

The study determines the gender that has high chances or challenges of using a Mobile Phone in education.

Research Questions

1. Which gender has the highest chances of using a Mobile Phone in education in the Shehu Shagari College of Education Sokoto State?
2. Which gender has the highest challenges of using a Mobile Phone in education in the Shehu Shagari College of Education Sokoto State?
3. What is the difference between male and female student's chances of using a Mobile Phone in education in the Shehu Shagari College of Education Sokoto State?
4. What is the difference between male and female student challenges of using Mobile Phone in education in Shehu Shagari College of Education Sokoto State?

Research Hypotheses

H₀₁: There is no difference in male and female student chances of using Mobile Phone in education in Shehu Shagari College of Education Sokoto State.

H₀₂: There is no difference in male and female student challenges of using Mobile Phone in education in Shehu Shagari College of Education Sokoto State.

Literature Review

Relevance of Mobile phones in teaching and learning

The relevance of mobile phones in teaching and learning is numerous, that is the reason for its acceptance worldwide for example.: Dawson, (2007) noted that many mobile phones are cheaper to purchase than desktop computers and laptops, and that introducing the mobile phone as a low-cost teaching and learning tool is quite possible. He also stated that mobile devices require less technical support than computers and laptops. When considering the adult learners, the mobile phones allow the learner to learn autonomously, collaboratively and provide opportunities to conduct learning experiences outside the

teacher-managed classroom by expanding learning beyond the four walls of the classroom and thus allowing interactions in the real world including new interactions to be brought into the classroom (Callums, kinshuk, 2006).

Another relevance of the mobile phone is its image capture function allowing teachers and students to bring the outside world into the classroom (Ekamayake & Wishart, 2010). The mobile phones' video camera helped student to capture an event of interest that could be otherwise be missed. The Mobile phone can be used to connect the lesson content to students' prior knowledge and correct misconceptions during the classroom.

Challenges of Mobile Phone

Adomi (2006) carried out research on mobile phone usage patterns of library and communication science students at Delta State University, Abraka, Nigeria. He enumerated some of the shortcomings of mobile phones usage as follows:

- i. Frequent network failure.
- ii. High cost of recharge cards/airtime.
- iii. A limited area of coverage.
- iv. Occasion scarcity of recharge cards
- v. Power outage
- vi. Lack of privacy in mobile shops/booths/kiosks.
- vii. Interconnectivity problem
- viii. Delay in delivery of text messages.
- ix. Congestion in mobile phone shops/booths/kiosks.
- x. Handset interception through duplication of SIM cards.

Material and Methods

This section presents the research design, population of the study, sample size, procedure for data collection, research instruments, the validity, and reliability of the instrument and data analyses.

Research Design

Research design is the plan for collecting and utilizing the data collected so that the desired information can be obtained (Resnik, 2000 & Lefort, 1993). The research was descriptive in nature and therefore survey design has been used by the researcher. This is because the researcher was interested in collecting information from certain groups of people with some shared characteristics within the population (Airat, 2014).

Population of the Study

Population of this study comprised of NCE three (2) and two (3) students of Shehu Shagari College of Education Sokoto State. This amounted to 9935 students, 5622 male students and 4313 female students.

Sample and Sampling Technique

The sample of 370 students was drawn from the total population of 9935 students using Research Adviser (2006) one hundred and eighty five (185) males and females students each were proportionally sampled as shown in table 3.1.

Sampling Technique

Proportional Stratified random sampling was used to select a sample that was used in the study. The essence was to ensure that all groups were equally represented in the sample. The researcher identified the students from their gender and their actual representation in the population. Sufficient numbers of subjects from each stratum were selected. The overall selection of the population and sample size has been summarized in table 3.1.

Table 1 Population and Sample Size

Respondents	Population	Sample	Sampling Techniques
Male	5622	185	Proportionate Stratified Random Sampling
Female	4313	185	Proportionate Stratified Random Sampling
Total	9935	370	

Source: SSCOE Registration Committee

Data Collection Method and Instrumentation

The questionnaires were administered with the help of research assistants. Everything was done in classroom situation and supervision was strict to ensure all questionnaire were returned and answered, data collected was analysed using T- test analysis to test the difference between male and female students chances and challenges of using mobile phone in education with the aid Statistical Package for Social Science SPSS version 20.0. and The instruments was Self-designed five likert scale named Mobile phone and Gender: Chances and Challenges in the Shehu Shagari College of Education Sokoto State. (MPGCC)

Validity of the Instruments

The validity of the research instrument was determined by content validity from the research experts. In this study, the instrument was submitted to three lecturers in the Department of Education for their contribution. After obtaining the rating by the experts where twenty seven items was submitted in which three items were declared as repeated items, therefore twenty four items were selected and declared valid the content validity index was calculated by the use of the formula below:

$$CVI = \frac{\text{Number of valid items}}{\text{Total number of items}} = \frac{24}{27} = 0.93$$

According to Amin (2005), for the instrument to be valid, the CVI should be 0.7 or above. After computing the CVI, the result revealed that the instrument was valid (CVI=0.93).

