

the percentage of all factors (Cost/Billing Services, Customer Care Services, Network Availability, Network Stability, User Satisfaction and Voice Clarity) was higher than 50%. It is an indication that participants perceived these factors as critical to their use of mobile technology and their potential to enhance or undermine their academic or social agendas.

7. Conclusion

Findings in terms of experiences and perceptions of students regarding their use of mobile technology and the factors that influence the adoption of mobile technology for academic and social purposes suggests that students understand and are fully aware of the use of mobile telecommunication services. The use of the technology is self-defined or at the discretion of students (i.e. students are at liberty to use or not to use the technology). The varying ratings of quality of service (QoS) provided by network operators and the relevance of mobile telecommunication services for academic and social activities to students could serve as important pedagogic tools.

The understanding of the significance of the various factors influencing the adoption and usage of mobile telecommunication services by students engenders opportunities to explore ways through which mobile technology could be integrated into teaching and learning processes at higher education institutions. The integration of mobile telecommunication technology into teaching and learning at universities will be important in facilitating student-centered learning.

8. References

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