

A Comparison Between The Existing Unisza's Mobile Learning And The Proposed Design According To A New Conceptual Framework

Omar Jamil Alkafween¹, Yousef Abubaker El-Ebiary^{2*}, Mumtazimah Binti Mohamad³

¹ Ph.D., Faculty of Informatics and Computing, UniSZA, Malaysia.

² Assoc. Prof. Ts. Dr. Faculty of Informatics and Computing, UniSZA, Malaysia.

<https://orcid.org/0000-0002-4392-8015>

³ Assoc. Prof. Ts. Dr. Faculty of Informatics and Computing, UniSZA, Malaysia.

Email: ¹omarkefowkarak@gmail.com, ²yousefelebiary@unisza.edu.my, ³mumtaz@unisza.edu.my

*Corresponding Author: Yousef Abubaker El-Ebiary

Assoc. Prof. Ts. Dr. Faculty of Informatics and Computing, UniSZA, Malaysia.

<https://orcid.org/0000-0002-4392-8015>

DOI: 10.47750/pnr.2023.14.S02.153

Abstract

Malaysia has recently noted a steady increase in the use of enhanced learning for web-related innovation and assertion. The current conditions of mobile learning in Malaysia have been analyzed to provide an important method for the imminent improvement of college e-learning in Malaysia. The powers of the information carried are logical and current location including issues of disobedience from the perspective of spoken mental learning. In this exploration, highlights will be examined and identified that recognize the new computed form that was absent in the main application and highlight the element that takes care of case declaration. The problem of exploration is the lack of examination on students' disappointment with mobile training on the issue of application interface used in mobile phones and the way most fashion designers are more familiar with the printed drafting plan and website pages than with the user interface plan; Specifically, optimizing versatile hotspots is something new and, as such, no prior engagement in this area. The examination applied the quantifiable methodology in the initial stage, and the public opinion polls will top and fall within the scope of the review. To determine the example size, I used Steven K. Thompson's condition to determine the example size. The review audience consisted of (9272) students of Governor Sultan Zain Al-Abidin University (UniSZA), who was determined to sort out the primary perspectives from their point of view on versatile learning and consider assumptions, ideas, and level of alternative student agreement with portable learning among students. From UniSZA, the revision test consisted of (369) students. In this review, the specialist will rely on the use of the Statistical Package Software (SPSS). Results show that students are disappointed with portable capture attributable to the perspective associated with 'social expectations' while students expect that they will no longer include versatile learning, will not want to engage in mobile learning from now on, and accept that they will not continue to Involving versatile applications later, they did not intend to include versatile learning from now on, and they did not want to use versatile applications instead of traditional technologies. However, it was found that casual respondents deal with an important issue and deterrent that was the point of interaction of the versatile e-learning application and is the issue that this review will focus on.

Keywords: Enhancing Education Methods, Student's Satisfaction, Mobile Learning, Conceptual Model, UniSZA, Malaysia.

INTRODUCTION

The extraordinary improvement in the progress of data has led to the use of another term in the field of learning called "portable", by which the word versatile refers to linguistic word references (convey any debatable development, transfer or transfer an article), and here we can decode the term portable to know How to accompany: Learn mobile learning Versatile through mobile phones (multi-use), or the word portable versatile generally means items, mobile phones, or mobile phones. Two years ago, and frankly at the beginning of the hundred years of the twentieth century and non-believers, it was used in Western countries, another term in the field of training called English language learning or mobile learning [1].

Moreover, mobile phones can be used in the educational learning process through the technologies and the services they provide and the opportunity to use a mobile phone in education gives a new form of distance education systems, thus in order for mobile phones to be used efficiently and vigorously, it is necessary to have the infrastructure, financial support and awareness of the parties in the educational process of the role they can play in serving the educational process [2].

Learning by mobile phone is a way of thinking about the discovery at a distance Learning develops an open door for students because it achieves adaptability in guidance and communication with the teacher when it depends on giving instructional material to students using intuitive messaging strategies, for example, the master student as evidenced by his abilities and the speed of his teaching It builds on the idea of self-discovery of how a student learns. M-Learning is also an example of e-learning [3].

Mobile learning also represents the use of mobile devices in education, training and support career operations also supervisors, lecturers and teachers are allowed to submit their educational, training and professional materials on various cell phones devices, in addition it also allows the student to follow training exercises, self-learning and professional guidance in work through these mobile devices [4].

According to Molenet, versatile learning can broadly be described as 'the dual handling of the ubiquitous mobile innovations, together with mobile and remote organizations, working with, supporting, improving and extending teaching and learning. Mobile learning can take place in any area at any time, including usual learning settings such as classrooms as well as in work environments, at home, in local area areas, and on the road. Portable innovations include mobile phones, mobile phones, PDAs, MP3/MP4 players (e.g., iPod), portable gaming devices (e.g. Sony PSP and Nintendo DS), Ultramobile Portable Computers (UMPCs), and small magazine or notebook computers (e.g. Examples include the Asus EEE), handheld GPS or polling tools, and versatile specialized innovations used in science labs, design studios, or for landscape or horticultural review. Mobile learning includes availability for download and transfer, as well as web-based work through remote or cellular organizations or both, and connection to institutional frameworks for example virtual learning conditions and operational data frameworks [5].

BACKGROUND OF THE STUDY

Moderate learning has a fundamental influence on the critical development of culture. This gives optional attention that allows for high results and works on the value of life, that is why the created world supports new learning for progressive projects that require progress in the current climate [6] and this shows that agricultural countries must adhere to appropriate technologies and methods of dealing with the order of graduate training value to raise Advanced tuition, turning them into indistinguishable members of the categorical global data economy in the event that they don't finish, they proceed to further hinder the entire world because they need the final administrations they predicted in the 21st century.

The new disclosure of cell phone conversion regardless of installment terms is an exceptional turn of events and the cell phone era in each of the created nations including the agricultural nations [7]. By contrast, maintaining access to these creations is critical to increasing admissions to advanced education to drive increased experience [8]. Advanced mobile and departmental learning have a place with systems that can further develop dishes for modern learning in non-industrialized nations [9].

Versatile mechanical developments differ from programmed gadgets that are small enough to fit in a jacket or coat pocket and may house gadgets such as mobile phones, PDAs, and iPods [10]. Continuous conditions review determines that the student is supported by various innovations in several ways. The segment distinguishes between real direct use of SMS notifications prompting safe and individual openness in response to common foraging and sophisticated use of email and cell phones for learning.

Ease-of-use guides include content deployment, task meaning and improvement, information search and appreciation, computational conditions, for example, conversation boards, and various compensations for the use of versatile innovation in evolving education, including social support and close-to-home support, along with Scientific diversity, where students can learn through mobile training that started as a progressive learning method anytime, anywhere.

