

**The Use of Mobile Learning by Islamic Subject Students
During their Educational Preparation Program
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استخدام طلاب التخصصات الشرعية للتعلم المتنقل أثناء دراسة برنامج الإعداد التربوي**

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الملخص

تهدف هذه الدراسة إلى التعرف على درجة استخدام طلاب التخصصات الشرعية في كلية التربية بجامعة أم القرى للتعلم المتنقل أثناء دراسة برنامج الإعداد التربوي. وتحقيقاً لهذا الهدف أجابت الدراسة عن السؤالين التاليين:

١- ما درجة استخدام طلاب التخصصات الشرعية في كلية التربية بجامعة أم القرى للتعلم المتنقل أثناء دراسة مقررات برنامج الإعداد التربوي النظرية؟

٢- ما درجة استخدام طلاب التخصصات الشرعية في كلية التربية بجامعة أم القرى للتعلم المتنقل أثناء التدريب الميداني في المدارس؟

وقد تكون مجتمع الدراسة من جميع طلاب التخصصات الشرعية الذين يدرسون برنامج الإعداد التربوي في كلية التربية بجامعة أم القرى في الفصل الدراسي الثاني للعام ٢٠١٧/٢٠١٨هـ، واستخدم الباحث المنهج الوصفي للإجابة على أسئلة الدراسة. ولجمع البيانات اللازمة للدراسة أعد الباحث استبياناً طبقه على مجتمع الدراسة بعد التأكد من صدقه وثباته. أظهرت نتائج الدراسة أن استخدام طلاب التخصصات الشرعية للتعلم المتنقل كان متوسطاً بشكل عام، بمتوسط حسابي قدره (٢,٧٤٨)، وبتفصيل أكثر فقد كان استخدامهم للتعلم المتنقل أثناء دراسة مقررات برنامج الإعداد التربوي النظرية متوسطاً بمتوسط حسابي قدره (٢,٧٤٦)، أما فيما يتعلق باستخدامهم للتعلم المتنقل أثناء التدريب الميداني في المدارس فقد كان متوسطاً أيضاً بمتوسط حسابي قدره (٢,٧٥٢)، واعتماداً على هذه النتائج وضع الباحث عدداً من التوصيات والمقترحات البحثية.

الكلمات المفتاحية: التعلم المتنقل، التخصصات الشرعية، برنامج الإعداد التربوي.

Abstract

The main question of this study is to what extent Islamic subject students in the faculty of education at Umm Al-Qura University use mobile learning in their educational preparation program. The following sub questions originate from the main question: 1- To what extent do Islamic subject students in the faculty of education at Umm Al-Qura University use mobile learning during the study of educational preparation program courses? 2- To what extent do Islamic subject students in the faculty of education at Umm Al-Qura University use mobile learning in their teacher training courses? The study sample consisted of all Islamic subject students in the educational preparation program in the faculty of education at Umm Al-Qura University in the second semester of the 2017-2018 academic year. A descriptive method was used to answer the questions of the study. After verifying its reliability and validity, a questionnaire was used to assess students' use of mobile learning in the educational preparation program. The results of the study revealed that the overall degree of Islamic subject students' use of mobile learning was medium with an arithmetic mean of (2.748). However, in terms of students' use of mobile learning during the study of educational preparation program courses, the results indicated that the degree of use was medium also with an arithmetic mean of (2.746). With regards to students' use of mobile learning in the teacher training course at schools, the results show

that the degree of use was medium with an arithmetic mean of (2.752). However, based on these results, the researcher has managed to put forward a number of recommendations and suggestions.

Keywords: Mobile learning, Islamic subjects, Educational preparation program.

1. Introduction

In the context of the functionality of technical development in the educational process, a new concept has appeared, mobile learning, which relies on the use of wireless technologies such as cell phones and laptops. Mobile learning is considered a form of distance learning, which is an umbrella that covers many concepts that have emerged with the use of technology in the educational process. Mobile learning allows students to take advantage of technology in all times and places, and mobile phones have been shown to be used by the majority of students at all levels of education (Lal, 2011) and (Quresh, 2017).

