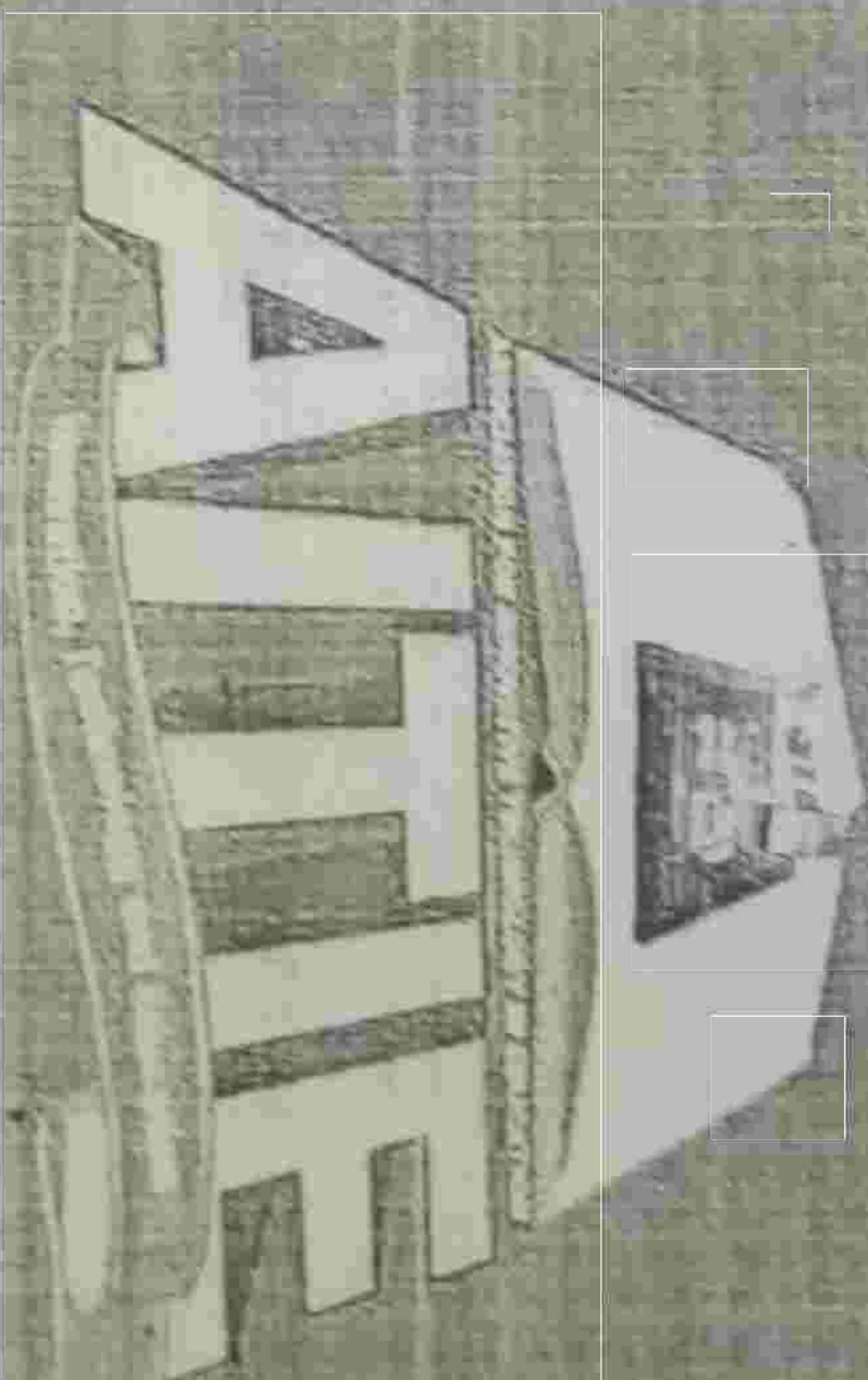




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multimedia system, email, Internet access, short-range wireless communications (infrared, Bluetooth), business applications, gaming and photography. Mobile phones that offer these and more general computing capabilities are referred to as smartphones. Smartphones combine telephone capabilities with a PDA (Personal Digital Assistant), Camera, Video, Mass storage, MP3 player, internet access, and networking features in one compact system (Corbeil & Corbeil 2007). Students can download audio and video lectures and podcasts which include listening to audio recordings of lectures for future use thereby providing supplemental information to enhance traditional lecturers into their mobile devices. They can also play video and flash movies; display and edit text documents, access e-mail and web content; send instant messages and text messages; and use the devices for mass storage. Walker (2006) stated that mobile devices provide opportunities for students to rehearse oral presentations take quizzes, shoot photos for class projects and create podcasts.