Moreover, mobile coaching makes it possible to teach in a wonderful, multi-purpose, and useful way, in light of the fact that the students are not limited by the constraints of work area information or the moderate idea of classrooms; Mobiles will specifically develop and understand the rationale for inquisitive coexistence and continued openness among members [11].

Cell phones have similar limitations to some other innovations. They can be regularly evaluated in terms of basis, strategy, and understanding. In light of the examination, the current exploration ensures that mobile devices are limited by a lack of processing power contrasting with a PC or PC, and have small screens, low battery life, programming content, and applications.

In addition, investigation on the intuitions of university pupils on the utilize of mobile technology in classrooms [12] presented that pupils were disappointed with mobile education due to a number of issues counting: absenteeism of movable devices, slow speed of mobile devices, energy challenges, wireless networks, issues and battery issues.

However, prerogatives [13] were an extra challenge linked to the invasion of private space. For some pupils, the idea of using their own mobile phones to be muddled or provoked with the concept of using their own mobile phones for educational tenacities.

Such studies thus provide a full picture of the present mobile education propensities in teaching. Nonetheless, nobody in a Malaysian agenda provides a detailed overview of mobile training, which is the dedication of this report. This research now tests the willingness of students to use mobile learning in progressive education mainly at UniSZA in an exploratory process. Our goal in this paper is indeed to explore the degree of overall satisfaction with the utilize of mobile education through UniSZA United Model of agreement and utilize of Knowledge. For instance, seeing as this approach provides training courses and advisors with a suitable background model that can be used to test the implementation of M-Learning (and other technologies) in Malaysia and the like.

Diversified learning can greatly increase students' ability to estimate and identify difficulties, which is conducive to students' learning innovation. Ultimately, it increases the adequacy of learning. The cell phone was more stable than the PC to enable the educational motivation of the students. Versatile learning is a real way to increase listening ability. It was widely accepted that the mobile phone was an exceptionally inspiring and innovative technology for securing another dialect. It can provide more opportunities for learning and students can pay attention to their conscious subjects anywhere and anytime [14].

Suleiman and Dashti saw that the first achievement of the student is considered the main component of continuous learning, as described by the alleged value of the student's alternative to his educational practices in the educational basis or how the students' faculties weaken with the education system to inherit their points. bonding with the frame; Depending on needs, fulfillment is an individual arrangement to transfer contributions affected by real fundamentals.

The advanced stages of relational communication were connected with improved student performance in Mobile learning systems, and the teacher attendance can be recognized by ordered message with students, regular feedback, and critical discourse demonstrated by the teacher. Additionally, by increasing their attendance in Mobile learning systems teachers can encourage better student academic performance and retaining over the long-range [15].

Sulaiman and Dashti stated that the successful application of Mobile Learning is regularly measured by students' satisfaction. Numerous elements effect student satisfaction in a Mobile Learning situation. Instructor, innovation, and intuition are the three primary components that influence student achievement while using mobile phones in mobile learning and the reinforcement factors affecting fulfillment are the correspondences to the course components and board frameworks used. Besides, students' views on mission value and viability, local area capacity, the value of frameworks, and media education were known as serious components.

Impact elements to fulfill with a portable, clear response and notable content are key considerations affecting student achievement. Since an explicit response is an important influencer of fulfillment, mobile learning application designers can consider correspondence [16].

First of all, the use of a remote institution may help students to participate suddenly and anywhere. Secondly, with the use of personal organizations only, a lot of social applications have been created in the mobile learning climate. The use of the local area stage, sending messages and various tasks, may include the correspondence stage between male and female students, teachers, and trainees, developing correspondence adequacy and enabling critical learning. Finally, creating a comprehensive, dynamic, and variable assessment tool is useful for resulting assessment among students. Students may evaluate other people's learning exercises, contribution wages, assignment assignments, and complete results.

Liu and Zhang expressed that students may be similarly assessed through real-time feedback and correspondence, which makes it possible to visualize students to optimally deal with chaos and find responses for further recovery of learning methodology and further development of learning outcomes. The clear subject matter can develop more fulfillment assuming it may meet the needs of the students and, surprisingly, higher than the probability of it.

The entertainment part should be added to entice the students. Designers need to choose the learning content according to the student's learning regulations and elements. The design of the learning activity needs to combine the content displayed, for

example, appearing before class, and post-class evaluation can be put into a versatile educational application, which may allow students to have an exclusive review. Learning content should be summarized and clear, and simplified for students to make use of study time.

Liu and Zhang found that when students implement versatile educational applications, the learning environment is disturbing and there are some interruption factors that will occupy students' interest. The response has evolved into one of the huge variables that influence student achievement. Designers bring to the table versatile material or feedback according to different client models, provide appropriate instructional assessments for students to understand learning strategies and outcomes and handle assessment techniques to meet a mobile learning setting.

Polara and Broussard express that versatile learning content has evolved into an element that influences the use of mobile learning applications. Thus, application information should be based on being brief, concise, and clear when application planners plan the learning content. A student may complete an entire subject unit in a limited time. In this way, the content of the application must be self-evident, prudent, and suitable for investigation.

Mobile learning app designers need to focus more on training. They can further develop mobile learning applications with the effective undertaking in a versatile and widely used lethal phase, which may provide a flexible and appropriate strategy for casual learning. Correspondence undertakings for further learning applications should be important, educational, engaging, exhilarating, clear, and not precarious.

Polara and Brossard found that some developments, for example; Computer-generated acknowledgment and reality mode can be used in progression methodology. Then, it may create a flawless climate and introduce indistinguishable teaching techniques and tools to help students recognize the disturbing climate, making diverse progress really happen.

To achieve critical implementation rates for diverse learning applications at the college level, attention must be paid to approval, value, and college support for appropriate offices to use mobile learning and a reception mindset. A few specialists have recognized many of the elements that can predict the recognition of M-learning by students. Extensive written surveys revealed significant patterns, constructs, ideas, predictions, and innovation reception models for the use of mobile learning at the college level. Some tests applied the linked hypothesis together of the Unified Technology Acceptance and Use Model (UTAUT) and Technology Acceptance Model (TAM) [17].

UTAUT has become very popular. An important limitation of writing, however, is that mobile learning and the reception of innovation focus on what is generally done more often in Western settings. This leads to a general lack of evidence as to whether form connections carry elsewhere. Given that estimates and connections between measures can be directed by cultural and national factors, explicit use of the UTAUT model in non-Western settings may produce substandard results. Then, before using the UTAUT model in Guyanese settings, it is critical to revisit the variables and the connections between them [18].

Another recognition model, the TAM proposed by Davis (1989) is generally applied and empirically investigated, and there have been many observational investigations conducted on TAMs since their inception. Contradictory and their competing paradigms, TAM is accepted to be meaner, prescient, and heartier Although much has been written about TAM, careful testing up to this point has created mixed and uncertain results, which shift dramatically with regard to the importance of facts, of course, or magnitude, on Despite the fact that it is normal in sociology where the way human behavior is troublesome and complex to understand, mixed findings not only subvert the accuracy of TAM [19].

