

SCHOOL ON MOBILE IN NIGERIA.
A CASE STUDY OF THE EDUCATIONAL ADVANCEMENT CENTRE, IBADAN.

BY

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ABSTRACT

The study was undertaken in Ibadan, Oyo State in order to assess the development and status of school-on-mobile services. The study involved the Educational Advancement Centre and the Distance Learning Centre, University of Ibadan, Ibadan.

Data were collected through a survey method using face-to-face interviews, observation and focus group discussion.

The study found out that school-on-mobile provides a platform to learn everywhere you go. The study concluded that learning process is not stressful, is not affected by power failures and it is affordable.

INTRODUCTION

Education is a crucial aspect of the development in all countries because it is an empowering tool to equip people with skills to overcome various social, political and economic challenges that they encounter in their lives. Because of the importance attached to education, various methods/means has been developed for secondary school students, for easy access to information.

Over the years, students have been facing difficulties in assessing past questions and studying materials due to the fact that the latter were not readily available at one particular place. Although attempts has been made by tradition education providers to publish past questions in booklets, and online ,Students continued to face problems in accessing the data due to issues such as cost, access to computer equipment as well as connectivity to the internet.

School-on-mobile is a platform that provides opportunities for students to study past questions and access additional learning resources on their mobile phone as they prepare for the Senior Secondary School Common Examination (equivalent to a O level Certificate).It is a

product of a consortium of organizations in partnership with the University of Ibadan Distance Learning Centre.

LITERATURE REVIEW

Contribution of School-on-Mobile to Academic performance

The availability of School-on-mobile has significantly influenced secondary schools students and their academic performance in general. According to Arko-Cobbah (2004), four objectives of school on mobile include 1) providing resources for wider and deeper understanding by students of various subjects, 2) promoting reading habit among the younger generation, 3) initiating career interest among the youth, 4) diffusing positive philosophical and social values into the community.

School-on-mobile supports the students' learning process by equipping them with some of the essential skills they require to succeed in a constantly changing social and economic environment. Through the use of various information resources, students develop and acquire skills to search for, identify, collect, critically analyze and organize information, solve problems and communicate their understanding. (UNESCO 2009). School-on-mobile also provides students with access to materials relevant to their curriculum and affordable. IFLA (2006) confirms these benefits when it points out that School-on-mobile are essential to every long-term strategy for literacy, education, economic, social and cultural development.

METHODOLOGY

Nigerian Educational system is modelled after the American system of 6 years of Primary Education, 3 years of Junior Secondary School, 3 years of Senior Secondary School and 4 years of University Education. i.e 6-3-3-4 system, which was introduced in Nigeria in 1990. The Educational Advancement Centre is designed to cater for students seeking University admission after their Secondary School Education. The Educational Advancement Centre, Ibadan, Nigeria was established in 1996 and was one of the first advancement level schools in Nigeria. The school is situated in the Academic city of Ibadan.

The school has gained a nationwide reputation for excellence at modest cost and has over 4,000 alumni all over the world.

During the time of the study, E.A.C had a total population of 504 students of which 232 were females.

SAMPLING

The study used qualitative research approach. Data were collected through a survey method; face-to-face interview, observation and focus group discussion. Simple random sampling was used to select 10 students from the population of study. Non participant observation was used to observe how the devices were operated.

FINDINGS AND DISCUSSION

How school-on-mobile works.

School on mobile can be accessed through the purchase of scratch cards with personal identification number. The recharge cards that facilitate access are sold at banks, schools, supermarket and other places. Investigation revealed that the recharge cards are in various denominations:

- N1400 gives a user access for one month
- N800 for two weeks
- N400 for one week
- N200 for 3 days
- N100 for 1 day

Interest for habitele.

It was observed that the regimes of engagement raised by this application are clientele and mediatele. The scratch cards are a part of habitele and the mobile phone used by students are part of mediatele.

School-on-mobile allows monetary exchange between the users and the service providers. For registration, students are required to submit their names, date of birth, educational level, e-mail address, phone numbers, sex, and State of origin.

School-on-mobile platform provides opportunities that give it comparative edge over the online and traditional education providers. The findings revealed that the cost of equipment i.e. mobile phones is relatively advantageous.

More so, the findings revealed that it requires low power requirement. The mobile phones required a small fraction of the power requirement of computers and have power storing batteries that tend to store power for a longer period, when compared to laptops.

Also the study revealed that the mobility of mobile phones is a tremendous advantage in settings where there are traffic hold-ups and commuting, the wasted times can be utilized to advantage with the use of mobile phones.

Basically, from the outcome of the finding, it was observed that mobiles phones are easily available, many people, including students already have mobile phones. In Nigeria for example, it is claimed that there are over 60 million mobile phone users.

The study also revealed that mobile phones are much better than computers in terms of average cost of maintenance per annum and average effective life span. Moreover, the finding also revealed that there will be less dependent on paper materials being used in learning, thus preserving the environment. (A small phone can contain hundreds or thousands of pages of books, and written materials).

Finally, the findings revealed that, the mobile learning platform allows the parents to be involved in motivating and monitoring the study habits and performance of the child, and also monitor the time utilization of the child.

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