Ulesson Mobile Learning Application and Students' Interest in Christian Religious Studies in Awka South Local Government Area, Anambra State, Nigeria

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Abstract

This study evaluates the effect of Ulesson mobile learning application on Senior Secondary School two (SS2) students' interest in Christian Religious Studies in Awka South Local Government Area, Anambra State, Nigeria. The study was carried out to determine the effect of Ulesson - mobile learning application on students' interest in Christian Religious Studies. The study adopted the pre-test, post-test and control groups quasi-experimental design. One research question guided the study while one hypothesis was formulated and tested at 0.05 level of significance. A sample of 71 students was drawn from two secondary schools in the area. Purposive sampling technique was used to select the two schools based on similar characteristics so as to partial out the effect of school attributes. One intact class was used for the experimental and control groups. Purposive sampling technique was also used to select the two intact classes from each selected school based on number of pupils in the class. The instrument for data collection was Students' Interest in Christian Religious Studies Scale (SICRSS). Cronbach coefficient Alpha reliability method was used for the test of reliability. Reliability estimates of the sub scales of the instrument ranged from 0.81 to 0.83. Consequently, the instrument was found to be adequately reliable for use in the study. Mean and Standard Deviation were used to answer the research question. Analysis of Covariance (ANCOVA) was used to analyze collected data for the hypothesis at 0.05 level of significance. One hypothesis was tested at 0.05 level of significance. The result revealed that Ulesson - mobile learning applications had significant effects on students' interest in Christian Religious Studies. It was recommended among others that, Ulesson should be adopted in Christian Religious Studies for improved interest of students.

Keywords: Ulesson, Mobile learning applications, Christian religious studies, Students' interest, digital technology

Introduction

The integration of technology into education has significantly transformed the teaching and learning process in the 21st century. This transformation is largely due to the rapid evolution of digital technologies, which has made information more accessible, enhanced communication, and

introduced new methods of learning. The role of technology in education can be seen in various aspects, including personalized learning, accessibility, engagement, and the development of digital literacy skills. Technology facilitates personalized learning, where educational content and learning experiences are tailored to individual learners' needs, abilities, and interests. Adaptive learning technologies, such as artificial intelligence (AI)-based educational software, can adjust the difficulty level of tasks based on the learner's performance, providing a customized learning path for each student (Walker & White, 2022). The Scholars further stated that this approach has been shown to improve learning outcomes by addressing the unique learning pace and style of each student. Ulesson mobile learning applications is one of such digital technologies.

The Ulesson mobile learning application represents a significant stride in the educational technology landscape, especially within the African continent. It is designed to offer personalized, accessible, and interactive learning experiences for students, primarily focusing on secondary school curriculum subjects. The importance of Ulesson in today's educational ecosystem can be attributed to several key factors, including its adaptability to the unique challenges faced by learners in Africa and its role in leveraging technology to bridge educational gaps. Ulesson harnesses artificial intelligence and data analytics to offer a personalized learning experience to each student (Adebayo, 2021). By adapting to the individual's learning pace and style, it addresses the one-size-fits-all approach's limitations prevalent in traditional education systems. This personalized attention helps in identifying and addressing the specific weaknesses of students, thus enhancing their overall learning outcomes. Thus, Ulesson mobile learning application is an imperative tool for boosting students' interest and effective teaching and learning of Christian Religious Studies in our secondary schools.

The level of interest in learning that a particular student has towards his learning and academic activities is another factor that promote his learning progress. Okereke and Okigbo (2019) define interest as an activity one enjoys and devotes his/her time in studying or doing. It can also be seen as a feeling one has in the cause of wanting to know or learn more about something or somebody. Interest differs from one's personal attitude which refers to the manner of behaving towards somebody or something. When students' interest and quest to learn and engage in academic activities is high, it would help them to relate socially with peers to share ideas. When students' interest to school is high and sustained appropriately, it may affect and improve the performance of such students. Where the interest in learning is lacking in any academic setting, it will lower the

learning outcome of such students (Mauliya, Relianisa & Rokhyati, 2020; Akram, Ijaz & Ikram, 2017). Learners who are more interested in topic of reading, process the reading information in a deeper thinking-related process. This deeper processing helps them to understand the text better than students who are less interested in the reading topic; therefore, the reading and the recall for interesting topics are easier than other topics for readers (Tobias, 2015). This implies that students' interest has a role to play in their learning process including their learning of Christian Religious Studies.