METHODOLOGY

The software has been developed in two ways:

The first way:

It is to develop the design of the entire site through the design of a complete and new form that starts with the home page, the login page, and the page of the student, teacher or administration. We have designed a modern design compatible with smart phones of all kinds in addition to the tablets.

This design is one of the international designs that are accompanied by the most famous and most powerful universities in the world.

The second way:

This is the software method; we have built the site in a new software way from scratch so that we build for it an integrated and strong infrastructure of penetrations so that you can develop on the site in any way and at any time.

Model and hypothesis of the study

The New Conceptual Model will be a major trustworthy example for clarifying the approval of information systems. The following model represents a framework for mobile learning system acceptance in higher education based on seven domains: Performance Expectancy, Effort Expectancy, Social Influence, User's Ability, and Attitude toward Use, Trust and Price/Value. Figure (1) shows the proposed Model.

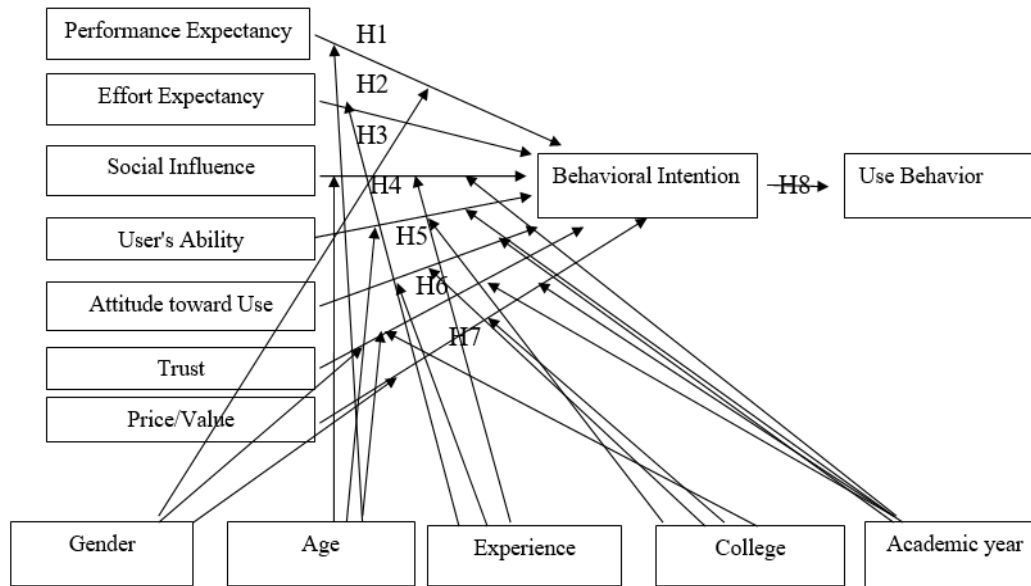


Figure (1): Proposed Model

H1: Implementation Hope: This is the extent to which people accept that the use of progress will yield implementation gains. This may also be seen as an apparent benefit to the developments.

- It is closely related to the social goal of using mobile learning.

H2: Giving Hope: Usability of Developments.

- It is closely related to the social goal of using mobile learning.

H3: Social Influence: The degree to which people accept their significant other that they should take advantage of developments.

- It is closely related to the social goal of benefiting from versatile learning.

H4: Customer Capability: This means the ability to truly benefit from and participate in virtual learning exercises. Thus, education and preparation associations progressively require evidence that the innovation-based learning frameworks and projects into which you put resources will have critical uptake before they are put into action. Thus, it is essential to recognize the client's indicative experience and to be able to provide an ideal learning climate for students to become dynamic members of the developed innovative learning conditions.

- Certainly, correlates with the behavior expected in the use of mobile learning.

H5: Usage Orientation: This is a vital component of tolerating or rejecting an innovation because the customer's circumstances in relation to the use of the innovation greatly influence the use of the information conveyed.

- The mindset towards use is closely related to the target's behavior in using mobile learning.

H6: Trust: This is the customer's view of the degree of trust provided by mobile learning tools.

- Confidence is closely related to the goal of behavior in using versatile learning.

H7: Working with Conditions: The clear degree to which there is a hierarchical and specialized basis expected to assist developments.

- It is closely related to social expectations in the use of versatile learning.

H8: Social Expectation: It is closely related to the client's behavior in using versatile learning.

Sector factors:

- **Orientation:** Alludes to social appropriations and opens doors related to males and females, bonds between women and men, men and women, and relationships between women and men. This study was divided into: (male and female).

- **Age:** the time that has passed since an individual was conceived. This study was divided into: (less than 24 years old, 24 to less than 30 years old, and over 30 years old).

- **Experience:** work experience at three levels given the progression of time:

(1) post preparation was the point at which the framework was initially available for use;

(2) after one month;

(3) After 90 days.

- **School:** Any extension institution that offers post-elective degrees, also called a college department. It is said, for example, the School of Business Organization or the School of Data and Computer Hardware Innovation. In this review, it has been isolated into: (Sound School, Human School, and Science School).

- **Academic year:** The time frame that schools, schools, and colleges use to determine the amount of review. In this review, they are divided into the main year, the second year, the third year, and the last year).

DATA COLLECTION INSTRUMENTS

The agreement of the methodology for collecting and investigating information, and thus obtaining results relevant to the object and objectives of the examination, indicates the composition of the research as described by Kawthari. Several advantages of the general screening system such as its quality in that data collected are unavailable from different sources, unbiased depiction of the population of interest, and the normalization of the calculation where similar data are collected from each respondent.

The specialist embraced a quantitative strategy; Quantitative methodology mostly focuses on translating and categorizing information using structured overviews to aggregate information from a large example. This approach is also seen as the most appropriate strategy when the therapist is trying to examine and find out reflections on activities and thought processes. This procedure uses insightful thinking to evaluate comparative subject theories according to a social event and to deconstruct information [20]. Surveys are information-gathering tools that will be used to collect information and data related to the test question.

The survey relied on the applied system derived from writing. It was changed several times in light of the director's thoughts and notes until the last iteration. The three components that specifically build legality, reliability, and objectivity are the three components for determining audit validity. Surveys are in fact checked multiple times for linguistic errors and uncertainties such as comprehension and simplicity in answering in each case [21], [22].

The survey was planned in light of the distinct issues that characterize the new acknowledgment and acknowledgment paradigm, namely:

First: The weakness of the plan and its development from the accompanying aspects:

- Style text styles
- Website Ringtones
- Division and design of the site such as the number of sections, lines, and records
- Perspective icons on photos.

