Research Topic: The use of mobile phones by students in accessing educational information. A case study of department of library and information science at the University of Zambia.

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DEDICATION

This Lis 4014 final fourth year report is dedicated to our families, friends, colleagues, and trainers whose unwavering support helped see us through all the thin and thick into having our dream turn into a shaped reality.
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ABSTRACT

Use of mobile phones to access and share information in higher learning institution is becoming a trend and is redefining the manner in which learning takes place. Therefore, the main aim of this study was to investigate the use of mobile phones by students in accessing educational information. The specific objectives of the study were; to examine how the use of mobile phones by students in accessing educational information contribute to their academic performance; to establish the limitations faced by students in the use of mobile phones in accessing educational information; to evaluate how the use of mobile phones has enhanced students interactions to promote knowledge sharing; to find out whether the majority of students own smart phones. The study used quantitative method to collect data. A simple random sampling procedure was used to select students in the department of library and information science. To collect the data a questionnaire was used. Social Package for social sciences software was used to analyse the data. The major findings of the research. The major findings revealed that students’ academic performance before and after purchasing mobile phones was good. Different social media platforms are used for various reasons these reasons are sharing knowledge, getting in touch with their lecturers, to conduct online discussions, search for educational information. Mobile phones have an effect on academic performance, with the use of mobile phones one can access educational information anytime, can easily retrieve and view information as screen size is not a factor. Most students find it difficult to consult their lecturers using their mobile phones. This implies that mobile phones improves students’ academic performance. The research findings further indicated that most students find it difficult in accessing educational information using mobile phones. The main challenges students face is poor internet access, phones’ small storage capacity, small screen size, short battery life, bundles are expensive to buy and network failure. Further, it was indicated that most students in higher learning institutions use their phones to access or retrieve educational information. Educational information is retrieved and shared in different formats on various social media platforms. Most students in higher learning institutions prefer using smart phones in accessing educational information and the smart phone they are using does not hinder them to access educational information.
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LIST OF ACRONYMS

ICT-Information and Communication Technology
UNESCO-United Nations Educational, Scientific and Cultural Organisation
SPSS- Statistical Package for Social Science
PC- Personal Computer
SMS- Short message Service
CHAPTER ONE
INTRODUCTION

1.0 Overview
This chapter gives background of the study, contextual background then the statement of the problem. Thereafter, the research objectives which encompasses the main objective of the study and the specific objectives proceeded by research questions. Then significance of the study will be given in order to justify the importance of the research and to assess who will benefit from the research. It will also discuss the limitations of the study and define some key words that will be used in carrying out the research at hand.

1.1 Background
In the last decades we have seen tangible change in social and cultural life with a revolutionary and rapid development in mobile communication. Mobile technology is only beginning to take its first steps in academics. The opportunities it creates, have been recognized and the idea of a wireless campus is spreading to universities. The integration of the ICTs (information communication technologies) will transform the use of mobile phones in accessing academic materials and take it in the direction of open teaching, provided that mobile technology is seen as a choice for academic development. The core characteristic of mobile education is that it enables learners to be in the right place at the right time, that is, to be where they are able to experience the authentic joy of learning.

Orbicom (2007) stated that information and communication technologies have been introduced to solve some problems as it has been believed that ICTs empower teachers and learners by facilitating communication and interaction, offering new modes of delivery, and generally transforming teaching and learning processes. Of the many different forms of ICTs, mobile phones are thought, for several reasons, to be a particularly suitable tool for advancing education in developing regions hence even rapid penetration.

Also relevant is the fact that mobile phone ownership is increasingly more common in the lower socio-economic segments of society (Samrajiva and Zainudeen, 2008). Furthermore, mobile phones are more advanced since the introduction of the radio spectrum. There is, therefore, less need for new physical infrastructure such as phone wires, as base stations can be powered via
generators in places where there is no electrical grid. Additionally to voice communication, mobile phones allow the transfer of data, which can be particularly useful for delivering educational content over long distances.

Mobile phones are hybrid devices and have Internet browsers and they have potential to be successfully used in the mobile multimedia education. In addition, mobile phones are thought to be helpful in so many ways and play a major role in accessing and disseminating education information. There are basically two elements for mobility and all are valuable, among such elements one is convenience. Students feel that the reason why they use the mobile equipment such as phones is that they want to use their waiting moments to conduct educational activities. Additionally, Immediacy being one of the two valuable elements of mobile phones, makes it the most meaningful for students because they like to act and respond to matters immediately. Students make memos and take pictures while they are observing lessons as well as sharing with others and store some for reference purposes.

Education likes to explore emerging technologies as new or improved tools to enhance instruction and learning. Social media has emerged as a highly useful personal communication technology. University students show more positive attitudes toward peer interaction and academic achievement through interactive blogs. The study by Junco et al. (2011) showed that the use of Twitter significantly improved undergraduate students’ engagement and semester grade point averages. The ubiquity of social media (e.g., Facebook, Twitter) is more apparent than at the university. Social media are increasingly visible in universities as instructors look to technology, to mediate and enhance their instructions as well as promote active learning for students. Mao (2013) argues that, the purposeful integration of social media is an educational tool. Empirical evidence, however, has lagged in supporting the claim.

The increased ubiquity of mobile computing devices on college campuses has the potential to create new options for higher education students and the exploration of mobility and social media as an instructional strategy. Mobile computing devices can provide educational opportunities for students to access course content, as well as interact with instructors and student colleagues wherever they are located (Katz and Aakhus, 2001).
Furthermore, Mark (2012) states that a lot of people around the world own a mobile phone and have Internet access, which have a direct helpful impact on education. Students have an observance in such changes with anxiety and caution not excluding the possibility of technology surmounting all of us. Bearing in mind the aims of education, we would argue that purposeful use of technical innovations and possibilities would enhance efficiency, since the entire world has become mobile.

Additionally, using mobile devices in learning provide quick access to course documents and uploading and posting course content anywhere. Students communicate more with each other because of the mobile tools. Social media platforms, such as Twitter, allows immediate feedback about course content and interactions with subject matter experts (Gikas and Grant, 2013).

It is therefore imperative to investigate the use of mobile phones by students in accessing educational information, in this case in the Department of Library and Information Science at the University of Zambia.

1.2 Contextual background
The University of Zambia was established in 1966. The University has different schools, among others encompasses the School of Education, School of Law, School of Humanities and Social Sciences, School of Natural Sciences, School of Mines, Engineering, School of Veterinary Science, School of Business, Institute of Distance Education and School of Medicine. The Department of Library and Information Science is one of department in the school of education. It was established in 1967, one year after the inauguration of the university. The department began as a part of a UNESCO project to help the independent Zambia to train Librarians, Archivists, records managers, information workers and documentarists. The department has the population of about 700 students, it saves undergraduates and postgraduate students, also offers different programs among others includes Bachelors of Arts in Library and Information science, Bachelors of Arts in Records and Archive Management and Bachelors of Arts in Information Communication and Technology.