Christian Religious Studies (CRS) as a subject in secondary schools plays a pivotal role in the holistic development of students, integrating moral, spiritual, cultural, and ethical education into the academic curriculum. Francis and Penny (2014) state that the importance of CRS in the educational system has been increasingly recognized for its contribution to fostering moral principles, critical thinking, and a deeper understanding of cultural and historical perspectives (source). Christian Religious Studies provides a framework for the exploration of moral and ethical questions, encouraging students to reflect on their values and the consequences of their actions. By engaging with biblical texts and Christian teachings, students learn about virtues such as compassion, integrity, and forgiveness. This exposure helps in shaping their moral compass and assists in the development of a well-rounded character. Studies by Johnson (2022) and Miller (2023) have shown that students exposed to religious education exhibit a stronger sense of right and wrong and are more likely to engage in pro-social behaviors.

Christian Religious Studies encourages students to engage critically with religious texts, doctrines, and beliefs. This engagement fosters critical thinking skills, as students learn to analyze, interpret, and question various aspects of religion and its application to life situations. As highlighted by Thompson (2023), the subject promotes an environment where students can explore and question, leading to a deeper understanding of their beliefs and those of others. Understanding the historical and cultural contexts of Christianity enriches students' knowledge of world history and contributes to their cultural literacy. Christian Religious Studies explore the influence of Christianity on art, literature, laws, and societal norms, providing students with a broader understanding of the world. According to Robinson and Gupta (2022), this awareness fosters respect for diversity and promotes a more inclusive society. Through the study of Christian values and teachings, students learn the importance of community, compassion, and empathy towards others. This learning experience contributes to building a cohesive society by promoting respect, understanding, and cooperation

among individuals from diverse backgrounds. The collaborative learning environment in CRS classes also enhances students' communication and interpersonal skills, essential for personal and professional success.

Thus, Christian Religious Studies plays a critical role in secondary education, contributing not only to the moral and ethical development of students but also to their intellectual, cultural, and spiritual growth. By offering a comprehensive understanding of Christianity and its impact on the world, Christian Religious Studies fosters critical thinking, social cohesion, and respect for diversity. As the world becomes increasingly interconnected, the importance of such a subject in nurturing informed, tolerant, and empathetic individuals cannot be overstated.

Some previous researches such as Saunders (2022), Miller (2021), Smith (2020), Wuthnow (2019), Bainbridge (2018), have shown that the integration of technology into the educational sector has been a pivotal shift, particularly in the realm of religious studies. Osakwe (2017) found that the use of mobile learning apps increased student engagement, facilitating better understanding of course concepts and ultimately leading to improved academic performance in the subject. The flexibility and accessibility of mobile learning were highlighted as key factors in enhancing the learning experience for students. These applications not only provide a personalized learning experience but also foster an engaging and interactive environment for the exploration of religious content. Green and Carter (2023) highlight the importance of accessibility in learning, noting that mobile apps have significantly increased students' engagement with religious content outside the classroom, leading to better comprehension and retention of information. Mobile learning applications provide students with the flexibility to learn anywhere and anytime, breaking the traditional boundaries of classroom learning. This is particularly beneficial for Christian Religious Studies, where the reflection on and engagement with religious texts and practices can be integrated into daily life.

In the 21st century, digital literacy has become as fundamental as reading, writing, and arithmetic. Through the integration of technology in education, students develop essential digital skills, including information literacy, digital communication, and online collaboration (United Nations Educational, Scientific and Cultural Organization - UNESCO, 2022). These skills are critical for success in the digital economy, preparing students for a wide range of careers in an increasingly digital world (Johnson & Thompson, 2022). This implies that since technology allows teachers to employ innovative teaching strategies, it can help increase the desired quality of education.