Second: an unfortunate material and it is less efficient. The material is not unique and depends specifically on what is spreading in different destinations, it is familiar and of lower quality than other sites, the display technology is poor, exceptional contacts are not generated, and it is not. They are backed by attractive images, recordings, and plans, which makes them complex and cumbersome to see and absorb and thus the inability to win over a crowd of trusted people to see and benefit.

Third: The site is difficult to use and explore because there is no layout and arrangement of the elements, in addition, that it does not constantly update the data, which means that external customers do not know the new data.

Fourth: The rundown does not meet the criteria for evaluating electronic entries and is exceptionally complex to use making it difficult for students and others who have restricted information to these types of sites.

RESULTS

This chapter includes an analysis of the results of the study, and answers to its questions using the statistical methods that were adopted in the study's methodology by calculating frequencies and percentages. The following is a presentation of these results.

Research question number one: What is the nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface?

To answer the first question presented above, the Mean and SD were calculated, see Table (1).

Table (1): Mean and standard deviations (SD) for the nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface dimensions

N.	Paragraph	Mean± (sd)	Rank	Degree
2	Effort Expectancy	4.00±0.59	1	high
1	Performance Expectancy	3.99±0.72	2	high
5	Attitude toward Use	3.98±0.61	3	high
8	Behavioral Intention	3.98±0.65	4	high
6	Trust	3.97±0.57	5	high
4	User's Ability	3.96±0.66	6	high
3	Social Influence	3.89±0.70	7	high
7	Price/Value	3.84±0.70	8	high
	Total	3.96±0.49		high

The above table shows that the mean was high, moderate and low for the domain of " The nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface "as well as the total mean + SD"3.96+0.49". In the first rank, the dimension "2"" Effort Expectancy " came with a means+ SD "4.00+0.59" with a high degree .In the second rank, the dimension "1""Performance Expectancy" came with a means+ SD "3.99+0.72" with a high degree .In the penultimate rank, the dimension "3"" Social Influence " came with a means+ SD "3.89+0.70" with a high degree . In the last rank, the dimension "7"" Price/Value "came with a means+ SD "3.84+0.70" a high degree.

Mean and SD was extracted for sub domain of the nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface, as shown in table (2).

Table (2): Mean and SD for sub domain (Performance Expectancy) of the nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface

N.	Paragraph	Mean± (sd)	Rank	Degree
----	-----------	------------	------	--------

1	Using mobile application enables me to accomplish learning activities more quickly.	4.22±0.81	1	high
5	Mobile apps help me do my daily tasks better.	4.11±0.85	2	high
4	Mobile applications allow me to do my daily work faster.	4.04±0.96	3	high
2	Using mobile learning increases my learning productivity.	3.92±0.86	4	high
3	If I use mobile learning, I will increase my chances of getting a better grade.	3.68±0.94	5	high
	Total	3.99±0.72		high

The above table shows that the means were high for the domain of " Performance Expectancy " as well as the total mean+ SD"3.99+0.72" with a high degree.

In the first rank, the paragraph "1" " Using mobile application enables me to accomplish learning activities more quickly " came with a means+ SD "4.22+0.81" with a high degree, while in the last rank the paragraph "3" " If I use mobile learning, I will increase my chances of getting a better grade" came with a mean+ SD "3.68+0.94" with a high degree, see Table (3).

Table (3): Mean and SD for sub domain (Effort Expectancy) of the nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface

N.	Paragraph	Mean± (Sd)	Rank	Degree
2	It would be easy for me to become skillful at using mobile learning.	4.08±0.69	1	high
3	My interaction with mobile learning would be clear and understandable.	3.97±0.75	2	high
1	My interaction with mobile learning would be clear and understandable.	3.93±0.77	3	high
	Total	4.00±0.59		high

The above table shows that the means were high for the domain of " Effort Expectancy " as well as the total mean+ SD"4.00+0.59" with a high degree.

In the first rank, the paragraph "2" " It would be easy for me to become skillful at using mobile learning " came with a means+ SD "4.08+0.69" with a high degree, while in the last rank the paragraph "1" " My interaction with mobile learning would be clear and understandable " came with a mean+ SD "3.93+0.77" with a high degree.

Table (4): Mean and SD for sub domain (Social Influence) of the nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface

N.	Paragraph	Mean± (Sd)	Rank	Degree
1	People are trying to convince me about using mobile devices.	3.98±0.82	1	high
4	In general, my college has supported the use of mobile learning.	3.92±0.87	2	high
2	People who are important to me will think that I should use mobile learning.	3.87±0.83	3	high
3	The professors have been helpful in the use of mobile learning.	3.82±0.96	4	high
	Total	3.89±0.70		high

Table (4) shows that the means were high for the domain of " Social Influence " as well as the total mean+ SD "3.89+0.87" with a high degree.

In the first rank, the paragraph "1" " People are trying to convince me about using mobile devices " came with a means+ SD "3.98+0.82" with a high degree, while in the last rank the paragraph "3" " The professors have been helpful in the use of mobile learning " came with a mean+ SD "3.82+0.96" with a high degree.

Table (5): Mean and SD for sub domain (User's Ability) of the nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface

N.	Paragraph	Mean± (Sd)	Rank	Degree
1	I have the resource necessary to use mobile learning.	4.00±0.76	1	high
2	I have the knowledge necessary to use mobile learning.	3.98±0.78	2	high
3	A specific person or group is available for assistance with mobile learning difficulties.	3.83±0.73	3	high
	Total	3.96±0.66		high

Table (5) shows that the means were high for the domain of "User's Ability" as well as the total mean+ SD "3.96+0.66".

In the first rank, the paragraph "1" " I have the resource necessary to use mobile learning " came with a means+ SD "4.00+0.76" with a high degree, while in the last rank the paragraph "3" "A specific person or group is available for assistance with mobile learning difficulties" came with a mean+ SD "3.83+0.73" with a high degree.

Table (6): Mean and SD for sub domain (Attitude toward Use) of the nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface

N.	Paragraph	Mean± (Sd)	Rank	Degree
2	I like to use mobile applications.	4.23±0.73	1	high
1	I often access the Internet from my handheld mobile device.	4.18±0.80	2	high
3	I am eager to use mobile apps.	3.98±0.83	3	high
5	I would like to be among the first to try new mobile applications.	3.83±0.98	4	high
4	I am one of the first to try new mobile apps.	3.70±0.79	5	high
	Total	3.98±0.61		high

Table (6) shows that the means were high and moderate for the domain of " Attitude toward Use " as well as the total mean+ SD "3.98+0.79" with a high degree.

In the first rank, the paragraph "2" " I like to use mobile applications." came with a means+ SD "4.23+0.73" with a high degree, while in the last rank the paragraph "4" " I am one of the first to try new mobile apps " came with a mean+ SD "3.98+0.61" with a high degree.