Reliability of the Instrument

The researcher pre-tested the research instrument to make sure that reliable data was collected. Reliability of the research instrument was established by piloting the instrument to the sample of few N.C.E. students. After getting the results of the pilot study, the Cronbach Alpha was used to ascertain the consistency of the instrument in collecting data using SPSS. After the analysis a cronbach's Alpha of 0.868 was obtained as

reliability for the whole instrument. This reflected that the instrument was reliable (Bashir, 2017).

Also the reliability for the different constructs of the instrument was computed, and the results are in table 3.2 below;

Table 2 Reliability Statistics

Cronbach's Alpha	N of Items
.868	24

Source: Field data (2015)

Tool Used

After collection of the questionnaires from the respondents, data were entered into SPSS version 20.0. The quantitative data were analyzed in four sections. The data were transformed from categorical to interval to meet data analysis assumption. Data was analyzed using descriptive statistics and T- test analysis was used to test the hypothesis of the study with the aid Statistical Package for Social Science SPSS version 20.0.

Results and Discussion

This section presents the analysis of data, presentation and discussion of findings.

Research Question One: Which gender has the highest chances of using a Mobile Phone in education in the Shehu Shagari College of Education Sokoto State?

Table 3: Showing Male and Female student, chances of using Mobile Phone in Education

Gender	Mean score	Differences in Mean
Male Chances	3.5108	0.12
Female Chances	3.3957	

Source: Researcher's field work, 2016.

Results presented in table 3 highlights the Male and Female student chances of using Mobile Phone in Education in education in the Shehu Shagari College of Education Sokoto State. The result showed that Male students have highest mean scores in student chances of using Mobile (with mean of 3.51) compared to female students (with mean of 3.39). This implies that the male students has the highest chances of using Mobile Phone in education in Shehu Shagari College of Education Sokoto State and also male students scored higher than female students for using their mobile phones for school time table, downloading lectures, notepads, study reminders, recording of lectures and field trips.

Research Question Two: Which gender has the highest challenges of using Mobile Phone in education in the Shehu Shagari College of Education Sokoto State?

Table 4: Showing the Male and Female student challenges of using Mobile Phone in education

Gender	Mean score	Differences in Mean
Male Challenges	3.0908	0.25
Female Challenges	3.3459	

Source: Researcher's field work, 2016.

Results presented in table 4 highlights the Male and Female student challenges of using Mobile Phone in Education in education in the Shehu Shagari College of Education Sokoto State. The result showed that female students has the highest mean scores in student challenges' of using Mobile (with mean of 3.09) compared to male students (with mean of 3.34). This implies that the female students has the highest challenges of using Mobile Phone in education in ShehuShagari College of Education Sokoto State and also female students scored higher than male students for using their mobile phones for sharing pictures, playing games, listening to music, Watching movies and Charting.

H₀: There is no difference in male and female student chances of using Mobile Phone in education in Shehu Shagari College of Education Sokoto State.

This hypothesis was tested by subjecting the scores for the male and female student chances of using Mobile Phone in education to a t-test analysis and presented in table 3.

Table 5: Difference between male and female student chances of using Mobile Phone in education

Variable	N	Mean	Std. Deviation	t-Cal	t-crit	Decision
Male	185	3.5108	.21057	226.778	.000	H ₁ Rejected
Female	185	3.3957	.29888	154.531		

Source: Researchers' field work, 2016.

Results presented in table 5 showed that there is a significant difference between male and female student's chances of using a Mobile Phone in education (with t-Cal value of 226.778for male) and (with t-Cal value of 154.531for female) Considering the t-crit. (.000<0.05) therefore, the null hypothesis which stated that there is no difference in male and female student's chances of using a Mobile Phone in education in the Shehu Shagari College of Education Sokoto State is rejected and the alternative hypotheses are accepted. Hence, it is concluded that there is a significant difference between male and female student's chances of using a Mobile Phone in education in the Shehu Shagari College of Education Sokoto State.

H₀: There is no difference in male and female student challenges of using a Mobile Phone in education in the Shehu Shagari College of Education Sokoto State.

This hypothesis was tested by subjecting the scores for the male and female student's chances of using a Mobile Phone in education to a t-test analysis and presented in table 4.5.

Table 6. Difference between male and female student challenges of using Mobile Phone in education

Variable	N	Mean	Std. Deviation	t-Cal	t-Crt	Decision
Male	185	3.0908	.02522	122.545	.000	H ₂ Rejected
Female	185	3.3459	.02554	131.021		

Source: Researchers' field work, 2015.