McQuiggan, et al (2015) defined mobile learning as instant and optionally accessible, anywhere and anytime learning, which helps us create our knowledge, satisfy our curiosity, collaborate with others and enrich our experiences. Through the mobile learning approach students are motivated and can engage their attention while placing much precedence on solving problems, enhancing their reading, memory and also writing skills. Furthermore, another advantage over the conventional classroom contexts, the use of mobile technology in the assessment and learning process through mobile learning tests enables the students to prioritize their time based on their needs by personalizing their experience (Abbas, Jones & Hussien, 2016). This implies that Information and communication technology (ICT) utilization transforms teaching and learning processes and builds a strong learning environment where students engage with knowledge in proactive, self-directed, and productive ways.

The Nigeria national policy for information technology (FRN, 2001) emphasizes the need for the implementation of ICT tools in education for three major objectives which are to empower the students with ICT skills; to prepare the students for competitiveness in a global environment, integrate ICT into the mainstream of education and training and; establishment of multifaceted ICT institutions, as centres of excellence. The role of technology in the teaching and learning process in the 21st century is undeniable. It has the potential to enhance educational outcomes, make learning more accessible, and prepare students for the future. In addition, Al-Emran and Shaalan (2014) demonstrates that M-learning facilitates knowledge sharing among students and educators while interacting with each other. Glackin, Rodenhiser and Herzog (2014) addressed the integration of mobile devices and E-Books in order to raise the students' familiarity with digital library. In addition, mobile phones have been used as a learning tool for teaching French language at Princess Nora University, Saudi Arabia (Jaradat, 2014).

Previous researches have carried out by different scholars in different dimensions, for instance Mergany, Dafalla and Awooda (2021) carried out a study on effect of mobile learning on academic achievement and attitude of Sudanese dental students. The study investigated the extent to which utilizing mobile learning as an adjunct to classic classroom lectures affect students' academic achievement and, attitude toward using mobile application as an instructional method in dental education. A quasi-experimental study was conducted among undergraduate dental students from

two Sudanese universities. A total of 67 students who voluntarily agreed to participate were randomly allocated into a control group of 33 and an intervention group of 34 students.

Initially, the two groups undertook a pretest to ensure the standardization of a scale regarding their existing academic knowledge of dental surgery forceps used for tooth extraction. Then the intervention group was provided with a mobile application (Dental Surgical Forceps application version 2.1.0.0), and 3 weeks later a post-test was given for both groups. The attitude of the students toward the effectiveness of mobile learning was as assessed by five-point Likert scale questionnaire. For comparison of the numerical parametric data, a T. test was used, while for non-parametric categorical data a Chi-Squire test was used, with level of statistical significant difference set at P-value of ≤0.05.

The response rate was 91% for the intervention group (31 out of 34 students completed the study), and 78% for the control group (26 out of 33 students completed the study). Statistical significant difference was observed between the pretest and post-test mean scores of the intervention group (P < 0.005), while the differences were not significant among the control group (P > 0.05). Regarding the attitude of the dental students, the mean scores of the sample indicate that the vast majority of the participants (93.5%) showed positive attitude regarding the effectiveness of mobile learning. the study concluded that there is a marked difference in the students' scores regarding their knowledge of dental surgical forceps. The students showed positive attitude toward using the mobile application.

The relevance of this study to the present study hinges on the fact that both studies examined the effects of using mobile learning applications to improve the learning. Both studies also utilized pre-test and a post-test quasi experimental research design. However, both studies slightly differ in their contents, scope; the reviewed study extended to the effect of mobile learning on academic achievement and attitude of Sudanese dental students: a preliminary study; the present study focused on evaluates the effect of Ulesson mobile learning application on students' interest in Christian Religious Studies. Another differences in the two studies is on the location, the reviewed study was carried out in the Sudan while the present study was carried in Nigeria. The study however differed in that the reviewed study used University students as subjects while the present study used secondary school students.

In a similar study conducted by Al-Emran, Elsherif and Shaalan (2019) on investigating attitudes towards the use of mobile learning in higher education. This paper aims at exploring students and educators' attitudes towards the use of M-learning in higher educational universities within Oman and UAE; two neighboring countries in the Arab Gulf region. To serve this purpose, two survey questionnaires were conducted: one for students and another for educators. The participants of this study are 383 students and 54 instructors from five universities. Different factors have been examined to test where there is a significant difference among students and educators' attitudes towards the use of M-learning, such as gender, age, country, level of study, smartphone ownership, major in terms of students and age, country, academic rank, academic experience and smartphone ownership in terms of educators. Findings revealed significant differences among the students' attitudes towards M-learning with regard to their smartphone ownership, country and age. Furthermore, results indicated that M-learning can be one of the promising pedagogical technologies to be employed in the higher educational environments within the Arab Gulf countries.