The emergence of the mobile learning concept coincided with the emergence of many studies that examine its impact in improving and enhancing the educational process such as studies of Stone., Briggs & Smith (2002), Seppälä & Alamäki (2003), Corlett., Chan., Ting & Sharples (2005), Motiwalla (2007), Barak., Harward & Lerman (2007), Chen., Hsieh., & Kinshu (2008), Al- Dahshan & Younis (2009), Al-Harthy (2009), Al-Fahad (2009), Chen & Huang (2010), Al- Qahtani (2011), Al- Juhani (2013), Al-Shamrani (2013), Asiri (2014) and Khan (2014). A number of conferences such as The First International Conference on E-Learning and Blended Education as a Strategic Choice for Arab Universities (2012), The Third International Conference on e-Learning and Distance Education (2013) and The International Conference for Learning and Teaching in the Digital World: Learning from other nations (2014) have recommended and encouraged the use of mobile learning and to make use of its advantages in a variety of educational institutions and carrying out studies on the possibility of the employment and effectiveness of mobile learning in the educational process.

The stimuli for the conference's recommendations in this area - particularly in Saudi Arabia - where this author is located - were noted in Communications and Information Technology Commission. (2013) by Report on performance indicators for the telecommunications sector and information technology: that there has been an increase in the use of mobile devices in Arab countries and in Saudi Arabia in particular and that the number of subscriptions to mobile communications services among various age groups approximately reached (52) million in the first months of the year (2013).

In this regard Seliaman & Al-Turki (2012) noted that the statistical reports confirm the growing demand of young people in the Kingdom of Saudi Arabia to use mobile phones and their different applications through the Web. The Kingdom of Saudi Arabia was classified as the highest ranked country in the use of mobile phones in the world.

Despite all this, this researcher believes that there is a shortage of studies in Saudi Arabia on the adoption and use of mobile learning in Saudi universities; therefore, this study was conducted to meet the shortfall of studies in this field.

In light of the above and in order to benefit from the latest technologies and technological innovations in the educational process, the current study seeks to shed light on the extent of use of mobile learning among the legitimate specialized students who are studying in the educational preparation program, College of Education at the University of Umm Al-Qura, Saudi Arabia; this study has two major sections:

The first section aims to determine the degree of use of mobile learning among the legitimate specialized students who are studying the syllabus of the educational preparation program, College of Education at the University of Umm Al-Qura, Saudi Arabia.

The second section aims to determine the degree of use of mobile learning among the legitimate specialized students who are studying in the educational preparation program, College of Education at the University of Umm Al-Qura, Saudi Arabia, during field training in general education schools.

2. Mobile Learning

Many definitions of mobile learning are found throughout the literature. This researcher will present some of these definitions; for example, Education Technology Forum (2011) defined mobile learning as "the link of e-learning systems with the modern mobile phones technology to introduce the knowledge and information and science via mobile phones".

While Ghadian (2012) defined mobile learning as the use of portable devices linked to the Internet to learn as per student's time, place and abilities whether being synchronous or asynchronous.

As defined by Cochrane & Flitta (2009) mobile learning is "the use of digital tools which designed in educational form within a learning environment and contexts".

This type of learning has features that make it of a new pattern in the educational process, especially with wearable technologies such as (Google glass) and (Narrative clip). One of the advantages of mobile learning is that the student can interact with the parts of the educational process from any point without having to sit in front of a screen or in a classroom (Hwang & Tsai, 2011), (Elfeky & Masadeh, 2016), (Huang; Yang., Chiang & Su, 2016) and (Abu Laban, 2017). This feature has been highlighted by the results of several studies such as studies of Motiwalla (2007), Al-Fahad (2009), and Al-Khozaim (2012). Moreover, among the most prominent features of mobile learning was indicated by Khan (2014) that mobile learning facilitates the cooperation among students in all aspects of the educational process such as exchanging the educational content, activities and inquiries, using messages or calls or dialog through net-related mobile or wireless phones. To take advantage of this feature, a team at Birmingham University conducted an experiment in (2005) on the application of mobile learning among a group of master's degree students to facilitate communication and cooperation among them, on the one hand, and between them and the teachers, on the other hand. Seppälä & Alamäk (2003) performed a study to ensure the ability of teachers and student trainees to share their thoughts about the syllabus. The results showed the students' tendencies to share comments and observations via mobile phone messages.

Attewell (2005) and Seibu & Biju (2008) also stated that one of the important advantages of using mobile learning in the educational process is the possibility of using mobile learning devices in recording observations and information, either by handwriting or voice register, as well as the ability to facilitate the collection of data, the editing and handling of data, and the search for information in and outside the classroom.

