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# THE CONCEPT OF “*MOBILE CAMPUS*” TO ENHANCE LEARNER EXPERIENCE AT ABC INSTITUTE

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## Abstract

There are public, private universities and vocational training institutes under the umbrella of higher education. This research is focused on to explore a specific issue that belongs to the higher education sector.

Most of the higher education institutes in Sri Lanka face an ongoing issue concerning to the less participation of students in extra-curricular activities. Those issues are experienced due to poor communication between students and administration as well as inadequate time that the part-time students spend in the universities. Academic issues are experienced due to miscommunication of lecture schedules, field visits, special events, payment due amounts, and submission deadline. The administrative staff uses different techniques to resolve the problem but most of the issues are still open.

Mobile Campus is the concept that has been proposed in this paper to resolve this problem. Mobile Campus is an application that improves the communication between students (undergraduates & postgraduates) and administrative staff. This research has been designed as correlative types of research by developing relational hypotheses. To identify the influence factors for successful “Mobile Campus” implementation, the above hypotheses have been validated with surveyed data from undergraduate and postgraduate students.

During data analysis, the factors below have been identified as the influential factors to successful mobile campus concept. The research outcomes revealed that Student Public Service Management has a significant impact whereas Academic Management, Administrative Management and Finance Management have a lesser impact to the Enhance the Learner Experience.

**Keywords:** Mobile Campus, Learner Experience, Smart Campus, Academic Management, Public Service Management, Administrative Management, Finance Management

## 1. Introduction and Objectives

There are many academic-related events and extra-curricular activities are organized by the administration as well as student council. However, less participation of part-time students for academic related and extra-curricular events on campus due to poor communication mechanism. Further, No proper methods to record special events such as examination dates, assignment submission deadlines, lecture schedules, due course fees details.

With the development of technology, the majority of students use smart mobile phones (Yang & Xue, 2017). Therefore, this research has been designed to identify the influencing factors for the successful implementation of “Mobile Campus” concept while enhancing learner experience (Xiong, 2016).

The main objectives of the study were to explore and understand the key dimension of mobile campus concept, determine and identify the relationships of above dimensions to enhance the learner experience, recommend strategies to use the mobile concept to enhance learner experience

## 2. Research Methods

In conceptualizing, the researcher was able to build a relationship between independent variables and dependent variable. This would enable the researcher to interpret the findings more comprehensively. The conceptual framework used in the research is shown in figure 1.