1.3 Statement of the problem
Little research has been conducted on the contribution of mobile phones in the acquiring of educational information by students in higher learning institutions. The contribution of mobile
phones in accessing educational information is quite significant and the importance of this information in enhancing students’ performance has been overlooked. Mobile phones also provide viable opportunities for students with less income to buy computers and printing of hard copy books. Given that the majority of students have access to mobile phones, the contribution of smart phones to the access of information is indeed significant though others don’t use phones in accessing educational information hence the need to discover whether it is a preferred mode. The ideal situation is that students should be able to enhance and share their academic knowledge through the use of mobile phones as they provide the platform for students to search for any kind of information on the internet as such this research examined whether ownership of mobile phones has a bearing on the acquisition of educational information. Additionally, in as much as mobile phones provide access to educational information students do face a number of limitations in using them of which the research also established what challenges students face in accessing educational information. Furthermore, it is observed that students own mobile phones hence this research examined how the use of mobile phones by students in accessing educational information contributes to their academic performance.

1.4 Purpose of the study
Little research has been conducted on the contribution of mobile phones in the acquiring of educational information by students pursuing their library and information science program. The contribution of mobile phones in accessing educational information is quite significant and the importance of this information in enhancing students’ performance has been overlooked. Mobile phones also provide viable opportunities for students with less income to buy computers and printing of hard copy books. Given that the majority of students have access to mobile phones, the contribution of smart phones to the access of information is indeed significant though others don’t use phones in accessing educational information hence the need to discover whether it is a preferred mode. The ideal situation was that students should be able to enhance and share their academic knowledge through the use of mobile phones as they provide the platform for students to search for any kind of information on the internet which was the main concern of this research.
1.5.0 Research objective

1.5.1 Main objectives

To investigate the use of mobile phones by students in accessing educational information. A case study of department of Library and Information Science at the University of Zambia.

1.5.2 Specific objectives

- To examine how the use of mobile phones by students in accessing educational information contribute to their academic performance.
- To establish the limitations faced by students in the use of mobile phones in accessing educational information.
- To evaluate how the use of mobile phones has enhanced students interactions to promote knowledge sharing.
- To find out whether the majority of students own smart phones.

1.5.3 Research question

- How is the use of mobile phones by students in accessing educational information contribute to their academic performance?
- What are the challenges faced by students in the use of mobile phones in accessing educational information?
- How has the use of mobile phones enhanced student’s interactions in promoting knowledge sharing?
- Do majority of students own smart phones?

1.6 Significance of the study

There is little information known on this subject matter and no recent information in the Zambian context exists, this study has contributed to the pool of available knowledge on the usefulness of mobile phones on education. This knowledge can then be used to feed and sensitize students on the benefits and use of mobile phones productively. It has brought to light the various ways in which students can use mobile phones productively and be able to enhance their academic performance hence they will eventually graduate with good grades or produce excellent results. It will be beneficial to the school at large as they can be able to better disseminate information and interact with students on various platforms using mobile phones.
therein building and improving the learning culture. It will also reduce photocopying costs for both students and lecturers as information can be available on soft copy hence resources will be channeled towards other activities. The limitations that were established will help the student populace and management come up with ways of solving challenges identified.

1.7 Limitations of the study
The first limitation expected in this study was time, being an academic exercise it is required to be given enough time for the work to be completed. Additionally, considering the fact the research was only aimed at students in the library and information department, the sample size was limited. Hence the findings and recommendations cannot be generalized for all higher learning institutions because the study was focus on students who are pursuing a bachelor’s degree in library and information science.

1.8 Operational definition of terms

Mobile phone: Is a wireless handheld device that allows users to make calls and send text messages, among other features.

Student: This is a learner or someone who attends an educational institution such as university or college.

Knowledge sharing: this is an activity through which knowledge is exchanged among students.

Educational information: this is the acquisition of knowledge, skills, values and beliefs that can lead to an increase in understanding and decrease in uncertainty.

1.9 Ethical Considerations
Throughout all process of research, the problem of persuading respondents to cooperate with the researcher and the respondents not disclosing the full information was present. Lack of cooperation can lead to no response, incomplete filled in questionnaires and unreliable information. Therefore, in order to sort out these challenges respondents were informed of the purpose and the benefit of the study by the researcher. The research generally considered ethical rights of respondents like; voluntary participation, anonymity and confidentiality that is all information collected and availed to the researcher remained highly confidential and no names of participants were written down.
1.10 Summary

The integration of Information and Communication Technologies (ICTs) transforms the use of mobile phones in accessing academic materials and takes it in the direction of open teaching, provided that mobile technology is seen as a choice for academic development. Additionally, ICTs have been introduced in the education system to solve some problems as it has been believed that ICTs empower teachers and learners by facilitating communication and interaction, offering new modes of delivery, and generally transforming teaching and learning processes. However, little research has been conducted on the contribution of mobile phones in the acquiring of educational information and given their popularity, as a result we want to investigate to what extent mobile phones are being utilized to access educational information among university students. Given that the majority of students have access to mobile phones, the contribution of smart phones to the access of information is indeed significant though others don’t use phones in accessing educational information hence the need to discover whether it is a preferred mode and how effective it is, has to be investigated. In as much as mobile phones are used to access and share knowledge educational information students faces a lot of challenges. Furthermore, the increased ubiquity of mobile computing devices on college campuses has the potential to create new options for higher education students and the exploration of mobility and social media as an instructional strategy.
2.0. Overview
This chapter presents the literature reviewed for the study. The purpose of conducting a literature review is to get background information related to the topic under discussion and gain knowledge on how researchers conducted similar studies in the past. Literature review enables the researcher gain knowledge in the field of user studies using citation analysis, including vocabulary, theories, key variables and methodologies applied by the experts prior to this research. Wang and Higgins (2006) states that literature review plays a role in delimiting the research problem, seeking new lines of inquiry, avoiding fruitless approaches, gaining methodological insights, identifying recommendations and for further research. The other rationale of conducting a literature review was to get a framework for relating new findings to previous findings in the discussions. This research will focus on different themes encompassing academic performance, limitations, knowledge sharing and ownership.

2.1 Influence of the use of mobile phones on students’ academic performance
Makewa, et al (2017) on the study titled prevalence of mobile phone use in academic and social life of students and educators at Malawi Adventist University, indicates that students often communicate with their parents about their academic performance. This suggests that students find it easy to communicate with their parents about their academic performance over the mobile phone because the parents give them such freedom whereas at school such opportunity is limited. Also the research indicates that mobile phones are utilized by students on matters that enhance their educational achievement. Additionally, the research has shown that students perceive mobile technology as having positive effect on their study habits and academic success. Makewa recommends that students’ affirmation of use of mobile phones on learning shows there is a great need to assess today’s learner characteristics if education is to be meaningful.

