



Full Length Research Paper

Distractive impact of mobile phone usage among Adekunle Ajasin University undergraduates in Ondo State, Nigeria

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The study employed the descriptive survey design, it made use of questionnaire to elicit response from the respondents on the distractive impact of mobile phone usage among Adekunle Ajasin University undergraduate students. The sample population includes all the students in Adekunle Ajasin University. Five hundred students were randomly selected using accidental random sampling technique from five faculties in the University. One hundred students each were selected from each of the five faculties. The Psychometric Properties of the instrument was established with a reliability coefficient of 0.72. The data collected were analysed through t-test and Analysis of Variance. All hypotheses were tested at 0.05 level of significant. The findings showed that there were no significant differences in the mobile phone usage among undergraduate students on the basis of gender, age, and faculty. Based on the findings the usage of mobile phones during lectures should be prohibited. Students should be encouraged to take advantage of their mobile phones to access educative and informative ideas that will enhance their academic progress. Guidance and Counselling programmes should be encouraged in the university to sensitise the students on the need to set right priorities especially that which is related to their academic pursuit.

Keywords: Mobile phones, study habits, undergraduate students and usage

INTRODUCTION

Mobile phone usage has become a common phenomenon among every individual in the present age. The usage is very rampant among university undergraduates that many go about with ear-phones and different types of phones around the university campus. Mobile phone has become the companion of so many students' that they could not do without going about with their phones. Adenya and OyeyinkaOyelaran(2002)

observed that school authorities have witnessed the astronomical increase in the use of mobile phones by students in recent time. Survey have consistently shown that young people prefer their mobile phones to television or internet (Hessions 2001; Enpocket, 2005). Netsafe (2005) opined that in recent years the number of adolescents that own mobile phones have risen so dramatically that adolescent are now more likely to own

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and use mobile phones than their parents. According to Ling (2002) the use of the mobile phone is what helps define adolescent vis a vis older generations.

Many students have concentrated more on the usage of mobile phones to the neglect of their academic work. Students spend most of their precious time accessing current information on the network, pinging and social media at the expense of their studies. Countless hours are spent accessing social network, chatting and listening to music, movies/videos and playing games. Mobile phone has become a major source of distraction to the university undergraduates. Jacobs, Hudak&McGiffert (2009) opined that adolescents today frequently use mobile phone and other communication tools in their homes, community and at school and often have longer exposure time to mobile phone. Without mincing words, religious places are not exempted from the distraction caused by usage of mobile phones. This is adversely infecting our agents of socialization with vices. Zheng et al (2014) observed that making calls, sending message, surfing the internet and playing games on mobile phones are very common in adolescent lives as is the wide use of smart phones. Often times many students come into the lecture rooms with their mobile phones, while lecture is going on they are browsing with their phones for things that are not related with what they are being taught in the class. Often students find it difficult to listen and concentrate in the class while lectures are going on but often are distracted by their phones.

Students may not go back for their lecture notes but would return to their hostels if they forget their phones. Many do not always remember assignment and project given by lecturers but would never forget to browse and watch home videos on their phones. This is really affecting many students' performance and study habits, this is supported by the assertion made by Beland& Murphy (2015) that mobile phones can be a source of great disruption in work places and classroom, as they provide individual with access to texting, games, social media and the internet. Mobile phones have the potential to reduce the attention students pay to class and can therefore be detrimental to learning. Campbell (2005) opined that there is disruption to classroom learning that can occur due to the disruptive nature of mobile calls and texting. Money given as pocket money are often spent to purchase expensive phones that their parent may not bother to buy. Some students prefer to go hungry than to be without a standard mobile phone. Having credit on their phones is also an essential thing that many undergraduates cannot do without. Their parents' financial status notwithstanding, many of this students will make sure they have credit on their phones every time. Students prefer to use their money for expensive phones and purchase of credit cards than buying textbook that would enhance their performance and academic improvement.

The issue of gender on the use of mobile phone is another important issue among university students,

according to a research by kirithika&Vasanth (2013) boys spend more time using their mobile phones than girls do and that adolescents consume more time using mobile phones on weekends than on casual week days. Oksman (2006) asserted that adolescents consider the mobile phones as important in their lives; girls more than boys. While other studies considered that boys and girls respond differently to SMS, the later using more than the former (Lorente, 2006; Routiaine, 2002; APS, 2004; MACRO, 2014; Haste 2005). But only one study contradict these findings SZE& Hock 2004 also observed that girls use mobile phones primarily as a tool for communication and maintenance of peer groups, contact and social aspect (such as design, ringtone, and colour) while boys use it more for its own sake, exploring its features and as a toy; this difference in the usage balancing out the amount of use among both groups (Lobet-Maris, 2002; Skog, 2002).