Educators across the world are already using mobile devices for learning. Teachers give oral quizzes via devices like cell phone (Kolb, 2008). Mobile devices were tagged by Kolb (2008) as the "Swiss Army knife of education," because they can be used inside or outside the classroom. The usage in classroom allows students to make the connection between learning and everyday life. Walker, (2006) posited that mobile devices like cell phones, smartphones and tablet computers, among others today really are mini-computers. This is because, they have the same amount of power computers had 10 years ago. Goh and Kinshuk, (2006) suggested ten pedagogical guidelines for educators that want make use of the mobile learning technologies, thereby providing a list of dos and don'ts which will afford them the opportunity to learn new things. These include costs, usability, choice of technology, roles, equipment management, support for teachers, administration, collaboration, services and applications and security and privacy.

Mobile technology, with its persuasive acceptance and powerful functionality, is inevitably changing people's behaviours. Young adults are especially dependent on mobile devices today. CourseSmart (2011) revealed that university students cannot do without their mobile devices, including smartphones, laptops and more. It's very common to see university students checking email, Facebook, Twitter, or other social network sites using mobile devices with their constant web connection feature nowadays. Alexander (2011) found that 57% of university students use smartphones, 60% feel addicted to their phones, 75% sleep next to their phones, 88% texted in class before, 97% who have smartphones use them for social networking, and 40% used smartphone to study before test.

Harley, Winn, Pemberton and Wilcox (2007) found that text messaging has the potential to aid high school graduates in making smooth transition from high school to university. The University of Brighton uses a desktop computer application called student messenger which allows professors and administrators to send text messages, such as reminders, due dates, meeting, times, etc., directly to freshmen. The students who used this system gave overall positive feedback because it gives a sense of belonging and also made them felt they would do better academically. Liu and Hwang (2010) found that modern technology-aided learning are in three stages ranging from conventional e-learning to m-learning to context-aware u-learning. Conventional e-learning refers to using computer and the Internet for learning. This is where computer plays a vital role in modern education and pedagogy. M-learning (or mobile-learning) is realized with mobile devices and wireless communication. Context-aware u-learning (or ubiquitous-learning) requires mobile devices equipped with sensor technology and wireless communication.

As mobile learning grows, mobile devices such as cell phones, smartphones and personal tablets computers and one of their prominent features like text messaging, also known as SMS will play a significant role in this new learning phenomenon. Kukulska-Hulme and Traxler, (2005) found that students are most interested in using mobile devices like cell phones because of their flexibility. This is because text messaging as one of their functions has overtaken e-mail and instant messaging as the main form of communication, as 94% of students send and receive text messages. Despite being a new tool in education, institutions, administrations, staff and faculties are experimenting with text messaging in variety of ways. Carvus and Ibrahim (2009) pointed that text messaging was used to help students learn new English words. Using special software on the instructor's computer, a new word was sent out to students every half an hour via text message in order to help students become familiar with new English words. The experiment received favorable marks from participants who expressed their satisfaction and enjoyment of learning away from the classroom.

As in (2011) reported, with the proliferation of feature smartphones and other mobile devices, this increased the number of games apps and software (chops) students learn will increase their literacy skills. As technology continues to evolve these tools are becoming more sophisticated, and sophisticated in the contemporary world mobile devices like smartphones have produced even of people much older and comfortable. Nelson (2009) stated some of the key features of smartphones and the mobile devices these numerous functions such as Operating system, Apps, Web Access, Camera, Keyboard, Messaging, Camera, etc. Operating System of mobile device. The smartphones are based on operating systems which allow them to run applications. Apple's iPhone and the OS, BlackBerry operating system, the OS, Android OS, these devices run on single OS, such as iOS, Android OS, and Windows Phone. These devices include some sort of software. They also allow users to secure and edit Microsoft Office documents at least using the apps downloaded apps, such as personal and business finance managers, handy personal assistants and electronic phones, yet giving a glimpse of you GPS and some a playlist of digital music. With accessibility to Web and other speech, thanks to the growth of GSM and 3G data networks, as well as the inclusion of Wi-Fi support for many handsets. These applications have become a part of the contemporary

Russell (2011) noted that for sometimes short messaging services (SMS) is fading away for many mobile devices like smartphones such as the BlackBerry phones, iPhone, tablet computers and more. This revealed 22 of the best mobile messaging apps replacing SMS which include iChat, Facebook, Line, Messenger, Next Issue, Skype, Viber, Wechat, and Whatsapp. Although people will pay as much as are a lot of apps the gateway beyond it often uses simultaneous functions, group chat, video calls, gaming and much more.