Kihwele (2013) in the study titled the perceptions of teachers, parents and students on mobile phone use on students learning conducted in Tanzania observes that not every student with mobile phones performs badly. Also the study shows that mobile phones are regarded as
distracters, however if well researched they can enable effective and meaningful learning outside the traditional classroom. With or without mobile phones, students have been failing.

Handal et al. (2013) in the research titled academics adopting mobile devices in London showed that the greatest potentials of mobile technology as facilitating anywhere anytime learning, improving students’ communication beyond the university walls and enhancing autonomous learning. The study concluded that mobile phones are efficient and effective in education. Hence need to establish if they improve academic performance.

Kibona, (2015) in the study titled the impact of smart phone on academic performance of students in higher institutions in Tanzania reveals that most students at Ruaha Catholic University (RUCU) who own smart phones are busy and attentive to massage notifications on social media networks making them vulnerable to time management as they use most of their time chatting with each other rather than discussing about academic subjects. In its conclusion the study disclosed that a description of smart phones along with its impact on students’ academic performance in high learning institutions provides with both advantages and disadvantages of having smart phones in colleges and universities. In the research there was no indication as to either these smart phone improves academic performance or not hence this research will try to find out as to either the use of smart phones enhanced academic performance.

Sarfo and Ansong-Gyimah, (2010) in the study titled the access to and experiences in the use of Information and Communication Technology (ICT) which was conducted in Ghana reveals that only 7.5% of students use mobile phones for learning purposes outside school such as contacting their teachers or exchanging academic ideas. Further, the study reveals that 6.9% of students use mobile phones for entertainment and the majority 81.7% use mobile phones for social communications. The study concluded that “Digital Natives” in developing countries (such as Ghana) more often use the emerging ICT tools (such as mobile phones) for other purposes rather than for education information or learning purposes. From the study there was an observation that mobile phones are used for different purposes and not educational information but didn’t really indicate how the use of these mobile phones improved academic performance which our research will dwell focus on.
2.2 Limitations in using mobile phones to access educational information.

Thornton, and Houser, (2005) in the study called using mobile phones in English education conducted in Japan, the study reveals that mobile phones are faced with some limitations among others includes processors, bandwidth and memory. The research reviews that in terms of memory mobile phones can only save a limited number of documents because of the fixed memory which results to processor been overwhelmed triggering to the phone been slow. Additionally, bandwidth is basically the amount of data that can be transmitted in a fixed amount of time. The mobile phones transmissions and speed have specific maximum bandwidth and many factors can combine to limit this for a particular device and this results into slowness of the perceived speed of a mobile connection to access educational information.

Furthermore, Shraim and Crompton (2015) in the study conducted in Palestine titled perceptions of using smart mobile devices in higher education teaching. The results indicated that half of participants perceived a technological challenge in the limited usability and physical attributes of mobile devices, such as screen size, memory, battery life and storage capacity, especially for basic devices. This finding is supported by other research of Pegrum et al. (2013) who found that screens can be too small, especially for reading pages of text.

According to the research conducted by Wang and Higgins (2006) titled limitations of mobile phones learning (where). The findings indicated that the diversity among mobile devices themselves in terms of available features, proprietary platforms and designs are not always optimal for all learners owing to limited capabilities for text entry, small screen sizes as well as limited battery. Additionally, it was found that reading large amounts of text on small screens can cause eye strain. Many students find it challenging to fully control mobile devices. Hence this research will find out any other limitations students at the University of Zambia have been facing in accessing educational information.

Tindell and Bohlander(2012) in a research titled the use and abuse of mobile phones and text messaging in the classroom points out that manual skill is an issue owing to the need for constant scrolling, which also can be mentally and physically distracting. In addition, researches shows that students’ performance is significantly lower for the students who are distracted by mobile devices during a lesson, indicating that there is a loss of concentration if students are distracted
by their phones. Furthermore, to the students doing other tasks on the mobile device, it is also possible that the instructor can be distracted by a student’s actions. This conduct causes problems for classroom management in general. This research wants to investigate challenges faced by students in the use of mobile phones in accessing educational information.

2.3 Knowledge sharing in terms of interaction to enhance student access to academic information.

A study done by Shraim and Crompton (2015) on perceptions of using smart mobile devices in higher education teaching in Palestine shows that mobile phone technologies play an important role in Institutions of Higher Learning. Mobile technologies have opened the door to possibilities and avenues for knowledge sharing by providing a new platform via wireless communication or other information and communication technology applications. Mobile technology may enhance academics’ functionalities in Institutions of Higher Learning by supporting Externalization and Combination activities. However, mobile phone technology and knowledge sharing among academics in Institutions of Higher Learning wasn’t clear which this research will try to investigate.

Utulu and alonge, (2012) on their study on the use of mobile phones for project based learning by undergraduate students of Nigeria private universities reveals that students had mobile phone services that can support knowledge creation and sharing. This was exemplified by available services like voice calls, short message service and internet services, and multimedia message service. These support verbal communication, text communication, multimedia data creation and communication, audio recording and communication, and creation of photographs using mobile phone camera. Available services in respondents’ mobile phones pointed to the fact that respondents who may want to use mobile phones to share knowledge when involved in PBL can easily do so.

A study carried out by Duke University (2008) titled mobile devices in education has shown that mobile devices employed on mobile creation and media publication indicates that students use their mobile phones to capture images or videos and share them with the entire world by uploading them directly into the Internet. Also it is stated that mobile devices provides social
learning in mobile network. Facebook, Friendster, and other social networking tools allow users to share their life updates. Students get to interact with the members of a study group across the world. This research will try to find out if this interaction enhance academic performance.

Hussein and Nassuora (2011) in the study of academic attitudes towards the use of mobile phones technologies for knowledge sharing in higher education institutions in Saudi Arabia points that, the quick embracement of new technologies of mobile phone gives both academicians and students anywhere a diversity of options regarding how they accept useful information. The mobile phone technology has made knowledge easily accessible to those who request it. New technologies also help making easier the knowledge approach, creating opportunities for the collaboration and eliminating barriers among academicians on and off the campus. Mobile phone technologies give an opportunity to provide a new generation of people with means of communication and activities without taking into account the place. The study outlined the potential use of mobile phone technology for knowledge sharing among academicians in institution of higher education. The usefulness of mobile phone technologies has been demonstrated in recent times in most of the patterns of life for people on a personal level or generally. It was recommended that other research should consider larger sample size from different institutions of higher learning.