Rismark., Solvbery., Stromme., &Hokstad (2007) added that mobile devices offer new opportunities for learning in higher education by providing continuous access to educational content management systems and programs.

However, despite the many advantages of mobile learning, it has many drawbacks.

AL-Dahshan (2010) stated the following drawbacks:

1. Limited storage capacity in mobile devices.
2. Weaker durability of mobile devices compared to that of personal computers.
3. Rapid development and succession of mobile phones, making them susceptible to rapid aging.
4. Limited screen size of mobile devices.
5. Misuse of mobile devices by some students if they are allowed within the schools and institutes.
6. Ongoing charging need of mobile devices due to the speed of running out of battery life.

After this brief presentation to highlight the advantages and disadvantages of mobile learning, it is worth noting that there are many challenges and difficulties that should be taken into consideration in order to activate and employ mobile devices in the educational process. Salem (2006) has stated the following challenges and difficulties:

1. The need for universities to adopt clear strategies for applying this new pattern of learning.
2. The provision of the necessary infrastructure, such as wireless networks and modern devices, for the application of mobile learning.
3. The design and preparation of courses to fit with mobile learning.

4. The provision of training and the necessary support for professors and students to employ mobile learning and its applications.

Notably, there are educational institutions in the Arab world that have overcome some of these difficulties and have carried out experiments and projects to activate mobile learning and its applications. One such project is the Arab Open University in Bahrain project, where the university has developed courses to be interactive and downloadable on mobile devices; the Higher Colleges of Technology project in the United Arab Emirates aims to benefit from the technical advantages of mobile phones and to make these devices available to college students (Khan, 2014).

Moreover, Tayba University in Saudi Arabia had a project for the development of the educational environment using mobile learning during the year of (2010), where the students were able to use the content management system in the university via their mobile phones (Al-Migbil; Manasir; Mohammad; Arbawi & Aabach, 2010).

Regarding Umm Al-Qura University—where the current study was conducted—recently, a service of mobile device support via the content management system was adopted by the university (Desire to Learn). The university represented by the Deanship of e-learning conducted several workshops to discuss ways to activate this system and challenges facing its implementation. To the best of the researcher's knowledge, this study is the first to identify to what extent Umm Al-Qura University students use mobile learning and take advantage of its features in the process of learning and teaching.

3. Methodology of the Study

In this study, the descriptive approach was used, which is the most widely used in the areas related to humanities studies. As Assaf (2006) stated, this approach depends on questioning all the research members or a large sample of them in order to describe the characteristics of the phenomenon under study in terms of its nature and degree of its presence. Through this approach, the degree of the use of mobile learning among the Legitimate Specialty students in the College of Education at Umm Al-Qura University has been identified.

3.1. Study Tools

Since this study used a descriptive approach and its purpose was to identify the degree of use of mobile learning among the Legitimate Specialty students in the College of Education, Umm Al-Qura University, a questionnaire was developed as a suitable tool for the study.

This tool was developed by the researcher after studying a range of Arabic and English literature about mobile learning, mobile devices and how to benefit from them in the educational process.

The questionnaire was preliminary designed with a total of (30) statements distributed in two sections. The first section related to the degree to which the Legitimate Specialty students at the College of Education at the University of Umm Al-Qura use mobile learning during their study of the educational preparation program. This section contains a total of (17) statements and one open-ended question. The open-ended question was for the respondent to add the usages and ways of taking advantage of mobile devices that were not mentioned within the closed statements. The second section was about the degree to which the legitimate discipline students in the College of Education at the University of Umm Al-Qura use mobile learning in teaching the students during the field application in schools. This section contains a total of (13) statements and one open-ended question. The open-ended question was for the respondent to add the usages and ways of taking advantage of mobile devices that were not mentioned within the closed statements.

A Likert scale with five options (always, often, sometimes, rarely, never) was used. In light of the comments and suggestions of a number of specialists in curriculums, teaching methods and educational technology, the modification of some of the statements was done in the final version of the questionnaire.

After ensuring the stability of the tool, the researcher applied a questionnaire pretest among a sample of (30) students. The reliability coefficient was calculated using (Cronbach's alpha) coefficient. The total value was (0.86). This value is considered a stable and satisfactory value, indicating

acceptable internal consistency between the instrument statements. Table (1) shows the value of (Cronbach's alpha) of the instrument as a whole and for each of its sections separately.