Statement of Problem

Although mobile phone usage has brought the world very close to everyone and has improved knowledge among mankind, with the e-knowledge, e-learning and e- library. It is also possible for man to access information within a twinkle of an eye on the internet. Campbell (2005) also asserted that the adoption of the mobile phones by young people has been a global phenomenon in recent years. He also noted that it is now an integral part of adolescents' daily lives and has become popular form of electronic communication. Netsafe (2005) observed that mobile phone has become a status symbol for young people.

Although the issue of mobile phone usage among undergraduates has become a serious contemporary problem, but little research has been done to reduce the incidence. The urgency and relevance of the issue probably prompted Amali, Bello & Hassan (2012) to do a survey of the University of Ilorin students' use of mobile phones in lecture rooms and its implications on Education for Nigeria development. They were able to identify the educational implications of using mobile phones during lecture hours and suggested way forward. Ling (2005) research shows that there is difference between students' performance and commitment to academic in lecture rooms among those who use mobile phones during lecture hour due to lecture room disruption, inattentiveness and non-participation in academic assignments or fieldworks.

Since this is a serious issue among adolescents worldwide this is also a peculiar problem with adolescent in Adekunle Ajasin University, thus effort must be put in place to alleviate this problem. So that these undergraduates will be able to set their priorities right. This is the basis of this research effort to investigate the distractive impact of mobile phone usage among these students

Research Hypotheses

The following hypotheses were raised to guide the study

1. There is no significant difference on the distractive impact of mobile phone usage on the basis of gender among the undergraduate students
2. There is no significant difference on the distractive impact of mobile phone usage on the basis of age among the undergraduate students
3. There is no significant difference on the distractive impact of mobile phone usage on the basis of faculty among the undergraduate students

METHODOLOGY

The research design adopted for this study was the descriptive survey method. The population for this study comprised of all students of Adekunle Ajasin University, Akungba Akoko, Ondo state, Nigeria. The total sample of students in the University consisted of ten thousand students in five faculties. The total population used for the study consisted of five hundred students from the five faculties in the University. One hundred respondents were randomly selected to participate in the research from each of the five faculties using accidental random sampling technique. Research instrument used for the study was a questionnaire titled Mobile phone usage and its distractive effect on student study habits . The questionnaire consisted of two sections, section A: deals with the collection of information which are personal to the respondents. Section B: consisted of items on mobile phone usage and its distractiveeffect on students study habits.

The questionnaire contained twenty items generated from the review of the related literature. Four point Likert type response format was adopted for the questions. This ranges from -

Very Much True of Me	4
Generally True of Me	3
Rarely True of Me	2
Never True of Me	1

The instrument was validated by expert in the field of Guidance and Counselling and Test and Measurement. The instrument was pilot tested using twenty non-participating students. . The instrument was administered twice at an interval of two weeks. A reliability co-efficient of 0.72 was obtained. The instrument was administered

to 500 students that were randomly selected from the five faculties on the basis of gender and age. The researchers with the help of assistant researchers administered the questionnaire to the respondents. The completed questionnaires were collected immediately after the administration.

RESULTS

The data collected were analysed and the results are presented below.

Hypothesis 1: There is no significant difference in the distractive impact of mobile phone usage on the basis of gender among the undergraduate students

Table 1: t-test showing the mobile phone usage among undergraduate students on the basis of gender

Variable	N	MEAN	SD	df	t-cal.	t-table
Female	297	55.273	9.3375	498	0.704	1.960
Male	203	54.675	9.256			

Significant at 0.05 alpha level

The result in [Table 1](#) shows that there is no significant difference in the mobile phone usage among the undergraduate students on the basis of gender ($p > 0.05$, $t = 0.704$) at 0.005 level. The null hypothesis of no significant difference was therefore not rejected. This implies that there is no significant difference in the mobile phone usage among the students on the basis of gender.

Hypothesis 2: There is no significant difference in the distractive impact of mobile phone usage on the basis of age among the undergraduate students.

The results in [Table 2](#) shows that there is no significant difference in the mobile phone usage among undergraduate students on the basis of age ($F = 0.559$; $p > 0.05$) therefore the null hypothesis of no significant difference was not rejected. This implies that there is no significant difference in the mobile phone usage among undergraduate students on the basis of age.