Additionally, Thornton and Houser (2005) in the study titled using mobile phones in English education in Japan. The results indicates that a majority of Japanese students own and frequently use mobile phones. Students are very practiced at using the e-mail functions of their phones but are less experienced at using the web and other newer features such as cameras which is used to get pictures which are used to share them to others and to do lists. In terms of educational use, more than half of students are already using their mobile e-mail to get and share information about classes and lectures. They would like to receive administrative information about classes on their mobile phones. On the other hand students’ lack of interest in exchanging information with their peers via mobile devices may show a preference for face-to-face interaction. The research concluded that Japanese university students use mobile phones often for sending and receiving e-mail, sometimes concerning their classes. They less frequently access the Web from their mobile phone but, when they do, it sometimes relates to their university studies. However, they think that receiving information about their classes via mobile phones is an
important potential use. When actually using educational materials designed for mobile phones, students evaluated them positively, and test results showed that they were able to learn via this medium. Next, when compared mobile phone e-mail with PC e-mail. The results where that 99% of subjects reported sending e-mail on their mobile phones, only 43% send e-mail from PCs. Subjects reported exchanging an average of only two e-mail messages on PCs per week. We see that mobile e-mail is used much more frequently than both PC e-mail and mobile voice calls.

2.4 Ownership of smart phones and access to academic information.
Utulu and alonge, (2012) on the study titled the use of mobile phones for project based learning by undergraduate students of Nigeria private universities reveals that 95.9% of students use mobile phones which 2.3% did not have mobile phones. However 0.5% have lost their mobile phones another 0.8% claimed that their mobile phones have been damaged due to use. In as much as significant percentage had mobile phones which is used in communication, interaction, getting information, browsing the internet and sharing knowledge. However, much is still left to be done in terms of harnessing them for education purposes which the research will try to investigate. If proper assessment is done universities with long history of digital divide would make out good alternative to instructional technologies from mobile phones.

Hussein and Nassuora (2011) in the study titled academic attitudes towards the use of mobile phones technologies for knowledge sharing in higher education institution at the University of Hail reveals that about 90% of the students at the university own smart phones for various uses like easy interaction and accessibility. The usefulness of mobile technologies has been demonstrated in recent times in most of the patterns of life for people on personal level or generally. It was recommended to consider using a different sample size from the one of this research. Also this research will investigate if those owning smart phones use them to access academic information.

Shraim and Crompton (2015) in their study called perceptions of using smart mobile devices in higher education teaching carried out in Palestine shows that all respondents owned phones but 91% owned smartphones while 9% owned basic cell phones.

2.5 Summary
The whole purpose of literature review was to get background information related to the topic under discussion and gain knowledge on how researchers conducted similar studies in the past. It
enables us gain knowledge in the field of user studies using citation analysis, including
vocabulary and key variables. Additionally, literature review plays a role in delimiting the
research problem, seeking new lines of inquiry, avoiding fruitless approaches, gaining
methodological insights, identifying recommendations and for further research. The other
rationale of conducting a literature review was to get a framework for relating new findings to
previous findings in the discussions. The literature is based on four themes which are; academic
performance, limitations, knowledge sharing and ownership. In all these specific themes
presented there are gaps which have been identified which this research will try to establish.
CHAPTER THREE
METHODOLOGY AND RESEARCH DESIGN

3.0 Overview
This chapter comprised of the methodology that was used in the study. It presented the research design, the total population, sample size and sampling procedure, data collecting instrument and data analysis. According to Chilisa and Preese, (2005) research methodology is a broad term involving all strategies that describe how, when and where data is to be collected and analyzed.

3.1 Research design
According to Chilisa and Preese, (2005) research design can be defined as a plan on how a study is to be conducted or a detailed outline of how our research will be done. Thyer, (1993) notes that, a research design is a blueprint or detailed plan of how a research can be conducted. Furthermore, Kerlinger, (1986) states that, a research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The research was about the use of mobile phones by students in accessing educational information since we have a lot of students encompasses everyone at the University, a case study was used instead. The case study was the Department of Library and Information Science. To this end, the research design that was employed was quantitative method. This was because quantitative methods are less time intensive, easy to administer and analyze.

3.2 Population
The Department of Library and Information Science has the total population of about 700 students. This population encompasses full time and part time students which includes all the years of studies that is students in first, second, third and fourth year respectively. It is from this population we sampled students and investigated on the use of mobile phone in accessing educational information.
3.3 Sample size and Sample procedures
Sampling refers to methods of gathering information from a number of chosen people randomly or purposefully (Kombo and Tromp, 2006). A sample also refers to the number of participants selected to constitute a desired sample. The study had a target population of 126 student from the Department of Library and Information Science. This target population is that to which the findings are generalized to or that population to which the information is desired.

The sampling procedure that was used in this study was simple random sampling to select students. This was because simple random sampling gives an equal opportunity where everyone thought to be relevant to the research topic get to participate.

3.4 Data collection methods
This study used a self-administered questionnaire because the students are literate and administering of questionnaire is time efficient considering the fact that most students were busy and analysis of questionnaire was easy.

3.5 Data analysis
Since the study was quantitative the analysis of data was done with the help of statistical package for social sciences (SPSS). This software is user friendly and helps in clear representation in terms of charts.

3.6 summary
Putting in mind that the research included all student populace at the University, the research design that was used is a case study. Our case study was the department of library and information science which has the population of about 700 students on full time and part time basis. From the total population our sample size was 126 and these were chosen using simple random sampling technique. SPSS software was used to analyze the data that was collected using a questionnaire.
CHAPTER FOUR

4.0 PRESENTATION OF FINDINGS

4.1.0 Overview
This chapter presents the information obtained from all respondents using self-administered questionnaires. It should be noted that the research involved one hundred and twenty six (126) respondents and hence a total of 126 questionnaires were distributed. However, only 122 questionnaires were collected and 4 were not returned. Furthermore, data analysis was done using a computer software package called Statistical Package for Social Science (SPSS) version 16 and Microsoft Excel. Additionally, the chapter presents and discusses results in the context of the research objectives.

4.1.1 BACKGROUND INFORMATION OF RESPONDENTS
This section presents and discusses information relating to the background characteristics of respondents. The themes that will be put forward here include respondent’s gender, religion and year of study as well as their age range.

4.1.2 Distribution of findings on Gender

![Figure 1: Distribution of Gender](diagram.png)
Figure 1 above shows the respondents’ gender. The results obtained show that out of the total sample of 122, 63 respondents were male representing 52% while 59 were females representing 48% of the total sample.

4.1.3 Respondents Age

The research also showed that 77 respondents representing 63% were between 21 to 24 years, 22 respondents representing 18% were between the ages of 16 to 20 years, 19 respondents representing 16% were between 25 to 29 years while 4 respondents representing 3% were between 30 to 34 years which represented the least participants.

4.1.4 Respondents Religions

From the total respondents engaged, 113 were Christians representing 92.6% of the total sample. Further, 7 respondents were Muslims amounting to 5.7% while 2 were Hindus representing 1.6% of the total sample.