Statement of the Problem

With the gradual onslaught, there are advantages and disadvantages. As technology advances, phones and mobile learning apps through their various stages of development, development need to be addressed. One of the issues with text messaging is that it is often used with a low level of respect, "you" spelled "LO" problem went down in a "text" and students' ability to follow through on work which has negatively affected the standard of education. Johnson (2004) expressed his concern of these games, but these low standards permeate our everyday lives. As for the negative effects of mobile phone on education, Noble (2009) does not subject to the aspect that some concerns about the negative effects on reading and learning, stating that there are serious concerns about the negative which exclude cheating on exams, cyber bullying or just being disruptive in class. With some of the positive and the negatives of using text messaging in education, further there is need to validate the pedagogical and technological integration in education. Carlson (2004) sums up this view when he stated that mobile learning could be great but the pedagogy needs to be gotten correctly and the educators should not be seduced by the speed and availability.

Donner (2013) stated some advantages and disadvantages of mobile devices are for the immediate acquisition and application of new skillset knowledge (training), use of quality media (audio, visual and audio-visual) when appropriate, access to a personal or public community of practice and learning without predetermined location. Among the disadvantages identified is the difficulty of accessibility of information from the web and screen sizes and of portability and maintenance. Hence, the challenge of the security of the device.

Research Questions

The study sought to answer the following research questions:

- H1: "What is the perception for lecturers' intention of use of mobile devices for teaching?"
 - H2: "Does gender influence lecturers' perception of the ease of use of mobile devices for teaching?"
- Research Hypothesis

The following hypothesis was tested in the study:

- H1: There is no significant difference between male and female lecturers in their perception on the ease of use of mobile devices for teaching.

Literature Review

Integration and Adaptation of mobile devices into Teaching and Learning

Some researchers like the world system and others seem to fall, like the world, for decades but when their time has come they rise more quickly, even explosively. A broad social psychological social psychological theory of human behavior (DO) Theory of Diffusion Theory (DT) purports to show the process of adoption of technology, from the mechanism and intent in predicting whether diffusion

I have been thinking about the way that the world is changing and how it is affecting the lives of people. I am not sure if I am alone in this, but I feel that the world is becoming more and more divided. There are people who are rich and powerful, and there are people who are poor and struggling. I think that this is a very dangerous situation, and I hope that we can find a way to fix it.

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Example 1: The following table shows the number of students who took part in a survey of the number of hours spent on homework each week. The table is divided into two groups: those who took part in the survey and those who did not. The table is divided into two groups: those who took part in the survey and those who did not. The table is divided into two groups: those who took part in the survey and those who did not.

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1. The first step is to identify the problem. This involves understanding the symptoms and the context in which they are occurring.

2. Next, you should gather information. This can be done through interviews, observations, and research.

3. Once you have gathered information, you should analyze it. This involves looking for patterns and identifying the root cause of the problem.

4. After you have identified the root cause, you should develop a plan. This plan should outline the steps you will take to solve the problem.

5. Finally, you should implement the plan. This involves putting the plan into action and monitoring the results.

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Shah and Yeh (2003) investigated learners' internet usage, computer use, and English proficiency at a private university in Taiwan. They found that students' English proficiency was positively correlated with their computer use and internet usage. The study also found that students' English proficiency was positively correlated with their use of the internet for learning purposes.

1. The first step is to identify the key components of the system. This includes the hardware, software, and data. The hardware components are the physical devices that make up the system, such as the computer, the network, and the storage devices. The software components are the programs and applications that run on the hardware. The data components are the information that is stored and processed by the system.

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Olayinka (2017) found that male and female teachers in secondary school have similar competences in the use of computers. However, male primary school teachers were more proficient in the use of computer than their female counterparts. This is contrary to Chukwemeka (2018) findings which showed that the female teachers having inadequate proficiency skills in using internet for teaching and learning process. Also, Camhari, Ghodi and Yaki (2008) reported that male lecturers are more competent in using Internet than their female counterparts.

Conclusion

The study concluded that lecturers perceived mobile devices easy for teaching. More so, if wholly integrated into teaching, it would be a welcome idea by lecturers.

Recommendations

1. Resources needed for smooth diffusion and adoption of mobile devices should be made available in tertiary institutions in Nigeria
2. Necessary efforts should be made on the training and retraining lecturers to become vast and highly proficient in the use of mobiles devices.

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Figure 4. The effect of the initial concentration of the monomer on the polymerization of α -methylstyrene initiated by TiCl_4 in CH_2Cl_2 at -78°C . The polymerization was carried out in the presence of 1.0×10^{-2} mole/l. of TiCl_4 in CH_2Cl_2 at -78°C for 10 min. The polymerization was carried out in the presence of 1.0×10^{-2} mole/l. of TiCl_4 in CH_2Cl_2 at -78°C for 10 min. The polymerization was carried out in the presence of 1.0×10^{-2} mole/l. of TiCl_4 in CH_2Cl_2 at -78°C for 10 min.

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