Table 2: ANOVA summary showing the mobile phone usage among undergraduate students on the basis of age

Sources	DF	Sum of squares	Mean square	Cal F-value	Critical F-value
Between groups	3	156.610	52.203		
Within groups	496	43205.940	87.109	0.559	2.60
Total	499	43362.550			

Significant at 0.05 alpha level

Hypothesis 3: There is no significant difference on the distractive impact of mobile phone usage among the undergraduate students on the basis of faculty.

The results in Table 3 shows that there is no significant difference in the mobile phone usage among undergraduate students on the basis of faculty. ANOVA

result of ($F=1.573$; $p> 0.05$) therefore indicated that the null hypothesis of no significant difference was not rejected this implies that there is no significant difference in the mobile phone usage among the undergraduate students on the basis of faculty.

Table 3: ANOVA summary showing the mobile phone usage among the undergraduates on the basis of faculty.

Sources	Df	Sum of squares	Mean square	Cal F- value	Critical F-value
Between groups	4	544.363	136.091		
Within groups	495	42818.187	86.501	1.573	2.37
Total	499	43362.550			

Significant at 0.05 alpha level

DISCUSSION

All the students used for this research study have their own personnel phones even when they were randomly selected. This is a confirmation of the astronomical increase in student's ownership and usage of mobile phones. This is in collaboration with the assertion by Adenya&Oyeyinka-Oyelaran(2002) that school authorities have witnessed the astronomical increase in the usage of mobile phones by students.

The first hypothesis stated that there is no significant difference on the distractive impact of mobile phone usage among undergraduate students on the basis of gender. The null hypothesis was not rejected which means that there is no significant difference on the distractive impact of mobile phone usage among undergraduate students on the basis of gender. The result indicated that both the male and the female students make use of mobile phones at the same level. Although this is at variance with the findings of Oksman (2006) that observed that adolescents consider mobile phone as important to their lives, it is more common to girls than boys. While studies by Lorente, 2002; Rautiainen, 2002 & Haste, 2005 opined that boys and girls respond differently to SMS the later using it more than the former. Krithika and Vasantha (2013) mentioned that boys spend more time on using their mobile phones than girls do.

The second hypothesis which indicated that there is no significant difference on the distractive impact of mobile phone usage among undergraduate students on the basis of age. This means that age did not have any barrier on mobile phones usage among university undergraduates. That is all the students are engaged in the usage of mobile phones their age differences notwithstanding. This to a great extent is having a negative effect on the study habits of many of these students; this is also supported by the assertion of Jacobs, Hudak&McGriffert (2009) that noted that

adolescents today frequently use mobile phones and other communication tools in their homes, community and at school and often have longer exposure time to mobile phones.

The third hypothesis is that there is no significant difference on the distractive impact of mobile phone usage among undergraduate students on the basis of faculty was also confirmed. This implied that there was no significant difference in the mobile phone usage among undergraduate students on the basis of faculty. All students in the university their faculties notwithstanding make use of mobile phones at the same level. To a large extent this attitude tends to be having side effect on the study habits of many of these students. No wonder there are some universities especially private owned universities in Nigeria that often banned the use of mobile phones among their students. The major reason often given is that it allows the student to concentrate and not be distracted by these various communication gadgets so as to enhance their effective participation in their studies. Although one may not totally run-out of the possibility of some student who are making effective use of their mobile phones but quite a large number are often being distracted. Thus the result findings also indicated this among the students that participated the study.

CONCLUSION

The significance of mobile phone and its implication for the modern day technology cannot be overemphasised. Despite the huge improvement and access it has granted human beings to the world and its effects on making the world a global village. The adverse effects especially as it relates to its distractive impact on the Adekunle Ajasin Undergraduates cannot be neglected. Although the results findings indicated no significance difference in the mobile phone usage among the students on the basis of gender, age and faculty. But it was recommended that the

usage of mobile phone during lectures and personal studies should be prohibited among students to avoid any form of distraction.

RECOMMENDATIONS

- The usage of mobile phones during lectures and important university programme should be disallowed among all the University students
- Students should be encouraged and sensitized to take advantage of their mobile phones to access useful and worthwhile information that will enhance their academic progress.
- Students should be caution on the evil of social media, cybercrimes etc.
- Student should be encouraged on how to improve their study habits
- There should be provision of Guidance and Counselling programmes that would help the student to set their priorities right concerning what their attitudes would be as to the relate usage of mobile phones.

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