THE EFFECT OF LEARNING STYLES ON STUDENT PERCEPTION OF MOBILE LEARNING AND SYSTEMS USAGE

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ABSTRACT

The purpose of this research is to explore and evaluate the mobile learning usage behavior of students in higher education and identify the learning styles dimensions that drive mobile learning usage.

The researcher is used Malaysian private university (UCSI University) as research scope to examine which dimension of learning styles based on the Honey and Mumford Learning style Questionnaire Model which is revised the Kolb Learning style Inventory Model and evaluate the positive effect on student perception of mobile learning towards system usage.

There were questionnaires to analyze student's usage behavior of mobile learning through learning styles. Also, this thesis is conducting five hypotheses to examine the mobile learning usage behavior of students in higher education based on research questions and proposed conceptual framework. The research problems and research questions were fully addressed and justified based on literature review.

The main aim of this research study is to better understand and measure students' attitudes and perceptions towards the effectiveness of mobile learning. This paper reports on the results of a survey of one hundred and thirty six students at UCSI University about their attitude and perception to the use of mobile technology in education. During the survey, a questionnaire was used to collect the needed. In order to analyze and interpret the data SPSS 20.0 was used. An analysis of the quantitative survey findings is presented focusing on mobile-learning (m-learning) practices in UCSI University learning environments. There are five hypotheses developed for this research

and all hypotheses were tested using Correlation Analysis. The results of the study indicated that two dimensions of learning styles has significant influence on perception of m-learning towards system usage and also Pragmatist and Activist has not significant impact on perception of m-learning. In contrast, we discovered the new sub dimensions for Reflector (careful and Diversity-oriented) relationship between the dimensions of learning, which has significant impact on perception of m-learning among USCI students.

Result of this survey clearly indicates that offering mobile learning could be our method for improving retention of students, by enhancing their learning. The biggest advantage of this technology is that it can be used anywhere, anytime and adopt their mobile learning systems with the aim of improving communication and enriching students' learning experiences in their open and distance learning.