EXPLORING THE DETERMINANTS OF MOBILE TECHNOLOGIES USE FOR ACADEMIC PURPOSE IN TWO SAUDI ARABIAN UNIVERSITIES

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Abstract - Mobile devices such as Smartphones, iPads, laptops, and personal digital assistants are increasingly recognised for their potential to enhance teaching and learning practices both within and outside of the classroom. While a plethora of studies have been conductedin recent years on the uses and impact of mobile devices for learning in education settings around the world, such studies conducted in Saudi Arabian higher education institutions are lacking. The aim of this study was to identify the determinants of mobile technology use for mobile learning by lecturers and students at two universities in Saudi Arabia. In addition, it aimed to discuss the features of mobile social networks (MSNs) that led lecturers and students to integrate these technological platforms into their academic lives. To understand the main factors determining the intention to use and behavioural usage of mobile technologies, the Unified Theory of Acceptance and Use of Technology (UTAUT) modelwas applied as a theoretical framework. An explanatory mixed-methods design was used in this study comprising both quantitative and qualitative research principles to generate different perspectives on the research topic. An online questionnaire was employed to collect data on students' and lecturers' demographic characteristics, level of experience with the use of mobile technologies, and attitudes towards the use of mobile devices to enhance teaching and learning. Data analysis was performed with SPSS version 23 including Exploratory Factor Analysis (EFA) using the principle component extraction method. Inferential statistical analyses were also conducted on the data including a multivariate ANOVA (MANOVA) and a series of Structural Equation Models (SEM). The main findings to emerge in this study are that performance expectancy and facilitating conditions affect technology use behaviour. Students are generally more positive than lecturers about mobile device use for learning, although both groups regard m-learning devices to be mostlyuser-friendly and time-saving with the potential to improve their overall performance.

Key words - Mobile devices, technology-supported learning, user-technology relationships,individual difference factors