Abstract

Mobile learning (m-learning) is one of the most technological environments used in higher education distance learning programmes. M-learning provides students with widespread access to classroom resources via mobile devices’ networks and the possibility to learn regardless of their time and place. Many studies have shown the importance of the relationship between electronic systems and communities’ traditions, because their increasing levels of acceptance depend on many moderators that directly affect the acceptance of M-learning communities. This study aims to verify the influence of demographic moderators in the UTAUT model to increase the level of learning perspectives acceptance via mobile in specific higher education communities and institutions. In the present study, the specific community is Saudi Arabia (KSA). The gender separation found in all stages of the Saudi education system is based on religious policies rooted in an Islamic perspective. Using m-learning smartphone applications could be helpful, yet also affected by traditional factors, in supporting women’s efforts in higher education institutions in conservative countries such as KSA. The experiences that we uncover in KSA could be applied in other communities. The method used in the study is a quantitative approach.
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approach based on a questionnaire completed by roughly 400 university students who are studying, at least in part, via their colleges’ and universities’ m-learning systems. The main objective of the study is to lead to a gradual increase in the number of remote learning students in many Saudi universities over the next five years according to Saudi vision 2030. With the conservative policies pursued in KSA in mind, women face a significant challenge in completing various education paths; thus, providing m-learning through electronic channels, such as mobile applications, could assist them significantly as they face these challenges.

References


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Index Terms

Computer Science

Information Sciences

Keywords

M-learning, Distance Learning Approach, Saudi Arabia, Questionnaire Survey, UTAUT