The relevance of this study to the present study lies in the fact that both studies focused on improving students' learning in schools through mobile learning apps. However, the students involved in both studies were different in their ages and level of education. The students in the reviewed study were University students whereas the students of the present study were secondary school. Hence, the differences in the levels of education involved and the populations of the studies. Differences also exist in the location where both studies were carried out; whereas the reviewed study was carried out in Oman and UAE, the present study was carried in Nigeria.

The researcher has observed the poor interest of students towards the learning of Christian Religious Studies in Awka South Local Government Area, the state and the country at-large. This lack of interest is not unconnected with the dwindling level of performance in the subject overtime. The researcher has also observed that the performance of these students has continued to be below expectation year after year as their learning outcomes in public examinations most especially those conducted by the West African Examinations Council (WAEC) keeps dwindling. The worry expressed by WAEC Chief Examiners on the lack of interest and poor performance of student in Christian Religious Studies deserves some attention (Chief Examiner's reports of 2016, 2017, 2018, 2019 & 2020). WAEC Chief Examiners report revealed that the results of the Christian

Religious Studies in West African Examination Council (WAEC) 2016-2020 shows the percentage pass of 52.97%, 36.22%, 49.98%, 46.18% and 55.24% respectively.

The improvement in some years is not much. One expects at least above average or excellence performance. It is worrisome to note that some students' poor interest in learning the subject as observed by the researcher is characterized with low engagement, decreased motivation, difficulty in understanding complex concepts, limited accessibility to resources, poor attendance and participation rates, resistance to homework and assignments, feedback and queries. This ugly situation may be attributed to the lack of technological tools usage - Ulesson mobile learning application in teaching the subject. The State Government is said to have made tremendous efforts to improve students' performance by organizing seminars, workshops and in-service training for teachers. Yet the interest and performance of students in Christian Religious Studies have been declining. This study aims to address several gaps in the existing literature on the effectiveness of Ulesson mobile learning application on students' interest in Christian Religious Studies in Awka South Local Government Area, Anambra State, Nigeria.

Despite the extensive research conducted by previous authors and scholars, such as Mergany, Dafalla and Awooda (2021), Al-Emran, Elsherif and Shaalan (2019) and Osakwe (2017); there remain notable gaps that this study aims to fill, particularly within the Awka South Local Government Area, Anambra State, Nigeria. There are still significant areas that remain underexplored or insufficiently understood. Some of the potential gaps this study filled include geographical context, subject area, cultural relevance and measurement of student interest. Much of the existing research on mobile learning applications has been conducted in developed countries or other regions of Nigeria, with limited focus on the Awka South Local Government Area. This study will provide insights into the efficacy of mobile learning in a specific geographical context within Nigeria. While numerous studies have explored the use of mobile learning in various academic subjects, there is a dearth of research specifically focusing on the impact of mobile learning applications on students' interest in Christian Religious Studies. This study will contribute to the understanding of how mobile learning can be leveraged to engage students in this particular subject area. The cultural and religious context of Anambra State, including how local traditions and values intersect with educational practices, has not been extensively explored in relation to mobile learning applications. This study aims to bridge this cultural gap. Existing studies often

emphasize academic performance and knowledge retention, but less attention has been paid to how mobile learning applications influence student interest and engagement in specific subjects. This study will employ qualitative and quantitative measures to assess changes in student interest in CRS. By addressing these gaps in the literature, this study aims to contribute to the growing body of knowledge on the use of mobile learning applications in education, with a specific focus on their impact on students' interest in Christian Religious Studies in the Awka South Local Government Area of Anambra State, Nigeria. The main purpose of this study was to evaluate the effectiveness of Ulesson mobile learning application on students' interest in Christian Religious Studies in Awka South Local Government Area, Anambra State, Nigeria.

Research Question

1. What is the difference in the main scores of students' interest taught Christian Religious Studies using Ulesson mobile learning application and those taught using conventional strategies?