Table (7): Mean and SD for sub domain (Trust) of the nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface

N.	Paragraph	Mean± (Sd)	Rank	Degree
1	I think the new conceptual model will be trustworthy.	4.03±0.65	1	high
4	I think the new model will take students' interests into account.	4.00±0.69	2	high
2	I think that the new conceptual model will serve the students	3.95±0.68	3	high

3	I think that the new conceptual model will take care of students and meet all their requirements	3.92±0.63	4	high
	Total	3.97±0.57		high

Table (7) shows that the means were high for the domain of "trust" as well as the total mean+ SD"3.97+0.57".

In the first rank, the paragraph "1" "I think the new conceptual model will be trustworthy" came with a means+ SD "4.03+0.65" with a high degree, while in the last rank the paragraph "3" "I think that the new conceptual model will take care of students and meet all their requirements" came with a mean+ SD "3.92+0.63" with a high degree.

Table (8): Mean and SD for sub domain (Price/Value) of the nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface

N.	Paragraph	Mean± (Sd)	Rank	Degree
2	I would have financial barriers (e.g., purchase of telephone and communication time expenses) in order to use the mobile learning apps.	3.89±0.72	1	high
1	I believe the mobile learning apps would be very expensive.	3.86±0.86	2	high
3	I believe I would have to spend a lot of money to obtain the information that would make me feel comfortable in adopting mobile learning apps.	3.77±0.89	3	high
	Total	3.84±0.70		high

Table (8) shows that the means were high for the domain of "Price/Value" as well as the total mean+ SD"3.84+0.70" with a high degree.

In the first rank, the paragraph "2" "I would have financial barriers (e.g., purchase of telephone and communication time expenses) in order to use the mobile learning apps" came with a means+ SD "3.89+0.72" with a high degree, while in the last rank the paragraph "3" "I believe I would have to spend a lot of money to obtain the information that would make me feel comfortable in adopting mobile learning apps" came with a mean+ SD "3.77+0.89" with a high degree.

Table (9): Mean and SD for sub domain (Behavioral Intention) of the nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface

N.	Paragraph	Mean± (Sd)	Rank	Degree
2	I predict I would use mobile learning in the future	4.05±0.67	1	moderate
3	I plan to use mobile learning in the future.	4.02±0.83	2	low
5	I believe that I will continue to use mobile applications in the future.	4.02±0.77	3	low
1	I intend to use mobile learning in the future.	3.98±0.72	4	low
4	I prefer to use mobile applications rather than traditional methods.	3.78±0.93	5	low
	Total	3.98±0.65		low

Table (9) shows that the means were moderate and low for the domain of "Behavioral Intention" as well as the total mean+ SD"3.98+0.65" with a high degree.

In the first rank, the paragraph "2" "I predict I would use mobile learning in the future" came with a means+ SD "4.05+0.67" with a high degree, while in the last rank the paragraph "4" "I prefer to use mobile applications rather than traditional methods" came with a mean+ SD "3.78+0.93" with a high degree.

What are the students' insights and the level of fulfillment of mobile learning at UniSZA?

To answer the second question presented above, the Mean and SD were calculated, as shown in table (10).

Table (10): Mean and SD for the students' insights and the level of fulfillment of mobile learning at UniSZA domain

N.	Paragraph	Mean \pm (Sd)	Rank	Degree
4	I save time using mobile applications.	4.13 \pm 0.70	1	high
5	I do not realize how time passes by using mobile apps when I have nothing to do.	4.09 \pm 0.76	2	high
1	To me, learning through mobile is a good educational tool.	4.06 \pm 0.77	4	high
2	I have adequate technical skills to use a mobile device for learning.	4.05 \pm 0.71	5	high
3	I am in favor of utilizing mobile for learning in education	3.90 \pm 0.73		high
	Total	4.04 \pm 0.55		high

The above table shows that the mean was high, moderate and low for the domain of "The students' insights and the level of fulfillment of mobile learning at UniSZA" As well as the total mean+ SD"4.04+0.55".

In the first rank, the paragraph "4" " I save time using mobile applications " came with a means+ SD "4.13+0.70" with a high degree, while in the last rank the paragraph "3" " I am in favor of utilizing mobile for learning in education " came with a mean + SD"3.90+0.73" with a high degree.

What are the motives that inspire approval of movable education at UniSZA?

To answer the first question presented above, the Mean and SD were calculated, as shown in table (11).

Table (11): Mean and SD for the motives that inspire approval of movable education at UniSZA domain

N.	Paragraph	Mean \pm (Sd)	Rank	Degree
3	I suppose Mobile applications make it easy for me to do my work.	4.16 \pm 0.74	1	high
4	I find mobile applications useful.	4.06 \pm 0.92	2	high
1	I think Mobile apps will make me more productive.	4.04 \pm 0.81	3	high
5	I think using a mobile application is a good idea.	4.03 \pm 0.91	4	high
2	I think Mobile applications can improve my study.	3.91 \pm 0.88	5	high
	Total	4.04 \pm 0.68		high

The above table shows that the mean was moderate and high for the domain of " the attitudes of project managers in municipalities towards implementing green economy standards " as well as the total mean+ SD"4.04+0.68" with a high degree.

In the first rank, the paragraph "3" " I suppose Mobile applications make it easy for me to do my work " came with a means+ SD "4.16+0.74" with a high degree, while in the last rank the paragraph "2" " I think Mobile applications can improve my study " came with a mean + SD"3.91+0.88" with a high degree.

DISCUSSING THE FINDINGS

This topic deals with a discussion of the results that have been reached that emerged from those results, and the following is a review of that:

Discuss the results related to question number one: What is the nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface?

The results of the study related to the first question showed that the mean was high, moderate and low for the domain of " The nature and conceptual of the New conceptual Model that will investigate UniSZA acceptance of the mobile learning application interface "as well as the total mean + SD"3.96+0.49". In the first rank, the dimension "2" " Effort Expectancy " came with a means+ SD "4.00+0.59" with a high degree. In the second rank, the dimension "1" "Performance Expectancy" came with a means+ SD "3.99+0.72" with a high degree.

This may be due to the fact that the new conceptual model has proven its effectiveness in improving and developing several advantages, the most important of which are "Effort Expectancy" and "Effort Expectancy", as it was found that the interaction with mobile learning would be clear and understandable and it would be easy for students to become skillful at using mobile learning.

First: Performance Expectancy

The results of the study showed that the means were high for the domain of "Performance Expectancy" as well as the total mean+ SD"3.99+0.72" with a high degree.

This may be due to the fact that the new conceptual model has proven its effectiveness in improving and developing "Performance Expectancy" for students, whereas using mobile learning increases students learning productivity, and if the students use mobile learning, they will increase chances of getting a better grade, also mobile applications allow students to do their daily work faster, and mobile apps help them do their daily tasks better, and Using mobile application enables students to accomplish learning activities more quickly. This result is confirmed by the fact that the paragraph "1" "Using mobile application enables me to accomplish learning activities more quickly" came in the first rank with a mean+ SD "4.22+0.81" with a high degree.