4.1.5 Respondents year of study

The chart above indicates the year of study of 122 respondents. It was found that 23 respondents were first year students representing 18.9% which was the least among the total number of respondents engaged. Second year students totaled to 26 respondents which represented 21.3%
while 24 respondents were third years giving a percentage of 19.7%. Lastly, 49 respondents were fourth years representing the majority of respondents at 40.2%.

4.1.6 Conclusion

In summary it was found that of 126 respondents 48% were females while 52% were males. Further, 22 respondents were between the ages of 16 to 20 years, 77 respondents were between 21 to 24 years, 19 respondents were between 25 to 29 years while 4 respondents were between 30 to 34 years which represented the least participants. 113 respondents were Christians which represents 92.6% of the total respondents, 7 respondents were Muslims amounting to 5.7% and 2 were Hindus representing 1.6%. Additionally, the findings revealed that 23 respondents were first years which represented 18.9% and it is the least number of respondents. 26 respondents were second years which represented 21.3%, 24 respondents were third years which represented 19.7%, and 49 respondents were fourth years which represented 40.2% and it is the majority of respondents.

4.2.0 OWNERSHIP OF SMART PHONES AND ACCESS TO ACADEMIC PERFORMANCE

4.2.1 Students smartphone ownership

![Figure 3: Distribution of smartphone ownership](image)

The chart above showed the number of students who own smart phones, the findings indicated that 112 respondents representing 92% of students own smart phones while 10 respondents
representing 8% do not own smart phone. This implies that most students in higher learning institutions own smart phones.

4.2.2 Why do you not own a smart phone?

Those 10 respondents which amount to 8% do not own smart phone, the respondents reviewed that they do not have money to purchase a smart phone.

4.2.3 Use of smart phones

The research reviewed that 105 respondents representing 86.1% uses smart phones in searching for educational information, 93 respondents amounting to 76.2% use smart phone for social networking, 85 respondents representing 69.7% use camera to take pictures, 82 respondents representing 67.2% listening to music and lastly, the research further indicated that smart phones is used to stream movies/videos amounting to 75 respondents representing 61.5%. This implies that smart phones are used by majority students in different way encompassing social networking, searching of educational information listening to music, using of the camera to take pictures as well as streaming of video/movies.

4.2.4 Hindering access to educational information using smart phone

<table>
<thead>
<tr>
<th>Q8. Does the phone you are using hinder you to access educational information</th>
<th>Q5. Do you own a smartphone</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>no</td>
<td>Total</td>
</tr>
<tr>
<td>11</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>101</td>
<td>4</td>
<td>105</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>10</td>
</tr>
</tbody>
</table>

The table above indicates that 112 students own a smart phone, however, from the students who own a smart phone 101 students are not hindered in any way in accessing educational
information. While 11 students despite owing a smart phone they are hindered in accessing educational information. The research findings further indicates that 10 students do not own a smart phone among these students 6 reported that they are hindered in accessing educational information because they do not own a smart phone on the other hand 4 students indicated that the absence of smart phones does not hinder them in accessing educational information. This implies that smart phones plays a vital role in accessing educational information. Furthermore, majority of students are able to access educational information using their smart phones. This is because smart phone has applications which support access to educational information as compared to those who do not own smart phones who are hindered from accessing educational information because the phone used do not support access to educational information.

4.3.0 KNOWLEDGE SHARING IN TERMS OF INTERACTION TO ENHANCE
STUDENTS ACCESS TO ACADEMIC INFORMATION

4.3.1 Use of the phone to access/retrieve educational information

Figure 5 above indicates that 113 (94%) respondents use their phones to access or retrieve educational information while 7(6%) respondents do not use their phones to access and retrieve educational information.

4.3.2 Format of sharing educational information
The findings of the research reviewed that most students share educational information in different formats. The findings indicated that 119 (97.5%) of students shares their educational information using text format, 85 (69.7%) share using picture format, 63 (51.6%) share using video format. Lastly, 61 (50%) of the students do share using voice format and the other 61 (50%) of the respondents do not use voice. This shows that mobile phones are important to students because education information is shared in different formats convenient to them.

4.3.3 Platform used in retrieving and sharing educational information

The research vindicated that different platforms are used by students in retrieving and sharing educational information. It was reviewed that 112 (91.8%) uses WhatsApp to share and retrieve educational information while 10 (8.2%) do not use WhatsApp, 77 (63.1%) uses SMS to share and retrieve educational information while 45 (36.9%) students do not use SMS, 76 (62.3%) of students uses Email to share and retrieve educational information while 46 (37.7%) do not, 52 (42.6%) of students uses Facebook to share and access educational information while 70 (57.4%) do not use Facebook to share and retrieve educational information. Lastly, 33 (27%) of students do use twitter to share and retrieve educational information while 89 (73%) do not share nor retrieve educational using twitter. This implies that majority students prefer using WhatsApp, SMS and Email to Facebook and twitter share and retrieve education information.

4.3.4 Use of mobile phones a mode of sharing knowledge
The research findings indicated 86 (70%) respondents prefer sharing educational information using mobile phone while 36 (30%) stated that they do not prefer sharing educational information using a mobile phone.

4.3.5 Reasons of sharing knowledge using a mobile phone

The research indicated that one of the reason mobile phones are used in sharing knowledge is because it is quick, easy to operate, it is cheap, data bundles are affordable to purchase, availability of Wi-Fi and mobile phones are portable.

4.4.0 LIMITATIONS IN USING MOBILE PHONES TO ACCESS EDUCATIONAL INFORMATION.

4.4.1 Difficulties to access educational information using a mobile phone.

The research findings as indicated above reviewed that 41 (33.61%) find it difficult to access educational information using your mobile phone while 78 (63.9%) indicated that student do not find it difficult to access educational information using mobile phones.

4.4.2 Challenges encountered in accessing educational information using mobile phone

The research findings showed that there are various challenges that encountered in accessing educational information using mobile phones. The research indicated that 82 respondents representing 67.2% face the challenge of poor internet access, 51 respondents amounting to
41.8% face the challenge of small storage capacity of the phone, 36 respondents signifying 29.5% faced with a challenge of screen size, 36 respondents representing 29.5% encounter a challenge of a battery life. Additionally, respondents indicated that they encounter challenges in accessing education information using mobile phone in terms of accessing internet, bundles are expensive to buy and network failure.

4.5.0 FACTORS THAT INFLUENCE THE USE OF MOBILE PHONES IN ACADEMIC PERFORMANCE.

4.5.1 Students academic performance before purchasing a mobile phone

The figure above indicates students’ academic performance before purchasing mobile phones. Out of the total sample of 122, it was reviewed that 59 respondents’ (representing 48.4%) performance was good before they purchased mobile phones, 30 respondents (representing 24.6%) performance was fair, 26 respondents’ (representing 17.2%) performance was very good and 7 respondents (5.7%) response was poor. This implies that mobile phones has no negative effect on students’ academic performance.