Research Hypothesis

1. There is no significant difference in the main scores of students' interest taught Christian Religious Studies using Ulesson mobile learning applications and those taught using conventional strategies.

Methodology

The study area is Awka South, which is one of the 21 Local Government Areas of Anambra State. Its headquarters is located at Awka Town. The city has an estimated population of 301,657 as of the 2006 Nigerian census. It has an average temperature is 27 °C, with a 70% average humidity in Awka South. The city is located at 199.1 kilometres (123.7 mi), by road, directly north of Port Harcourt in the centre of the densely-populated Igbo heartland in South-East Nigeria. The study adopted the pretest, posttest control group quasi-experimental research design. The participants of the study are Senior Secondary School two (SS2) students in the public secondary schools in Awka South Local Government Area, Anambra State, Nigeria. Purposive sampling technique was used to select the two schools based on similar characteristics so as to partial out the effect of school attributes. The choice of this technique was due to special consideration for the researcher to exercise judgment which included ease of data collection and for the choice of selecting mixed schools. A sample of 75 students was drawn from two secondary schools in the area. Purposive

sampling technique was also used to select the two intact classes from each selected school based on number of students in the class. The teaching covered six (6) weeks concurrently with the mobile learning-based strategy using Ulesson - mobile learning application on Christian Religious Studies in one intact class was used for the experimental group (n = 36), while one intact class for the control group participated in a conventional method (n = 39).

The instrument for data collection was Students' Interest in Christian Religious Studies Scale (SICRSS) to measure students' interest in Christian Religious Studies. SICRSS was designed to find out students' interests, feelings, and values in Christian Religious Studies. It was constructed using a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) Strongly Disagree (SD) coded 4, 3, 2, and 1. The scale had twenty (20) and was validated by experts by Language Education and Measurement and Evaluation experts respectively. Cronbach coefficient Alpha reliability method was used for the test of reliability. Reliability estimates of the sub scales of the instrument ranged from 0.81 to 0.83. Consequently, the instrument was found to be adequately reliable for use in the study.

Application and Administration of Ulesson App in the Experimental Group

- **Study design and setup**

The Ulesson mobile learning application was utilized in an experimental study involving SS2 students to enhance their learning experience. Here is the description of how it was used:

1. Participant selection: The experimental group consisted of SS2 students (Senior Secondary School 2) from a selected school or schools. Students were chosen based on specific criteria, such as access to mobile devices and willingness to participate.

2. Device and access provision: Students in the experimental group were provided with smartphones or tablets equipped with the Ulesson app. Some of the students who already had compatible devices, the app was installed on their personal devices.

3. Initial Training: An initial orientation session was conducted to familiarize students with the Ulesson app. This included how to navigate the app, access different subjects, watch video lessons, attempt quizzes, and track their progress.

- **Implementation of Ulesson App**

1. Curriculum Integration: The Ulesson content was aligned with the SS2 curriculum, ensuring that the material covered matched what was being taught in the classroom. The subject is Christian Religious Studies.

2. Interactive Lessons: Students used the app to watch pre-recorded video lessons that were interactive and engaging. These lessons often included animations, illustrations, and practical examples to enhance understanding.

3. Practice and Assessments: After watching the video lessons, students attempted quizzes and practice questions provided within the app. These assessments were designed to test their understanding of the material and provide instant feedback.

4. Progress Tracking: The app tracked students' progress through the curriculum, recording which lessons had been watched and the scores obtained in quizzes. Teachers and researchers could monitor this data to assess student engagement and performance.

5. Supplemental Learning Materials: The app provided additional resources such as summary notes, flashcards, and interactive exercises. Students were encouraged to use these materials to reinforce their learning.

- **Monitoring and Support**

1. **Teacher Involvement:** Teachers were actively involved in monitoring students' use of the app, providing additional support and addressing any challenges faced by students. Regular check-ins were conducted to ensure students were effectively using the app and to provide guidance.

2. Technical Support: Technical support was available to resolve any issues related to the app or devices. This included troubleshooting connectivity issues, app functionality problems, and general user support.

- **Evaluation and Feedback**

1. Data Collection: Data on student usage, quiz performance, and overall engagement was collected throughout the study period. Survey was conducted to gather qualitative feedback from students.