Table 1. Cronbach's alpha coefficient values for the reliability of the study tool and its sections

Section of the tool: The degree of use of Legitimate (Shariah) Specialty students in the faculty of education at the University of Umm Al-Qura for mobile learning:	Number of Statements:	The value of Cronbach's alpha coefficient:
1- During the study of the educational preparation program	17	0.813
2- In teaching students during field application in schools	13	0.833
3- The degree of total use of mobile learning by Legitimate Specialty students in the College of Education at the University of Umm Al-Qura	30	0.862

The interrelated validity was also measured between the statements of the two sections of the instrument. The correlation value of the first section was (0.81), while that for the second section was (0.86). Both values were statistically significant at the (0.01) level. Table (2) shows the interrelated validity between the statements of the two sections of the instrument.

Table 2. Results of correlative validity values * for statements of study tool sections

Statement no.	Statement value correlation with total score average for			
	Section 1	Total usage	Section 2	Total usage
01	0.595**	0.322*	0.517**	0.422**
02	0.630**	0.514**	0.585**	0.493**
03	0.630**	0.454**	0.454**	0.473**
04	0.600**	0.435**	0.331*	0.379*
05	0.445**	0.559**	0.541**	0.466**
06	0.598**	0.591**	0.604**	0.572**
07	0.595**	0.463**	0.572**	0.525**
08	0.514**	0.521**	0.665**	0.681**
09	0.418**	0.574**	0.686**	0.531**
10	0.314*	0.563**	0.738**	0.639**
11	0.580**	0.425**	0.766**	0.541**
12	0.307*	0.303*	0.652**	0.574**
13	0.618**	0.544**	0.306*	0.343*
14	0.521**	0.337*	-	-
15	0.581**	0.445**	-	-
16	0.314*	0.361*	-	-
17	0.595**	0.605**	-	-
Section 1	-	-	0.400**	0.813**
Section 2	-	-	-	0.859**
Total usage	-	-	-	-

3.2. Study Population

The study population was composed of all students enrolled in the Legitimate Specialty at Umm Al-Qura University who are studying the preparatory education program in the faculty of education for the second semester of 2017. Due to the small number of the study population, the study was conducted among all (93) students.

(**) means that the correlation values contained in Table (2) are statistically significant at the level of (0.01). (*) means that the correlation values contained in Table (2) are statistically significant at the level of (0.05).

4. Study Results and Discussion

To answer the study questions, the statistical process of the data frequencies, percentage and means was completed with the use of the statistical package program (SPSS).

The presentation and discussion of the study results was shown as per the percentages and means in light of the fifth scale presented in Table (3) below.

Table 3. The scale of judging study results

The degree of use	Arithmetic average value	Percentage
Always (<i>i.e.</i> , use at very high degree)	4.20 - 5	84 - 100%
Often (<i>i.e.</i> , use at high degree)	less than 3.40 – 4.20	less than 68 – 84%
Sometimes (<i>i.e.</i> , use at medium degree)	less than 2.60 - 3.40	less than 52 – 68%
Rarely (<i>i.e.</i> , use at weak degree)	less than 1.80 - 2.60	less than 36 – 52%
Never (<i>i.e.</i> , use at too weak degree)	less than 0 - 1.80	less than 0 – 36%

The results showed the following:

The first question states the following:

To what extent do the Legitimate Specialty students at Umm Al-Qura University use mobile learning while studying the preparatory education program?

To answer this question, the statistical analysis of the study population's responses to the statements under this section was done in light of means and percentages. Table No. (4) below shows the means of student use of mobile learning while studying the preparatory education program (in descending order according to means and percentages).

Table 4. The degree of use of mobile learning among the Legitimate Specialty students studying the syllabus of the educational preparation program, College of Education at the University of Umm Al-Qura, Saudi Arabia. (Arranged in descending order according to averages and percentages.)