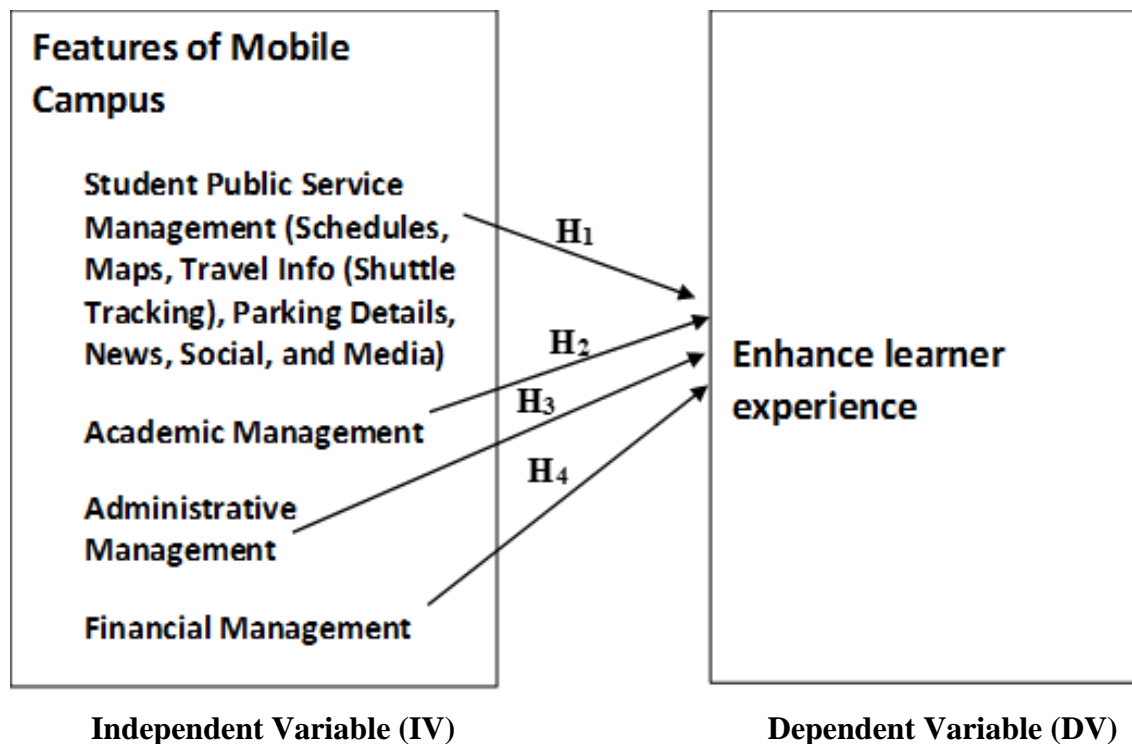


Figure 1 – Conceptual Framework for the research

Four (4) hypothesis are developed based on the literature review and conceptual framework. Alternative (a) hypotheses are listed below.

**H1<sub>a</sub>:** Student Public Service Management has a relationship with Enhance the learner experience.

**H2<sub>a</sub>:** Academic Management has a relationship with Enhance the learner experience.

**H3<sub>a</sub>:** Administrative Management has a relationship with Enhance the learner experience.

**H4<sub>a</sub>:** Financial Management has a relationship with Enhance the learner experience.

The target population of the research was undergraduate and postgraduate students (full-time and part-time) at ABC Institute and the sample consisted of 350 students. The Questionnaire and Interview methods were selected as it enabled to get the complete details from the sample itself. It is also necessary to examine the relationship between key variables influenced the dependent variable. This would enable the researcher to interpret the findings comprehensively.

#### 4. Results and Discussions

Sample profile consists of 200 full-time and 150 part-time of both undergraduate and postgraduate students in all faculties of the ABC Institute. The study was designed as quantitative research. The Questionnaire distributed among the sample and the responded percentage was 100%.

Descriptive statistics represents table 1, calculated means and standard deviations for the independent variables: Student Public Service Management, Academic Management, Academic Management, Administrative Management, Finance Management, and Dependent Variable: Enhance Learner Experience. The study shows that the mean and Std. Deviation of Enhance Learner Experience is 3.5924 and the standard deviation is 1.09766 respectively.

*Table 1 - Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation
Student Public Service Management (SPSM)	350	1.89	5.00	3.6850	.91298
Academic Management (AM)	350	2.29	4.71	3.9436	.70935
Administrative Management (AdmMgt)	350	1.00	4.83	3.6419	1.15878
Financial Management (FM)	350	1.67	5.00	4.0495	.90578
Enhance Learner Experience (ELE)	350	1.00	5.00	3.5924	1.09766
Valid N (listwise)	350				

The data collected through questionnaire, which are created using 1-5 Likert Scale are presented and analyzed, with the purpose of identifying the impact SPSM, AM, AdmMgt, and FM for ELE. Table 2 illustrates the impact of each independent variables on the dependent variable.

Table 2 - Impact of each Independent Variables to the Dependent Variable

		SPSM	AM	AdmMgt	FM	ELE
<b>SPSM</b>	Pearson Correlation	1	.607**	.749**	.665**	.642**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	130	130	130	130	130
<b>AM</b>	Pearson Correlation	.607**	1	.744**	.502**	.452**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	130	130	130	130	130
<b>AdmMgt</b>	Pearson Correlation	.749**	.744**	1	.652**	.513**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	130	130	130	130	130
<b>FM</b>	Pearson Correlation	.665**	.502**	.652**	1	.485**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	130	130	130	130	130
<b>ELE</b>	Pearson Correlation	.642**	.452**	.513**	.485**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	130	130	130	130	130

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The relationship between ELE and SPSM (0.642) is “Strong” whereas AM (0.452), AdmMgt (0.513), and FM (0.485) are “Moderate”.