Second: Effort Expectancy

The results of the study showed that the means were high for the domain of "Effort Expectancy" as well as the total mean+ SD"4.00+0.59" with a high degree. This may be due to the fact that the new conceptual model has proven its effectiveness in improving and developing "Effort Expectancy" for students, whereas students' interaction with mobile learning would be clear and understandable, and it would be easy for them to become skillful at using mobile learning, also learning to operate mobile learning is easy for students. This result is confirmed by the fact that the paragraph "2" "It would be easy for me to become skillful at using mobile learning " came with a mean+ SD "4.08+0.69" with a high degree.

Third: Social Influence

The results of the study showed that the means were high for the domain of "Social Influence" as well as the total mean+ SD"3.89+0.87" with a high degree. This may be due to the fact that the new conceptual model has proven its effectiveness in improving and developing the "Social Influence" for students, whereas the professors have been helpful in the use of mobile learning, in general, the college has supported the use of mobile learning. This result is confirmed by the fact that the paragraph "1" "People are trying to convince me about using mobile devices " came with a mean+ SD "3.98+0.82" with a high degree.

Forth: User's Ability

The results of the study showed that the means were high for the domain of "User's Ability" as well as the total mean+ SD "3.96+0.66". This may be due to the fact that the students have the resource necessary to use mobile learning, and a specific person or group is available for assistance with mobile learning difficulties, this result is confirmed by the fact that the paragraph "1" "I have the resource necessary to use mobile learning" came in the first rank with a mean+ SD "4.00+0.76" with a high degree.

Fifth: Attitude toward Use

The results of the study showed that the means were high and moderate for the domain of "Attitude toward Use" as well as the total mean+ SD"3.98+0.79" with a high degree. This may be due to the fact that students like to use mobile applications, also, the mobile applications are numerous and they find many motives for using them, as the requirements of the study currently require them to do so. This result is confirmed by the fact that the paragraph "2" "I like to use mobile applications." Came in first rank with a mean+ SD "4.23+0.73" with a high degree.

Sixth: Trust

The results of the study showed that the means were high for the domain of "trust" as well as the total mean+ SD"3.97+0.57". This may be due to the fact that the students think the new conceptual model will be trustworthy, and it will take care of them and meet all their requirements, this result is confirmed by the fact that the paragraph "1" "I think the new conceptual model will be trustworthy" came in the first rank with a mean+ SD "4.03+0.65" with a high degree.

Seventh: Price/Value

The results of the study showed that the above table shows that the means were high for the domain of "Price/Value" as well as the total mean+ SD"3.84+0.70" with a high degree. This may be due to the fact that the students would have financial barriers (e.g., purchase of telephone and communication time expenses) in order to use the mobile learning apps, and they would have to spend a lot of money to obtain the information that would make them feel comfortable in adopting mobile learning apps. This result is confirmed by the fact that the paragraph "2" " I would have financial barriers (e.g., purchase of telephone and

communication time expenses) in order to use the mobile learning apps " came in the first rank with a means+ SD "3.89+0.72" with a high degree.

Eighth: Behavioral Intention

The results of the study showed that the means were moderate and low for the domain of "Behavioral Intention" as well as the total mean+ SD"3.98+0.65" with a high degree. This may be due to the fact that the students not knowing what might happen in the future, whether they will continue to use mobile devices, or will there be other different technologies and devices. This result is confirmed by the fact that the paragraph "2"" I predict I would use mobile learning in the future " came in the first rank, with a means+ SD "4.05+0.67" with a moderate degree, while in the last rank the paragraph "4"" I prefer to use mobile applications rather than traditional methods "came with a mean+ SD "3.78+0.93" with a low degree.

Discuss the results related to question number two: What are the students' insights and the level of fulfillment of mobile learning at UniSZA?

The results related to question number two showed that mean was high, moderate and low for the domain of "The students' insights and the level of fulfillment of mobile learning at UniSZA", as well as the total mean+ SD"4.04+0.55". This may be due to the fact that the students can save time using mobile applications, and they are in favor of utilizing mobile for learning in education in many ways. This result is confirmed by the fact that the paragraph "4"" I save time using mobile applications" came in the first rank with a means+ SD "4.13+0.70" with a high degree.

Discuss the results related to question number three: What are the motives that inspire approval of movable education at UniSZA?

The results related to question number three showed that the mean was moderate and high for the domain of "the attitudes of project managers in municipalities towards implementing green economy standards" as well as the total mean+ SD"4.04+0.68" with a high degree. This may be due to the fact that mobile applications will help students and make it easy for them to do their work, so it can improve their study. This result is confirmed by the fact that the paragraph "3"" I suppose Mobile applications make it easy for me to do my work "in the first rank with a means+ SD "4.16+0.74" with a high degree.

Based on the results above the Comparison between mobile learning at UniSZA and the new conceptual Model By identifying the features of each platform, the following table indicates the characteristics of each Mobile features e learning at UniSZA and the new conceptual Model, see Table (12).

Table (12): The comparison between mobile learning at UniSZA and the new conceptual Model

Criteria	Mobile Learning at UniSZA	The New Conceptual Model
The design and construction	Plan and development are powerless, on the accompanying aspects: -Style text styles Website ringtones - Division and design of the site such as the number of sections, lines, and records Symbol perspective on images.	The strength of planning and development in the accompanying perspectives: - Text styles style Website ringtones - Divide and design the site according to the number of sections, columns, and records Show symbols for images.
The content	Unfortunate material and it is less efficient. The material is not exceptional and unambiguous based on what is spread in different places, it is traditional and of lower quality than other destinations, the rendering technology is helpless, unique contacts are not created, and it is not. Backed by the lure of pictures, recordings, and plans, making it complicated and cumbersome to peruse and understand, and, in this way, failing to get a trusted group of people to read it and make use of it.	Strong material and high efficiency. The material is interesting and unmistakable based on what spreads in different places, as it is creative and more excellent than other destinations, its main strengths are shown, the contacts established, and it is supported by attractive photos, recordings, and plans, making it simple and fun to see and understand. The method is the ability to gain a group of trusted people to see and benefit from it.
Site and information	The problem with using and exploring the site is due to the lack of planning	The simplicity of the site is engaging and exploratory because the elements are curated

	and grouping of items, likewise, it does not update data constantly which means that external clients do not know about the new data.	and arranged in a methodical manner, and it constantly updates the data, meaning that external customers do not know about new data.
The list	The list does not meet the criteria for evaluating electronic entries and is too complex to use which is difficult for these students and others who have restricted information on these types of sites.	The rundown meets portal evaluation guidelines, and its use is very simple for students and others who have limited information about these types of destinations.