2. Performance Comparison: The academic performance of students using the Ulesson app was compared to that of a control group who followed the traditional learning methods. Pre- and post-tests were administered to evaluate the impact of the app on students' learning outcomes.

3. Feedback Analysis: Feedback from students and teachers was analyzed to identify strengths and areas for improvement in the use of the Ulesson app. This feedback was used to refine the implementation process and make necessary adjustments.

- **Outcomes**

i. **Improved Engagement:** Students in the experimental group showed higher levels of engagement and interest in the subjects.

ii. **Enhanced Understanding:** The interactive and visual nature of the lessons helped in better understanding and retention of concepts.

iii. **Positive Feedback:** Both students and teachers provided positive feedback regarding the usability and effectiveness of the app.

Overall, the use of the Ulesson mobile learning application in the experimental group of SS2 students demonstrated significant potential in enhancing the educational experience, improving academic performance, and increasing student engagement in learning.

Results

Mean and Standard Deviation were used to answer the research questions while Analysis of Covariance (ANCOVA) was used to analyze collected data for the hypothesis at 0.05 level of significance.
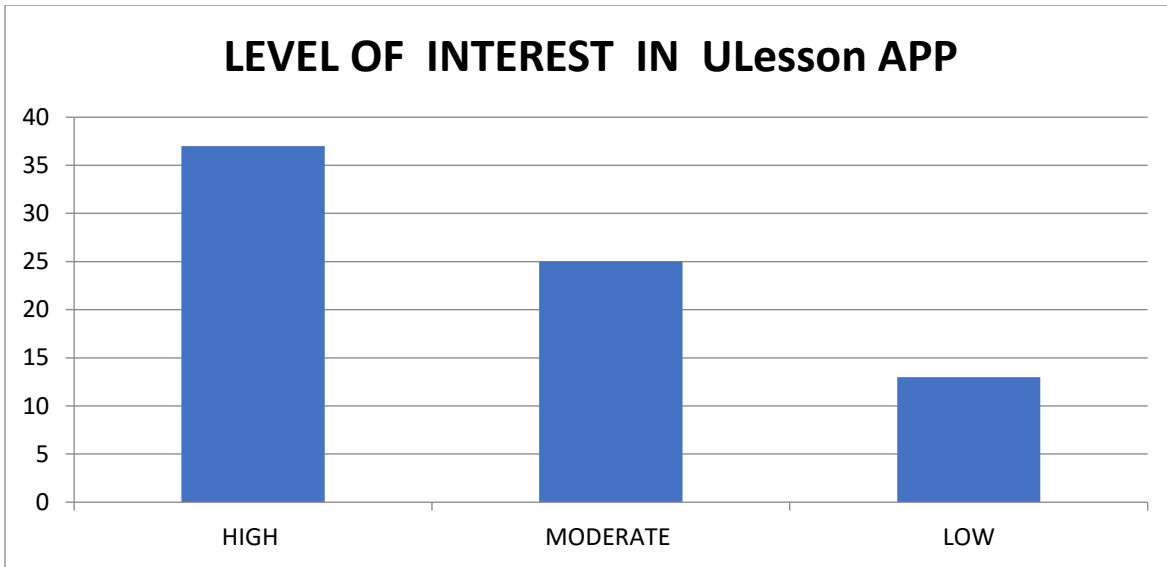
Research question

What is the difference in the main scores of students' interest taught Christian Religious Studies using Ulesson mobile learning application and those taught using conventional strategies?

To answer this research question, descriptive statistics was employed, and the result presented in Table 1.

Table 1: Mean of pre-test and post-test scores of the use Ulesson mobile learning application in Christian Religious Studies in the treatment and control groups

Treatment groups	N	Pre-test mean scores	Post- test mean scores	Mean gain scores
Ulesson App	36	20.7778	47.0000	26.2222
Conventional method	39	18.7436	31.6154	12.8718

Figure 1: Shows the level of students' interest when used Ulesson mobile learning application

The result presented in Table 1 revealed that the main scores of students' interest taught Christian Religious Studies using Ulesson mobile application (26.2222) is greater than the mean gain score of students' who are taught with conventional method (12.8718). This implies that students taught Christian Religious Studies using Ulesson mobile learning applications has greater effects on Christian Religious Studies than those taught with conventional method.