4.5.2 Enhancement of students’ performance after purchasing a mobile phone

The research findings reviewed that out of 122 respondents, 92 (75.4%) respondents indicated that the mobile phone they are using enhances their academic performance while 22 (18%) respondents indicated that the phone they are using doesn’t enhance their academic performance.
and 8(6.5%) respondents did not respond. This implies that mobile phones has a positive effect on students’ academic performance.

4.5.3 The use of social media platforms in improving academic performance

The research findings on the use of social media platforms in improving academic performance of students showed that, 86 respondents (70.5%) use social media platforms to improve their academic performance through knowledge sharing while 32 respondents (26.2%) indicated that social media platforms do not improve their academic performance through knowledge sharing. However, 36 respondents (29.5%) use social media platforms to get in touch with their Lecturers while 82 respondents (67.2%) do not use social media platforms to get in touch with their Lecturers. 51 respondents (41.8%) conduct online discussion to improve their academic performance while 67 respondents (54.9%) do not conduct online discussions as a way of improving their academic performance using social media platforms. 70 respondents (57.4%) use social media platforms to search for educational information while 48 respondents (39.3%) do not search for education information using social media platforms. All these results the opposite is true. This implies that social media platforms can either enhance or reduce students’ academic performance depending on the type of the platform used.

4.5.4 Mobile phone effect on academic performance

Findings of the research indicated that affect their academic performance. It was indicated that 48 respondents (representing 39.3%) can access educational information anytime while 15 respondents representing 12 % experience difficulties in accessing educational information. It was also discovered that 36 respondents (29.5%) are able to retrieve and view information easily using mobile phone while 27 respondents (22.1%) can hardly retrieve or view educational information, 10 respondents (8.2%) faces challenges in accessing educational information because of the size of the phone while 53 respondents (38.7%) stated that phone screen size does not affect the access of educational information. Furthermore, the research discovered that 18 respondents (14.8%) are able to consult with their lectures using mobile phone on the other hand 46 respondents (37.7%) find it difficult to consult with their using their mobile phone use. However, 59 respondents representing 48.4% were not applicable to this question. This implies
that the use of mobile phones do not affect their academic performance because they stated that they are not affected by mobile phones in accessing educational information.

4.5.6 Rate of academic performance after the purchase of mobile phone

The table above indicates that the academic performance of students after the purchase of mobile phones. The research reviewed that 57 respondents (47.1%) academic performance after the purchase of mobile phone was very good, 52 respondents (43%) performance after the purchase of mobile phone was good, 6 respondents (5%) academic performance was poor while 5 respondents (4.1%) academic performance was fair. This implies that mobile phones improves students’ academic performance as shown in the figure above.

4.5.7 Summary

This chapter presents major findings of the research. The research reviewed that out of the sample of 126 respondents 63 respondents were male representing 52% while 59 were females representing 48% of the total sample. Among the respondents majority of the respondents were between the ages of 21-24 while the lowest age presented were between the ages of 30-34. Majority of respondents are Christians with the least being Hindu’s. Majority of respondents’ year of study were fourth year amounting to 40.2% while the least were first years.

The research further indicated that majority students own smart phones representing 92%. Most students who do not own smart phones is because they do not have money to purchase a smart phones. Smart phones are used to search for educational information, social networking, use
camera to take pictures, listening to music and streaming. Furthermore, the research indicated that majority of students are able to access educational information using their smart phones. Majority of students’ smart phone can access and retrieve educational information in various formats using social media platforms. Smart phones are also preferred to share knowledge. Despite the advantages smart phones plays students faces various challenges. The research further indicated that students’ academic performance before and after purchasing mobile phones is said to be good and very good this is because smart phones enhance and affect academic performance. Social media platforms are also used share and retrieve educational information for different reasons.
CHAPTER FIVE
DISCUSSIONS OF FINDINGS

5.0 Overview
This chapter discussed the findings of the study from the questionnaire, conclusion and recommendations were made.

5.1 Ownership of smart phones and access to academic performance
The major findings regarding the ownership of smart phones revealed that 92% of students own smart phones while 8% do not own smart phones. In this regard, it can be concluded that most students in higher learning institutions own smart phones. This is in line with a research done by Utulu and Alonge, (2012) on the study concluded on the use of mobile phones for project based learning by undergraduate students of Nigeria private universities reveals that 95.9% of students use mobile phones which 2.3% did not have mobile phones.

Further, the research conducted by Hussein and Nassuora (2011) in the study titled academic attitudes towards the use of mobile phones technologies for knowledge sharing in higher education institution at the University of Hail reveals that about 90% of the students at the university own smart phones for various uses like easy interaction and accessibility. Additionally, it is also in line with the study done by Shraim and Crompton (2015) in their study called perceptions of using smart mobile devices in higher education teaching carried out in Palestine shows that all respondents owned phones but 91% owned smartphones while 9% owned basic cell phones.

Our findings differed from other researches because the sample size were different and also the research of Utulu and Alonge focused on private universities with the sample size of 1500-2000 students from 3 different universities while our study focused on a public university.

When asked why respondents do not own a smart phones, they indicated that they do not have money to purchase a mobile phone. These smart phones are used by majority students in different way encompassing social networking, searching of educational information listening to music, using of the camera to take pictures as well as streaming of video/movies.
Additionally, a cross tabulation was conducted on ownership of smart phones and as to either the phone they are using hinder access to educational information. The findings showed that smart phones plays a vital role in accessing educational information. Furthermore, majority of students are able to access educational information using their smart phones. This is because the device has applications which support access to educational information as compared to those who do not own smart phones who are hindered from accessing educational information because the phone used do not support access to educational information.

5.2 Knowledge sharing in terms of interaction to enhance students’ access to academic information

The research indicated that most students use their mobile phones to access and retrieve educational information. As a result, different formats are used to share educational information and among these formats include; video format, text format, voice note and picture format. Furthermore, there are also other social media platforms such as WhatsApp, Facebook, email and twitter which facilitate knowledge sharing. This implies that mobile phones are a preferred mode of knowledge sharing because they are quick, easy to operate, cheap and internet data bundles are cheap to purchase. This entails that knowledge sharing using mobile phones by students in higher learning institutions enhances access to educational information.

This is in line with the study carried out by Duke University (2008) titled mobile devices in education has shown that mobile devices employed on mobile creation and media publication indicates that students use their mobile phones to capture images or videos and share them with the entire world by uploading them directly into the Internet. Also it stated that mobile devices provides social learning in mobile network. Facebook, Friendster, and other social networking tools allow users to share their life updates.