Results presented in table 6 showed that there is a significant difference between male and female student challenges of using a Mobile Phone in education (with t-Cal value of 122.545for male) and (with t-Cal value of 131.021for female) Considering the *t-crit.* (.000<0.05) therefore, the null hypothesis which stated that there is no difference in male and female student challenges of using a Mobile Phone in education in the Shehu Shagari College of Education Sokoto State is rejected and the alternative hypotheses are accepted. Hence, it is concluded that there is a significant difference between male and female student challenges of using a Mobile Phone in education in the Shehu Shagari College of Education Sokoto State.

Summary of the Major Findings

The following are the summary of the study:

1. Male students have the highest chances of using Mobile Phone in Education than female students in the Shehu Shagari College of Education Sokoto State.
2. Female students has the highest challenges of using Mobile Phone in Education than Male students in the Shehu Shagari College of Education Sokoto State..
3. There is significant difference between male and female student chances of using Mobile Phone in education in the Shehu Shagari College of Education Sokoto State.
4. There is significant difference between male and female student's challenges of using a Mobile Phone in education in the Shehu Shagari College of Education Sokoto State.

Discussion of Finding

The purpose of this study was to determine the differences between male and female, chances and challenges of using a Mobile Phone in education in the Shagari College of Education Sokoto State. The findings of the present study have shown that there is a significant difference between male and female student's chances and challenges of using a Mobile Phone in education, the male students have high chances of using a Mobile Phone in education than the female students while female students have high challenges of using a Mobile Phone in education than the male students in the Shehu Shagari College of Education Sokoto State. This finding is consistent with the study of You & Cheng 2012, Kahveci 2010; Li & Kirkup (2007) who states that higher education males show higher positive attitudes toward using technology for learning than females, also UNESCO (2000) mention that gender differences exist in use of social and web based media, consumption patterns, attitudes and affinity toward technology and Mobile phone facilitate informal learning to complement formal schooling by using mobile devices also

The mobile phone gender gap is observed as a symptom of broader gender inequalities, apparent in education as well as in the general use and ownership of ICTs.

The findings are not supported by Ofcom (2013) who reported that Girls are more likely to use their phone on a regular basis to listen to music and to take photos; they prefer uploading or sharing photos on a website. Also ITU (2011) revealed that some other studies refer to a gender gap when comparing the use of computers, mobile devices and Internet and the gap is more prevalent in developing than developed countries.

Conclusion

Arising from the findings of the study it has been concluded that male students scored higher than female students for using their mobile phones for school time table, downloading lectures, notepads, study reminders, recording of lectures and field trips while on the other hand female students scored higher than male students for using their mobile phones for sharing pictures, playing games, listening to music, Watching movies and Charting in the Shehu Shagari College of Education Sokoto State. Generally, the male students have high chances of using a Mobile Phone in education than the female students while female students have high challenges of using a Mobile Phone in education than the male students in the Shehu Shagari College of Education Sokoto State.

Recommendations

Based on the findings of this study the following recommendation was put forward:

1. Since there are differences in male and female student's chances of using Mobile Phone in education in the Shehu Shagari College of Education Sokoto State. The lecturers should extend class work and assignment using mobile phone in classrooms.
2. Since there are differences in male and female student challenges of using a Mobile Phone in education in the Shehu Shagari College of Education Sokoto State. The counseling units should extend group counseling for students on the uses of mobile phone in classrooms.
3. Since male students have highest chances than female students while female students have high challenges of using Mobile Phone than the male students in Shehu Shagari College of Education Sokoto State, the female students should be encourage to use mobile phone in education.

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APPENDIX B

Descriptive Statistics

Gender		N	Minimum	Maximum	Sum	Mean	Std. Deviation
Male	Challenges of mobile phone	185	2.10	4.00	571.80	3.0908	.34306
	Chances of mobile phone	185	3.00	4.00	649.50	3.5108	.21057
	Valid N (listwise)	185					
Female	Challenges of mobile phone	185	2.50	4.00	619.00	3.3459	.34735
	Chance of mobile phone	185	2.50	4.00	628.20	3.3957	.29888
	Valid N (listwise)	185					

T-Test

One-Sample Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
Male	Challenges of mobile phone	185	3.0908	.34306	.02522
	Chance of mobile phone	185	3.5108	.21057	.01548
Female	Challenges of mobile phone	185	3.3459	.34735	.02554
	Chance of mobile phone	185	3.3957	.29888	.02197

One-Sample Test

Gender		Test Value = 0					
		T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Male	Challenge sof mobile phone	122.545	184	.000	3.09081	3.0410	3.1406
	Chances of mobile phone	226.778	184	.000	3.51081	3.4803	3.5414
Female	Challenges of mobile phone	131.021	184	.000	3.34595	3.2956	3.3963
	Chances of mobile phone	154.531	184	.000	3.39568	3.3523	3.4390