Statements of the use of mobile learning among the Legitimate Specialty students who are studying the syllabus of the educational preparation program, College of Education at the University of Umm Al-Qura, Saudi Arabia.	The degree of use of mobile learning among the Legitimate Specialty students studying the syllabus of the educational preparation program, College of Education at the University of Umm Al-Qura, Saudi Arabia.										Statement rank in:	Degree of usage					
	Always		Often		Sometimes		Rarely		Never				Mean	Mean ratio	Standard deviation	Statement rank in:	
	Total	%	Total	%	Total	%	Total	%	Total	%						Section	All
02 - I use a mobile device to communicate with my colleagues regarding lectures and test time tables.	69	74.2	9	9.7	9	9.7	6	6.5	-	-	4.52	90.4	0.916	01	01	Always – very high	
01- I use a mobile device to get the course schedule and updates.	57	61.3	18	19.4	3	3.2	12	12.9	3	3.2	4.23	84.6	1.190	02	02	Always – very high	

Often – high	Often – high	Often – high	Often – high	Sometimes – medium	Rarely – weak	Rarely – weak	Rarely – weak	Rarely – weak
03	04	06	07	12	14	18	20	22
03	04	05	06	07	08	09	10	11
1.033	1.011	1.046	1.248	1.244	1.346	1.136	1.408	1.020
82.0	72.2	71.6	70.4	57.4	51.6	48.4	46.4	45.2
4.10	3.61	3.58	3.52	2.87	2.58	2.42	2.32	2.26
-	-	6.5	9.7	9.7	29.0	22.6	41.9	22.6
-	-	6	9	9	27	21	39	21
9.7	16.1	6.5	12.9	35.5	19.4	33.5	19.4	45.2
9	15	6	12	33	18	33	18	42
19.4	29.0	25.8	16.1	32.3	29.0	25.8	12.9	19.4
18	27	24	15	30	27	24	12	18
22.6	32.3	45.2	38.7	3.2	9.7	9.7	16.1	9.7
21	30	42	36	3	9	9	15	9
48.4	22.6	16.1	22.6	19.4	12.9	6.5	9.7	3.2
45	21	15	21	18	12	6	9	3
03 - I use a mobile device in exchange of notes and comments with my colleagues.	17 - I use a mobile device to communicate with new groups for the purpose of integration and to cope with them.	15- I take advantage of my mobile device to discuss with my colleagues and my teachers' urgent issues related to the course.	16- I share with my colleagues some of the difficulties that I face using my mobile device.	04- I use my mobile device to communicate with the instructor and ask questions and inquiries.	13- I use my mobile device to enter the instructor's page on the university website and download materials and do various activities.	08- I use my mobile device to send what is required by the course professor electronically.	14- I use my mobile device to navigate and research databases available on the website of the university library.	07- I browse through the comments and notes I write about lectures on my mobile device.

Rarely – weak	23	24
12	13	
0.874	0.947	
44.6	42.6	
2.23	2.13	
19.4	29.0	
18	27	
45.2	38.7	
42	36	
32.3	22.6	
30	21	
-	9.7	
-	9	
3.2	-	
3	-	

Table 4. continued

The degree of use of mobile learning among the Legitimate Specialty students studying the syllabus of the educational preparation program, College of Education at the University of Umm Al-Qura, Saudi Arabia. (Arranged in descending order according to averages and percentages.)

Statements of the use of mobile learning among the Legitimate Specialty students studying the syllabus of the educational preparation program, College of Education at the University of Umm Al-Qura, Saudi Arabia.	The degree of use of mobile learning among the Legitimate specialty students studying the syllabus of the educational preparation program, College of Education at the University of Umm Al-Qura, Saudi Arabia.															
	Always		Often		Sometimes		Rarely		Never		Mean	Mean ratio	Standard deviation	Statement rank in:		
	Total	%	Total	%	Total	%	Total	%	Total	%				All	Section	
10- I review codified notes from previous lectures on my mobile device before entering the next lecture.	-	-	9	9.7	15	16.1	21	22.6	48	51.6	1.84	36.8	1.025	14	27	Rarely - weak
09- I use my mobile device to share files and e-books with the course instructor.	3	3.2	3	3.2	12	12.9	9	9.7	66	71.0	1.58	31.6	1.046	15	28	Never - too weak
12- I take advantage of handwriting recognition programs in taking notes and ideas during the lecture on my mobile.	-	-	-	-	12	12.9	21	22.6	60	64.5	1.48	29.6	0.716	16	29	Never - too weak

06- I use my mobile device to record lectures.	3	3.2	.	.	6	6.5	15	16.1	69	74	142	28.4	0.876	17	30	Never - too weak
1 - The first section rate/degree of mobile learning use during the study of educational preparation program.											2.746	54.9	0.539	.	2	Sometimes - medium