Table 3 - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.650 <sup>a</sup>	.422	.404	.84758

a. Predictors: (Constant), FM, AM, SPSM, AdmMgt

Table 3 shows 42.2% of the variability in the Dependent Variable (DV) is accounted for all of the Independent Variables (IV) together (it’s a multiple R-square).

Table 4 - ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	65.627	4	16.407	22.838	.000 <sup>b</sup>
1 Residual	89.799	125	.718		
Total	155.426	129			

a. Dependent Variable: ELE

b. Predictors: (Constant), FM, AM, SPSM, AdmMgt

Table 4 shows **F-statistics** to find the overall strength of the model. **The value of F-Statistic is 22.838** and it indicates the **model is highly significant**.

*Table 5 - Coefficients<sup>a</sup>*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.247	.497		.497	.620
	SPSM	.646	.133	.538	4.876	.000
	AM	.146	.159	.094	.921	.359
	AdmMgt	-.020	.121	-.021	-.168	.867
	FM	.114	.116	.094	.981	.328
a. Dependent Variable: ELE						

Finally, here are the beta coefficients one to go with each predictor. Based on table 5, the equation for the regression line is:

$$Y = 0.247 + 0.646 (\text{SPSM}) + 0.146 (\text{AM}) - 0.020 (\text{AdmMgt}) + 0.114 (\text{FM})$$

The equation for the regression line emphasizes the positive relationship.  $R^2$ : Coefficient of Determination is the measurement of the closeness of data to the regression line and here it is 0.422, which meant 42.2% variance in “ELE” due to the independent variables SPSM, AM, AdmMgt, and FM. On the basis of Beta coefficients, the model shows that SPSM, AM, AdmMgt, and FM impact 65%, 15%, 2%, and 11% respectively in ELE.

As shown in Table 6, significant (2-tailed) values of all independent variables are less than 0.005 (i.e.  $p < 0.05$ ). Therefore, all four alternative hypotheses of the study can be accepted. By considering the significance level of factors, it shows that the “p-value” of SPSM (0.000), AM (0.000), AdmMgt (0.000), FM (0.000) which is less than 0.05 ( $P < 0.05$ ) means it is “statistically highly significant”.

*Table 6 - Summary of Hypothesis Validation Test*

Independent Variable	Significant Value	Alternative Hypothesis	Null Hypothesis
Student Public Service Management (SPSM)	0.000	Accept	Reject
Academic Management (AM)	0.000	Accept	Reject
Administrative Management (AdmMgt)	0.000	Accept	Reject
Financial Management (FM)	0.000	Accept	Reject

Therefore, can accept all four alternative hypotheses ( $H_{1a}$ ,  $H_{2a}$ ,  $H_{3a}$ ,  $H_{4a}$ ) by rejecting all null hypotheses ( $H_{10}$ ,  $H_{20}$ ,  $H_{30}$ ,  $H_{40}$ ).

## 4. Conclusion

SPSM, AM, AdmMgt and FM have been identified as the influential factors. SPSM which includes event schedules, maps, shuttle tracking should be well communicated as it has a higher significant impact (64%) to enhance the learner experience AdmMgt (51%), FM (48%) and AM (45%) have a less significant impact.

Therefore, the concept of mobile campus enhances the learner experience by providing anytime, anywhere in a cost-effective and time-saving manner with these features (Dong, et al., 2016): News and Event Schedules, Indoor and Outdoor Map, Travel Information, Parking Details, Lecture Schedules, Accessing Course Contents, Notifications, Examination Details, Student Attendance Tracking, and Due Payment Details.

## 5. References

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