Research Hypothesis

- There is no significant difference in the main scores of students' interest taught Christian Religious Studies using mobile learning applications and those taught using conventional strategies. To test this research hypothesis, Analysis of Covariance (ANCOVA) was used to analyze collected data for the hypothesis at 0.05 level of significance.

Table 2: One-way Analysis of Covariance (ANCOVA) on the effect of treatment on students' interest in Christian Religious Studies

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5039.845[a]	2	2519.922	99.028	.000	.733
Intercept	402.148	1	402.148	15.804	.000	.180
Pre-test	609.076	1	609.076	23.935	.000	.249
Interest	2814.663	1	2814.663	110.611	.000	.606
Error	1832.155	72	25.447			
Total	120947.000	75				
Corrected Total	6872.000	74				

Note: R Squared = .733 (Adjusted R Squared = .726)

The results presented in Table 2 below shows that there is a significant difference in the main scores of students' interest taught Christian Religious Studies using Ulesson mobile learning applications and those taught using conventional strategies (F=110.611: p=.000). Therefore the null hypothesis was rejected at .05 level of significance. The result also shows the partial Eta squared estimate which is a measure of effect size as .606. This implies that treatment accounted for 60.6 percent of variance observed in the post-test scores of Ulesson mobile learning applications. Also the adjusted R squared value is .726. This suggest that about 72.6 percent of the variation in the independent variable (Ulesson mobile learning applications) can be accounted for or by difference treatment and pre-test.

Discussion of Findings

The result revealed that there was a significant main effect of treatment – using Ulesson mobile learning application in Christian Religious Studies. As shown in Table 2 indicates that there is a significant main effect of treatment. The possible reason for the enhanced students' interest could be attributed to the fact that Ulesson applications often incorporate interactive elements such as quizzes, games, and interactive videos, making the learning experience more engaging compared to traditional classroom settings. This interactivity can turn learning into a more enjoyable activity, thereby increasing students' interest in CRS.

Another possible reason could be that mobile learning applications provide the flexibility to learn anytime and anywhere, breaking away from the constraints of scheduled class times and physical classrooms. This accessibility can significantly increase students' engagement and interest in learning, as they can easily integrate their CRS studies into their daily routines without feeling overwhelmed. The finding is also in consonance with Mergany, Dafalla and Awooda (2021) who found that there is a marked difference in the students' scores regarding their knowledge of dental surgical forceps. And that the students showed positive attitude toward using the mobile application. The finding is in agreement with Al-Emran, Elsherif and Shaalan (2019) who found a significant differences among the students' attitudes towards M-learning with regard to their smartphone ownership, country and age.

Furthermore, results indicated that M-learning can be one of the promising pedagogical technologies to be employed in the higher educational environments. The finding is also in consonance with Osakwe (2017) found that the use of mobile learning apps increased student engagement, facilitating better understanding of course concepts and ultimately leading to improved academic performance in the subject.

Conclusion

Ulesson mobile learning applications is an effective technology tool that helps secondary school students in the Awka South Local Government Area of Anambra State master the core curriculum, regain confidence in their ability to learn, improve interest and do better in Christian Religious Studies. When students use and interact with mobile learning applications, their interest in learning Christian Religious Studies increases significantly. The study clearly shows that using Ulesson mobile learning applications to enhance traditional methods of teaching Christian Religious Studies could result in students being more interested in the subject. According to the findings of this study, teaching students Christian Religious Studies with Ulesson mobile learning applications can boast their interest in acquiring the fundamentals of religious knowledge.

Educational Implications

1. The increase in interest among students suggests that integrating technology into religious studies can enhance engagement and participation. Educators might be encouraged to incorporate more technology-driven content into their teaching methods.

2. Educational policymakers and curriculum developers might see this as an opportunity to revise the Christian Religious Studies curriculum to include more digital resources and applications like Ulesson, ensuring that the curriculum is relevant and appealing to the digital-native generation.

3. There could be a push for professional development programs for teachers to become proficient in using digital tools and mobile applications in teaching to maximize the benefits for student learning.

Recommendations

Based on the findings in the study, it was recommended that Senior Secondary School two (SS2) teachers should utilize Ulesson mobile learning applications in teaching Christian Religious Studies in order to improve students' interest in learning the subject.

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