Table (4) above shows the results of the first section; these results reflect that the usage degree of mobile learning during the study of the educational preparation program was not high among the Legitimate Specialty students in the College of Education at the University of Umm Al-Qura. The value of the arithmetic average of the application for the whole first section was (2.746) and the percentage was (54.9). This value is medium according to the scale of judging the study results shown in Table (2). This value, despite being medium, did not reach the desired level of adopting mobile learning and benefiting from the smart mobile devices while teaching the university students. It is quite apparent from the means and percentages of the statements of this section that most of the statements related to making use of mobile devices in the educational process by students themselves were very high or high, such as statements (1,2,3,15,16,17), while most of the statements that reflect the faculty member application and benefit from mobile learning in the educational process such as statements (8,9,13) were weak or very weak. This means that student interaction with mobile learning and the benefit of smart mobile devices during the study of the educational preparation program are greater than the interaction of faculty members with mobile learning. This might be due to the superiority of students' electronic technical culture and the use of new mobile devices that gives students an advantage compared to faculty members.

Statements (5,6,7,10,11,12) also came with weak or too weak degree of use; although these are student-related statements, the instructor is also involved in their activation and employment in the educational process. Most faculty members do not allow students to bring smart devices in the lecture and do not allow them to use smart devices during lecture time for taking notes, recording or searching and so on.

More specifically, it is clear from Table (4) that the students' use of mobile devices to communicate with their colleagues regarding lectures and test timetables, course schedule, updates, course notes, exchange of comment, discussions of some urgent issues and difficulties they face during the study as well as integrating and coping with new groups all attained high or very high degree of use.

However, the use of mobile devices to access the instructor web page to download materials or to accomplish certain activities as well as the use of mobile devices to take notes, record lectures or exchange files with the instructor all scored weak or very weak degree of use.

We conclude therefore that whether the faculty member benefits from mobile devices during university teaching is still in doubt and that most faculty members at the university prevent students from using mobile devices during lectures to take notes. In addition, most faculty members do not activate their web pages on the university website as required; therefore, the students could benefit from instructor webpages and from using their mobile devices through the content management system adopted by Umm Al-Qura University (D2 L), which supports mobile learning.

Furthermore, the students' use of mobile devices to navigate and research databases available on the website of the university library had a weak degree of use. This was reflected in the score of statement (14), as shown in Table (4). The mean value of this statement was (2.32). This low degree of use of mobile devices to search for knowledge through available sources might refer to the inadequate training of students in this area. The researcher, throughout his several years of teaching experience of the method of Islamic education (1) and (2) as well as teaching the course in designing school activities

in Islamic education subjects, found that some students do not know that the content management system of the university website supports the use of mobile devices and that most students are unaware of the steps to access the databases that support their specialty.

Table (4) also shows that the only statement that reflects a medium degree of use of mobile devices is statement number (4), which states that "I use my mobile device to communicate with the instructor and ask questions and inquiries"; this statement had an arithmetic mean of (2.87). Although some course instructors do not favor this mode of communication, communication in this way is done through the instructor mobile number located on his webpage through the university website via SMS messages or (WhatsApp).

Notably, mobile learning in Saudi Arabia is still in its early stages at many universities, as mentioned by Nassuora (2012). However, students' positive attitudes toward this type of learning, as evidenced by studies of Al-Fahad (2009), Paul (2009), Liaw., Hatala., & Huang (2010), Singh (2010), Nassuora (2012), and Yang (2012), makes it imperative to strive to activate mobile learning in universities and to take actions to encourage faculty members to adopt and activate mobile learning in the teaching process.

The second question states the following:

To what extent do the Legitimate Specialty students in the College of Education at Umm Al-Qura University use mobile learning during the field application in schools?

To answer this question, the study population answered the statements of this section, which were analyzed in light of the arithmetic mean and percentage values. Table (5) below shows the mean values of using mobile learning during the field application in schools of the Legitimate Specialty students in College of Education at Umm Al-Qura University. (Statements were arranged in descending order according to means and percentages).

Table 5. The Degree of Using Mobile Learning During the Field Application in Schools by Members of the Study Population Consisting of Legitimate Specialty Students in the College of Education at Umm Al-Qura University. (Arranged in Descending Order According to Means and Percentages.)