Additionally, Thornton and Houser (2005) in the study titled using mobile phones in English education in Japan. The results indicates that a majority of Japanese students own and frequently use mobile phones. In terms of educational use, more students use their mobile phone e-mail app to get and share information about classes and lectures. They also receive administrative information about classes on their mobile phones. The results shows that 99% send e-mails on their mobile phones, only 43% send e-mails from PCs.
Furthermore, Hussein and Nassuora (2011) in the study of academic attitudes towards the use of mobile phones technologies for knowledge sharing in higher education institutions in Saudi Arabia points that, the quick embracement of new technologies of mobile phone gives both academicians and students anywhere a diversity of options regarding how they accept useful information. The mobile phone technology has made knowledge easily accessible to those who request it.

Our research findings and that of Hussein and Nassuora differed in that our research focused on students only while their study focused on both students and members of staff. Also the sampling methods they used was convenient sampling while our research was simple random sampling.

5.3 Limitations

The research reviewed that the majority of students do not find it difficult to access educational information using their mobile phones. Rather the challenges revealed were related to storage capacity, poor internet access, screen size, battery life and some students cannot afford to buy data bundles. This is in line with Thornton, and Houser, (2005) in the study called *using mobile phones in English education conducted in Japan*, the study revealed that mobile phones have limitations which includes processors, bandwidth and memory.

Both our research and that of Thornton and Houser revealed that storage capacity or phone memory is one of the challenges of mobile phones which makes it hard for students to access educational information.

In the same vein, Shraim and Crompton (2015) in the study conducted in Palestine titled perceptions of using smart mobile devices in higher education teaching indicated that half of participants perceived a technological challenge in the limited usability and physical attributes of mobile devices, such as screen size, memory, battery life and storage capacity, especially for basic devices.

This implies that mobile phones can only save a limited number of documents because of the fixed memory which results to processor being overwhelmed making the phone slow to process information. Additionally, poor internet access hinders students to access educational information because most of the information are readily available online. Furthermore, battery capacity of mobile phones disadvantages students to access information due to the fact that most
areas with internet connectivity around the University of Zambia campus have no power sources
to enable students charge their phones. This makes it impossible for students to take their time as
may be needed to access, retrieve and share educational information.

Our research and that of shraim and Crompton had the same method of data collection technique.

5.4 Factors influencing use of mobile phones
The research findings established that students enhanced their academic performance after they
acquired smart phones. Mobile phones are used on different social media platforms in improving
their academic performance. These social media platforms improve academic performance
through knowledge sharing, contact with lecturers, online discussions and searching for
educational information. This is in line with Makewa, et al (2017) on the study titled prevalence
of mobile phone use in academic and social life of students and educators at Malawi Adventist
University. The research showed that students perceive mobile technology as having positive
effect on their study habits and academic success.

The research of Makewa used descriptive and comparative research design while our research
focused on used quantitative descriptive study design. Makewa’s research looked at institutions
(schools) owned by individauls, church organisations and public institutions while our research
focused only on one public institution. Additionally, in terms of sampling techiques Makewa
used both purposive and cluster sampling while our research used simple random sampling
technique.

This implies that mobile phones have positive effect on students’ academic performance due to
the fact that many students are able to access information anytime, view and retrieve information
easily, they are also able to consult with their lecturers.
CHAPTER SIX
CONCLUSIONS AND RECOMMENDATIONS

6.0 overview

This section outlined the major conclusions of the research in accordance with the objectives and recommendations of the research,

6.1 Major Conclusions of the objectives

6.1.1 To examine how the use of mobile phones by students in accessing educational information contribute to their academic performance.

It was indicated that majority students’ academic performance before purchasing mobile phones was good. On the other hand, it was indicated that the phone they are using enhance their academic performance. Different social media platforms are used for various reasons these reasons are sharing knowledge, getting in touch with their lecturers, to conduct online discussions, search for educational information. This implies that social media platforms can either enhance or reduce academic performance depending on the type of the platforms used.

Mobile phones have an effect on academic performance, with the use of mobile phones one can access educational information anytime, can easily retrieve and view information as screen size is not a factor. Most students find it difficult to consult their lecturers using their mobile phones. Students’ academic performance after the purchase of mobile phones was very good. This implies that mobile phones improves students’ academic performance.

6.1.2 To establish the limitations faced by students in the use of mobile phones in accessing educational information.

The research findings indicated that most students find it difficult in accessing educational information using mobile phones. The main challenges students face is poor internet access, phones’ small storage capacity, small screen size, most student’s faces a problem with battery life which is short. Additionally, bundles are expensive to buy and network failure.
6.1.3 To evaluate how the use of mobile phones has enhanced students interactions to promote knowledge sharing.

It was indicated that most students in higher learning institutions use their mobile phones to access or retrieve educational information. Different formats are used to share educational information which are text formats which most students prefer using, video format and picture formats. These formats are shared and retrieved using various social media platforms. Most students share and retrieve educational information using What’s App, other medias includes; short message service (SMS), Facebook and Twitter which is least used.

Students prefer sharing educational information using mobile phones due to various reasons. These reasons included; mobile phones are quick, easy to operate, data bundles are affordable to purchase, availability of Wi-Fi in higher learning institutions and lastly mobile phones are portables.

6.1.4 To find out about ownership of smart phones.

Most students in higher learning institutions uses smart phones. This is because most students have money to purchase smart phones. Most student’s uses smart phones for searching for educational information, social networking, use camera of smart phones to take pictures of notes, listening to music and stream music/video. Again it was reviewed that the smart phone they use do not in any way hinder accessing educational information.

Recommendations

- There is need to encourage the use of smart phones by students because there academic performance improves after the purchasing a smart phone as compared before.
- There is need to improve technological infrastructure that support learning.
- There is need to improve battery life of mobiles phones because some areas with internet access do not have power sources.
- There is need to have power source in area of internet access.
- The institution must consider improving internet access and internet coverage so that students access education information.
- There is need to improve internet access
• The internet coverage should be improved in the whole institution because people study in different.
• There is need to encourage ownership of smart phones among students.
• Other research should consider doing a research for both private and private universities separately.
REFERENCES


**ANNEX A: WORK PLAN**

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>MONTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval of research topics and objectives</td>
<td>Apr, 2018</td>
</tr>
<tr>
<td>Approval objectives</td>
<td>May, 2018</td>
</tr>
<tr>
<td>Submission of chapter one for review</td>
<td>Jun, 2018</td>
</tr>
<tr>
<td>Submission of chapter two for review</td>
<td>Jul, 2018</td>
</tr>
<tr>
<td>Submission of chapter three for review</td>
<td>Aug, 2018</td>
</tr>
<tr>
<td>Final submission of the whole proposal</td>
<td>Sep, 2018</td>
</tr>
<tr>
<td>Submission of draft report</td>
<td>Oct, 2018</td>
</tr>
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<td></td>
<td>Nov, 2018</td>
</tr>
<tr>
<td></td>
<td>Dec, 2018</td>
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ANNEX B: BUDGET