It is noted from the previous table through The comparison between mobile learning at UniSZA and the new conceptual Model that mobile learning at UniSZA has an unattractive traditional application interface by relying on a stylistic font and avoiding placing attractive images that do not attract users, and there is also poor content and it is less productive, also the difficulty of using and navigating the site due to the loss of arrangement and classification, and the list does not meet the criteria for evaluating electronic portals, and it is very complicated to use.

On the other hand, the new conceptual model came to solve the problems encountered by mobile learning at UniSZA, where it was found that it possesses the strength of design, as well as Robust content and high productivity, as well as the ease of using the site and navigating in it as a result of arranging and categorizing, also the list meets the standards of portal evaluation, and its use is very easy for students and others.

As a kind of comparison, below is a set of pictures (Fig (1), Fig (2), Fig (3), Fig (4), Fig (5), Fig (6),) showing the comparison between the new and old model.

Fig (1):

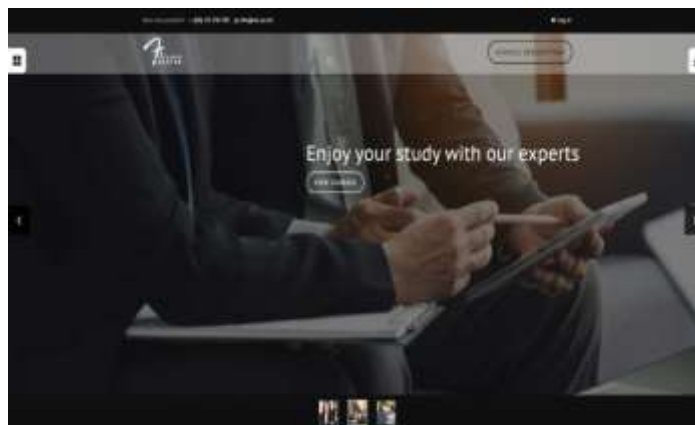


Fig (1) shows that the strength of the new application interface and their reliance on modern designs in displaying information in a striking and elegant manner.

Fig (2)



Fig (2) showed that their choice is appropriate, as the calm colors are comfortable to look at, and the use of modern greeting phrases. It is also noticeable from the two pictures that the process of entering the site is easy and simple.

Fig (3)

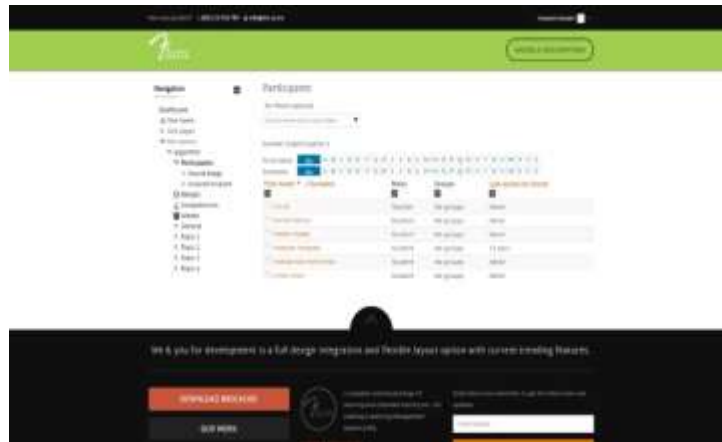


Fig (3) showed that the task list and tabs are neatly arranged and easy to refer to, use, and find what you want with ease.

Fig (4)



Fig (4) showed that the tabs are presented professionally here, as we notice that each tab includes an illustration about it, making it easy for the user to reach what he wants very quickly without the need for a large search.

Fig (5)

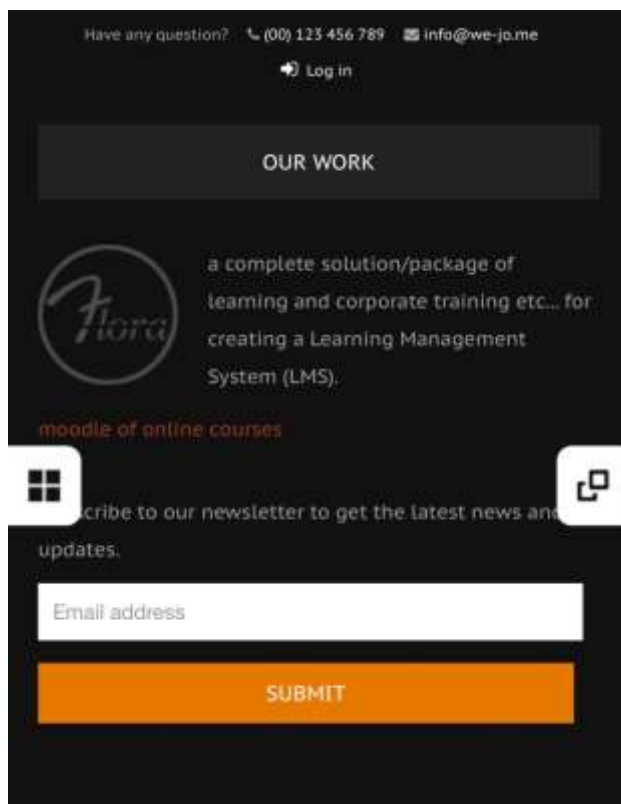


Fig (5) showed that as we note that the field for setting the username and password is clear and large, and attractive and tidy colors were used.

Fig (6)

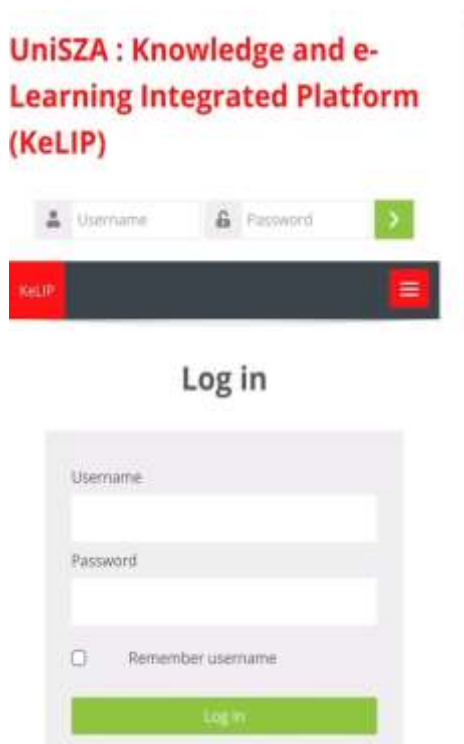


Fig (6) showed that on the other hand, the image below shows that the old application interface has a traditional design, devoid of modern and elegant designs. On the contrary, it does not bear the traditional character, nor is it unorganized and not easy for users to deal with.