Statements of the use of mobile learning by Legitimate Specialty students in the College of Education at the University of Umm Al-Qura during the field practice in schools.	The degree of the use of mobile learning by Legitimate Specialty students in the College of Education at the University of Umm Al-Qura during the field practice in schools.											Degree of Usage				
	Always		Often		Sometimes		Rarely		Never		Mean		Mean Ratio	Standard Deviation	Statement Rank In: Section	All
	Total	%	Total	%	Total	%	Total	%	Total	%						
19 - I take advantage of my mobile device in reading on the subject lesson that I'm going to teach my students.	33	35.5	18	19.4	24	25.8	9	9.7	9	9.7	3.61	72.2	1.319	01	05	Often – high
20- I use my mobile device to confirm some Hadiths Authentication that displayed during the lesson preparation.	27	29.0	24	25.8	24	25.8	6	6.5	12	12.9	3.52	70.4	1.324	02	08	Often – high
22 – I use a mobile device to check out some Fiqh issues during student teaching.	30	32.3	15	16.1	24	25.8	18	19.4	6	6.5	3.48	69.6	1.299	03	09	Often – high

21 – I use my mobile device to explore answers of some questions raised during class teaching.	Sometimes - medium	10	11	13	15	16	17	19	21	25	26	Sometimes - medium
18 – I use a mobile device to listen to a recitation clip of the Holy Qur'an readers related to the subject of the lesson.	Sometimes - medium	04	05	06	07	08	09	10	11	12	13	-
26 – I use a mobile device to display a recitation clip of the Holy Qur'an readers related to the subject of the lesson.	Sometimes - medium	1434	1369	1479	1348	1464	1652	1411	1230	1327	1336	0.800
23 - I direct my students to some links that are related to the topic of the lesson that I presented to them.	Rarely - weak	67.0	62.6	53.0	50.4	50.4	49.0	47.0	45.8	40.0	38.0	55.0
28 – I use a mobile device to show audio and video clips on the topic of the lesson during class teaching.	Rarely - weak	3.35	3.13	2.65	2.52	2.52	2.45	2.35	2.29	2.00	1.90	2.752
27 – I show PowerPoint presentations on the topics of the lessons I teach using my mobile device.	Rarely - weak	16.1	19.4	35.5	23.3	41.9	51.6	45.2	41.9	58.1	64.5	
29 - I take advantage of my mobile device in the filming of scenes and events which might be used in explaining the lessons to students.	Rarely - weak	15	18	33	30	39	48	42	39	54	60	
25 -I direct my students to some lesson explanations on YouTube channels and educational sites.	Rarely - weak	9.7	6.5	12.9	19.4	6.5	3.2	9.7	6.5	6.5	3.2	
24 - I take advantage of my mobile device to create groups of discussion with my students.	Rarely - weak	9	6	12	18	6	3	9	6	6	3	
30 - I ask my students to evaluate my teaching performance and send it by mobile devices.	Rarely - weak	29.0	38.7	16.1	22.6	19.4	12.9	16.1	35.5	19.4	16.1	
2 - The second section rate/degree of mobile learning use during the field application in school	Sometimes - medium	27	36	15	21	18	12	15	33	18	15	
		12.9	12.9	22.6	16.1	22.6	12.9	22.6	12.9	9.7	9.7	
		12	12	21	15	21	12	21	12	9	9	
		32.3	22.6	12.9	9.7	9.7	19.4	6.5	3.2	6.5	6.5	
		30	21	12	9	9	18	6	3	6	6	

As seen from Table (5) above, the value of the arithmetic average of the Legitimate Specialty students in the College of Education at Umm Al-Quran University for using mobile learning during field application in schools for the whole second section was (2.752). This value, although higher than

the arithmetic average of the first section, is a moderate value and below the required level of employing mobile devices and benefit from them during the student's field application in the schools. None of the statements in this section got a very high score, while only three statements, statements (19,20,22), got a high degree of use.

The three statements mentioned previously regard the preparation of class teaching. Statement number (19) refers to the advantage of the mobile device to read on the subject of the lesson that the student teacher will present to his students, whereas statement number (20) refers to the use of mobile devices to confirm some Hadiths' Authentication that displayed during the lesson preparation. Statement number (22) refers to the use of the mobile device to review some Fiqh (Jurisprudence) issues on the subject's lesson.

There is no doubt that the high score of the statements related to the preparation of the class teaching emphasizes the benefit of mobile devices in the possibility of continuous easy reach to the knowledge sources without having to bother about sitting in a specific place to open a desktop device and link it to the Internet and to access knowledge, searching and seeking more sources on a particular topic. This finding is supported by the study of Rismark., Solvbery., Stromme., & Hokstad (2007).