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<tr>
<th>DESCRIPTION OF ITEM</th>
<th>DESCRIPTION</th>
<th>UNIT PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Ream of paper</td>
<td>Paper for jotting down notes and printing out the proposal, report and interview guides.</td>
<td>K90.00</td>
</tr>
<tr>
<td>b) Printing</td>
<td>Printing of interview guides, research proposal, work plan and budget.</td>
<td>K150.00</td>
</tr>
<tr>
<td>c) Binding</td>
<td>Binding of research proposal and report</td>
<td>K40.00</td>
</tr>
<tr>
<td>f) Airtime</td>
<td>Airtime for communicating with group members and supervisor</td>
<td>K300.00</td>
</tr>
<tr>
<td>g) Transport</td>
<td>Transport to and from the field for data collection.</td>
<td>K500.00</td>
</tr>
<tr>
<td>h) Internet</td>
<td>For research purposes</td>
<td>K200.00</td>
</tr>
</tbody>
</table>
ANNEX C: QUESTIONIARE

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

RESEARCH IN INFORMATION DEVELOPMENT SYSTEMS (LIS 4014)

RESEARCH TOPIC: THE USE OF MOBILE PHONES BY STUDENTS IN ACCESSING EDUCATIONAL INFORMATION.

Dear respondents,

We are fourth year students in School of Education from the University of Zambia (UNZA) pursuing a Bachelors of Arts Degree in Library and information science. We are carrying out a research on the aforementioned topic. For this reason, we wish to inform you that you have been purposively sampled to help us with information which will successfully make our research findings representative for the use of students in accessing educational information. We therefore wish to inform you that the information you will give us will be purely used for academic purposes and be treated with outmost confidentiality and anonymity.
INSTRUCTIONS

1. Do not indicate your name on the questionnaire.
2. Please tick the appropriate box to express your view.
3. Please answer all questions applicable to you as truthfully as possible.

Your cooperation will be greatly appreciated

SECTION A: GENERAL INFORMATION FOR RESPONDENTS

1. Gender
   1. Male [ ]
   2. Female [ ]

2. Age Group
   1. 16-20 [ ]
   2. 21-24 [ ]
   3. 25-29 [ ]
   4. 30-34 [ ]
   5. Other (specify) ………………………

3. Religious
   1. Christian [ ]
   2. Muslim [ ]
3. Hinduism [  ]

4. Other (specify) ........................................

4. What is your year of study?

1. First Year [  ]

2. Second Year [  ]

3. Third Years [  ]

4. Fourth Year [  ]

SECTION B: OWNERSHIP OF SMART PHONES AND ACCESS TO ACADEMIC INFORMATION.

5. Do you own a smartphone?

1. Yes [  ]

2. No [  ]

6. If not why, then proceed to question 8

7. How do you use your smart phone?

<table>
<thead>
<tr>
<th>Tick were applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Streaming movies/videos</td>
</tr>
<tr>
<td>2 Use camera to take pictures</td>
</tr>
<tr>
<td>3 Searching for educational information</td>
</tr>
<tr>
<td>4 Social networking</td>
</tr>
</tbody>
</table>
5  Listening to music
6  All of the above

8. Does the phone you are using hinder you to access educational information?
   1  Yes [    ]
   2  No  [    ]

SECTION C: KNOWLEDGE SHARING IN TERMS OF INTERACTION TO ENHANCE
STUDENT ACCESS TO ACADEMIC INFORMATION.

9. Do you use your phone to access or retrieve educational information?
   1  Yes [    ]
   2  No  [    ]

10. In what format do you use to share educational information?
    Tick were applicable

    Tick were applicable
    1  Video form
    2  Text form
    3  Voice note
    4  Picture form
11. Which platform do you use to retrieve and share educational information?

<table>
<thead>
<tr>
<th></th>
<th>Tick were applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WhatsApp</td>
</tr>
<tr>
<td>2</td>
<td>Facebook</td>
</tr>
<tr>
<td>3</td>
<td>SMS</td>
</tr>
<tr>
<td>4</td>
<td>Twitter</td>
</tr>
<tr>
<td>5</td>
<td>E-mail</td>
</tr>
<tr>
<td>6</td>
<td>All of the above</td>
</tr>
</tbody>
</table>

12. Is the use of mobile phone your preferred mode of sharing knowledge?

1. Yes [ ]
2. No [ ]

*If No, proceed to section D.*

13. If yes, why do you use mobile phone to share knowledge?

<table>
<thead>
<tr>
<th></th>
<th>Tick were applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Because it is quick</td>
</tr>
<tr>
<td>2</td>
<td>Because it is easy operate</td>
</tr>
</tbody>
</table>
3. Because it is cheap

4. Because data bundles are affordable to purchase

5. Other (specify) …………………………….

SECTION D: LIMITATIONS IN USING MOBILE PHONES TO ACCESS EDUCATIONAL INFORMATION.

14. Do you find it difficult to access educational information using your phone?

1. Yes [ ]

2. No [ ]

15. What are some of the challenges you encounter in accessing educational information using your phone?

<table>
<thead>
<tr>
<th>Tick were applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Small storage</td>
</tr>
<tr>
<td>2. Poor internet access</td>
</tr>
<tr>
<td>3. Screen size</td>
</tr>
<tr>
<td>4. Battery life</td>
</tr>
<tr>
<td>5. Other specify</td>
</tr>
<tr>
<td>…………………………….</td>
</tr>
</tbody>
</table>

SECTION E: FACTORS THAT INFLUENCE THE USE OF MOBILE PHONES IN ACADEMIC PERFORMANCE.

16. How was your academic performance before the purchase of your mobile phone?

1. Very good [ ]
2. Good 
3. Fair 
4. Poor 

17. Does the use of mobile phone enhance your academic performance?
   1. Yes 
   2. No 

18. How does the use of social media platforms improve your academic performance?

<table>
<thead>
<tr>
<th>Tick were applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Through knowledge sharing</td>
</tr>
<tr>
<td>2 Through contact with lecturers</td>
</tr>
<tr>
<td>3 Through online discussions</td>
</tr>
<tr>
<td>4 Through searching of educational information</td>
</tr>
<tr>
<td>5 Other (specify)</td>
</tr>
</tbody>
</table>

19. Does the use of mobile phone in accessing educational information affect your academic performance?
   1. Yes
2. No

If No, proceed to question 21.

20. If yes, how does it affect your academic performance?

1. You can access educational information anytime
2. You can receive and view information easily
3. Through the size of the screen
4. You can easily consult with your lecturers using your phone
5. Other (specify) ……………………………………………………………………..

21. How would you rate your academic performance after the purchase of your mobile phone?

1. Very good
2. Good
3. Fair
4. Poor

Thank you for your cooperation