It is also noticeable in the picture that the distribution of task icons is not arranged in an orderly manner; this makes it difficult for the user to know exactly what he wants.

RECOMMENDATIONS AND SUGGESTIONS

In light of the results of the review, the specialist suggests the following:

1. UniSZA requirement to teach students about the importance of mobile learning in the educational course.
2. It is of great importance that UniSZA prepares teachers to use and operate the diverse learning procedures in the course.
3. The need for UniSZA to give the prerequisites for making use of versatile learning in the educational course.
4. Leading further examinations and explorations such as a continuous focus on different examples to arrive at additional future proposals.

Results show that students are disappointed by versatility attributable to a perspective associated with "behavior expectation" while students expect that they will no longer include mobile learning, will not want to engage in mobile learning from now on, and they accept that they will not continue to engage applications Mobile later, they did not intend to involve mobile learning from now on, and they did not want to use multi-use applications in contrast to traditional strategies.

Notwithstanding, it was found that casual respondents deal with a major problem and barrier which is the point of interaction of the mobile electronic learning application which is the issue that will be centered around this review.

CONCLUSION

At the end of this test, we assume that the use of versatile training and the emphasis that includes its importance allows us to confirm the need to accomplish sufficient testing on ways to activate the use of mobile learning in the course with the need to exploit the tests and test drives in this section. The awareness of its possible negative consequences and the desire to display it in our educational institutions and exploration focus on the expectation of working in the educational course keeping in mind the mechanical and modern revolution in the world. Henceforth, we must fully realize that this innovation has developed into a living reality that must be refrained from and is certainly not a point of discretion with impressive, respected capabilities and equipped to make a local self-leap to learn, finance, and adapt to it. Malaysian education at the global and global level.

REFERENCES

1. Nail, B., & Ammar, W. (2017). Mobile Learning education has Become More Accessible. *Am J Compt Sci Inform Technol* 5(2), pp. 1-10.
2. Hatakka, M. (2017). Practices and challenges in an emerging m-learning environment. *International Journal of Education and Development using Information and Communication Technology*, 13 (1), pp. 103-122.
3. Behera, S (2013). M-Learning: A New Learning Paradigm. *International Journal on New Trends in Education and Their Implications*, 4 (2), pp. 24-34.
4. Ozdamlia, F., & Cavus, N. (2011). Basic elements and characteristics of mobile learning. *Procedia - Social and Behavioral Sciences* 28(1), pp. 937 – 942.
5. Hashemia, M., Azizinezhad, M., Najafia,V., & Nesari, A. (2011). What is Mobile Learning? Challenges and Capabilities. *Procedia - Social and Behavioral Sciences*, 30 (1), pp. 2477 – 2481.
6. Teague, L. (2016). Higher Education Plays Critical Role in Society: More Women Leaders Can Make a Difference. *Forum on Public Policy*. <https://files.eric.ed.gov/fulltext/EJ1091521.pdf> .
7. Kadry, S., & Roufayel, R. (2017). How to Use Effectively Smartphone in the Classroom. *IEEE Global Engineering Education Conference (EDUCON)*.
8. Sulaiman, A., & Dashti, A. (2018). Students' Satisfaction and Factors in Using Mobile Learning among College Students in Kuwait. *Journal of Mathematics, Science and Technology Education*, 14(7), pp. 3181-3189.
9. Davison, C. B., & Lazaros, E. J. (2015). Adopting Mobile Technology in the Higher Education Classroom. *Journal of Technology Studies*, 41(1), pp..
10. Chartrand, R. (2016). Advantages and Disadvantages of Using Mobile Devices in a University Language Classroom. *Published reserache*, https://swsu.ru/sbornik-statey/pdf/gaikent3_1-13.pdf.
11. Jan, S., Ullah, F., Ali, H., & Khan, F. (2016). Enhanced and Effective Learning through Mobile Learning An Insight into Students Perception of Mobile Learning at University Level. *International Journal of Scientific Research in Science, Engineering and Technology*, 2(2), pp. 674-681.
12. Mbabazi, B., Geoffrey, A., & Lawrence, N. (2018). Mobile Devices for Learning in Universities: Challenges and Effects of Usage. *Online journal*, 1(1), pp. 1-9.
13. Alhajri, R. (2016). Prospects and Challenges of Mobile Learning Implementation: A Case Study. *Journal of Information Technology & Software Engineering*, 6(5), pp. 1-8.
14. Pollara, P., & Broussard, K. (2011). Student Perceptions of Mobile Learning: A Review of Current Research. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 1643-1650).Chesapeake, VA: AACE
15. Liu, L., & Zhang, L. (2018). Influence Factors of Satisfaction with Mobile Learning APP: An Empirical Analysis of China. *Paper—Influence Factors of Satisfaction with Mobile Learning APP: An Empirical Analysis of China iJET* 13(3).
16. Gray, J., DiLoreto, M. (2016). The Effects of Student Engagement, Student Satisfaction, and Perceived Learning in Online Learning Environments. *International Journal of Educational Leadership Preparation*, 11(1), pp. 1-20.
17. Naveed,Q., Alam, M., & Tairan, N. (2020). Structural Equation Modeling for Mobile Learning Acceptance by University Students: An Empirical Study. *Sustainability*, 12(1), 1-17.
18. Thomas, T., Singh, L., & Gaffar, K. (2013). The utility of the UTAUT model in explaining mobile learning adoption in higher education in Guyana. *International Journal of Education and Development using Information and Communication Technology*, 9(3), 71-85.
19. Ma, Y., Banning, H. (2017). Perceived ease of use and usefulness of sustainability labels on apparel products: application of the technology acceptance model. *Ma et al. Fash Text* (2017) 4:3.

20. Omar Jamil Alkfaween, Yousef Abubaker El-Ebiary, Mumtazimah Binti Mohamad. "The Students' Insights and The Level of Fulfillment of Mobile Learning at UniSZA". *International Journal of Special Education*, Vol. 37 No. 3 (2022), 9545- 9565.
21. Omar Jamil Alkfaween, Yousef Abubaker El-Ebiary, & Mumtazimah Binti Mohamad. (2022). Reviewing the Mobile Learning Student Satisfaction Using Acceptance Models. *Philosophical Readings*, XIII (4), 56–69. <https://doi.org/10.5281/zenodo.5833464>.
22. Yafiz, M., Yousif Oudah Al-Muttar, M., Ahmed Shihab, S., Aini, Q., Gustina Zainal, A., A. Baker El-Ebiary, Y., Abed Hussein, R., Rasol Allahibi, T., & Ketut Acwin Dwijendra, N. (2022). Islamic religiosity and job satisfaction among Muslim teachers in Malaysia. *HTS Teologiese Studies / Theological Studies*, 78(4), 6 pages. doi: <https://doi.org/10.4102/hts.v78i4.7569>.