Table (5) also shows that the statements that related to the use and benefit of mobile devices during class teaching ranged between a medium degree of use, such as statements (18,21,26), and a weak degree of use, such as statements (27,28,29).

Statement number (21), which stated that "I use my mobile device to explore answers of some questions raised during class teaching", had an arithmetic mean of (3.35). Statements (18) and (26), which refer to the use of mobile devices to listen and view recitation clips of the Holy Qur'an readers about the subject of the lesson, had means of (3.13), (2.65), respectively, while statement number (28), which refers to the use of the mobile device in the presentation of audio and video clips on the topic of the lesson during class teaching, was scored a weak degree of use with an arithmetic average of (2.52). Statement number (27), which stipulates that "I show PowerPoint presentations on the topics of the lessons I teach using my mobile device" had a weak degree of use with an average arithmetic of (2.45).

Statement number (29) also had a weak degree of use with an arithmetic mean of (2.35). This statement stipulates that "I take advantage of my mobile device in the filming of scenes and events which might be used in explaining the lessons to students". This decline in the use of mobile devices during class teaching might be due to first the weakness of preparing the student teacher in this important aspect. Only one course, under the name of Teaching Aids, with respect to technology was offered to students in the educational preparation program. The course vocabulary and name are old and need to be developed. Second, communication networks are poor and sometimes nonexistent in some schools. This is undoubtedly one of the difficulties in implementing mobile learning and benefiting from mobile devices in the educational process, as noted by Salem (2006).

Also, it is apparent from Table (5) that the statements related to students' direction to make use of mobile devices after presenting the educational session, all came with a weak degree of use. Those were statements (23,24,25,30).

Statement number (23), which states that "I direct my students to some links that are related to the topic of the lesson that I presented to them", had an arithmetic average of (2.52). This value is weak according to the scale of judging results agreed upon in the study. In addition, statement (25) came with a weak value and an arithmetic average of (2.29); this statement stipulated that "I direct my students to some lesson explanations on YouTube channels and educational sites". This means that the use of mobile devices to transfer and extend the learning process outside the classroom environment is below the desired level. The results of the experimental study carried out by Swan., HooftMarkvan 't., Kratcoski., & Unger (2005) to explore the students use of mobile devices showed that mobile devices support the privacy of learning and extend the learning process outside of school.

The results of statements (24) and (30) also showed a weak degree of use. The arithmetic mean value was (2.00) for statement number (24), which states "I take advantage of my mobile device to

create groups of discussion with my students". Statement number (30), which states "I ask my students to evaluate my teaching performance and send it by mobile devices", had the lowest value of this section's statements with a mean of (1.90).

Conclusion

This study examines to what extent Legitimate Specialty students—involved in the educational preparation program in the faculty of education at Umm Al-Qura University—use mobile learning.

After analyzing the student responses to the study statements contained in the study tool (questionnaire), the results show that the overall score of using mobile learning among the Legitimate Specialty students was moderate. The results of the study also show that the score of student usage of mobile learning during the theoretical courses in the educational preparation program was moderate. With regard to student usage of mobile learning during field application, the results of the study indicated that it was moderate.

When looking in more detail into the analysis of the study population responses on the section statements, it clearly shows the following:

- More than half of the first section's statements (the degree of student use of mobile learning during the study of theoretical courses in the educational preparation program), (10) out of (17) statements, had a weak or very weak degree of use. This finding requires that the instructors of these courses reconsider the ways and methods of teaching these courses. Most of these statements related to the instructor employment of mobile learning while teaching the students. The Deanship of training and development at the Umm Al-Qura University has to take the results of this study into account and to include training programs for faculty members on how to take advantage of the content management program software (D2 L), which has been adopted by the University, in the functionality of mobile learning in the educational process; in addition, the Deanship must urge and motivate faculty members to attend these courses.
- The results also showed that more than half the second section's statements (the degree of students' use of mobile learning during field application in schools), (7) out of (13) statements, had a weak degree of use. These results suggest the need to review the courses that introduce the use of technology to the students enrolled in the educational preparation program and to work to develop these courses to cope with the development of technology and to find ways to benefit from technology in the educational process.

This study focused on the degree of use of mobile learning among the Legitimate Specialty students enrolled in the educational preparation program, and there is no doubt that the expansion of the study population to include other specialties will give a clearer and more comprehensive picture of the degree of mobile learning employment in the teaching of the educational preparation program in the faculty of education at the University of Umm Al-Qura.

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