

# College Students' Attitude towards Mobile Phone

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## ABSTRACT

The usage of mobile phones is a 21st century experience which covers various operations. This study examined phone usage and identified the effects mobile phones have on the academic performance of students at Liceo de Cagayan University, Cagayan de Oro City, Philippines. Furthermore, the relationship between academic performance of students and the usage of mobile phone which is generally believed to be an avenue of distractions was established. Data collection was carried out using structured questionnaires administered to 350 students from 14 colleges in the university. The study determined the extent of use of mobile phone and its influence on the academic performance of the students. Based from the results and findings of the study, the attitude of college students towards mobile phone is moderately positive.

**Keywords:** Mobile Phones, Usage, Effect, Academic Performance, and Tertiary Institutions.

## INTRODUCTION

Mobile phones have turned into a relatively fundamental piece of everyday life since their fast development in prevalence in the late 1990s Ling (2004). It gives an incredible high to anybody to claim such individual and private thing. The extraordinary development of moderateness and scope of versatile communication administrations and its expanding significance as a method for correspondence are

in charge of the fast extension of portable communication everywhere throughout the world. An overview led in 2010 demonstrates that cell phones are the most essential medium of correspondence for young people. It has basically influenced the general public's availability, security, well-being and coordination of business and social exercises. Henceforth, it has turned into a piece of culture of the entire world.

Ling (2004) states that customary specialists of socialization are families and schools. The extension of instructive framework because of the requirement for very talented specialists has prompted the educational system into expanding bigger duties in socialization. Shockingly, exploring through the use of cell phone in our schools today has not been given much consideration. There is also the clashing need among youngsters, guardians, and educators in connection to the cell phone gadget, with instructors more worried about issues, for example, training in the classroom while guardians stressed over methods for reaching their kids at each point in time.

Studies have proven that the rampant use of social networking, texting, and chatting on mobile phones result in lower grades and poor academic performance of students. While people of various ages find mobile phones convenient and useful, younger generations tend to appreciate them more and be more dependent on them. (Sundari, 2015). Researches have proven that some students have the habit of keeping their mobile phones on during classes and studies, even in the library, thereby distracting others. It is in this context that this study is focused on finding the influence of mobile phone use on the academic performance of students.

## FRAMEWORK

### Theoretical Perspective

The Psychosocial Theory of Erikson (1968) depicts post youthfulness as a time of scanning for personality. Youthful grown-ups battle with recognizing their identity, to what bunch they have a place and who they need to be. His hypothesis on pre-adult egocentrism brought up elevated reluctance amid pre-adulthood (Elkind, 1967). Youthful grown-ups additionally turn out to be to a great degree hesitant and consider what peers consider them. Both Erikson and Elkind featured expanded companion effect on youth. An exact examination likewise affirmed that adolescent is especially defenseless to patterns, designs and styles, which make them all the readier to embrace new innovative gadgets and certain conduct attributes (Ling, 2001). Both hypothetical points of view and past observational examinations recommend that the ongoing fast increment in mobile phones have affected different

parts of our day by day lives, especially those of youthful grown-ups. The point of the present examination, in this way, is to look at how imperative it is for students to utilize and their use example of wireless in classrooms, the effect of cell phone on learning and the impacts of mobile phone on the scholastic aptitudes gained knowledge and training perceptive, pay astute and by living status. Sexual orientation contrasts were likewise inspected to give extra confirmation that illuminates current disputable discoveries. The concentrated on the social and mental parts of mobile phone use among undergrads (Aoki and Downes, 2004). They attempted to discover the explanations for why innovation is embraced especially. They recognized a few attitudinal components in light of the exploratory investigation including, need in present day times, cost effectiveness when contrasted with a landline telephone, security, and reliance. The examination additionally attempted to take a gander at the motivational and social qualities of mobile phone use. The creators endeavored to consolidate their outcomes and the consequence of past research to discover the patterns in utilization by the young, "why undergrads in the US utilize the mobile phone, what they think about the innovation, and how they utilize it." The motivational subjects recognized by the examination incorporate individual security, monetary motivator, data get to, social association, parental contacts, time administration/coordination, confidence, picture, and protection administration. The consequences of the center gathering interviews showed five particular client gatherings regarding their behaviors toward their mobile phone use and as far as the levels of coordinating PDAs into their lives. Identify the gatherings as the cost responsive gathering, security conscious, needy, advanced, and functional clients (Aoki and Downes, 2002). The cost responsive clients trust that mobile phone causes them to set aside some cash. The security conscious clients are insightful of their security and having a phone gives them a sentiment of security. A needy client is a man who is dependent on his/her telephone and feels separated into the world without one. The modern clients have had their telephones for a very long time and feel it is a need for working on the planet. The down to earth client trusts a mobile phone gives cost cautious, security advantages, and time proficiency.

## OBJECTIVES OF THE STUDY

The study sought to: (1) describe the demographic profile of the college students; (2) assess the role on the use of mobile phone in terms of: (a) awareness; (b) usage and; (c) rules; and (3) determine the college student's attitudes towards mobile phone.

## METHODS

This study utilized the research data inputs from college students in Liceo de Cagayan University. The qualitative description of the study was based on the survey conducted with the college students.

### Data Collection Procedure

The researcher sought approval from the following offices: Research, Publication and Extension, Vice President of Academic Affairs and different colleges. Upon approval of the study, the researchers has disseminated and collected data through survey questionnaire to the different colleges in the university.

### Participants of the Study

A survey was conducted in fourteen (14) colleges in Liceo de Cagayan University among students in the age group of 18-28 years. The survey was administered among students from each department. Simple random sampling technique was used to select the respondents from the selected colleges. The composition of colleges included professional colleges such as Medicine, Law, and Degree colleges. The colleges drawn are heterogeneous in nature in terms of infrastructure, teaching, student strength and other amenities. A total sample of 350 students was randomly selected from these colleges. The study has been taken to give equal representation to both male and female respondents.

### Likert Scale

A Likert scale is an often used 5-point format with extreme ends. Participants were requested to specify their level of agreement to each of statement. The result was obtained by calculating the average (i.e. mean) of all the results added together. Likert scales are often used in questionnaires. The table below shows the scale used in this study:

Table 1

*Likert Scale*

Limit of Index Rating	Rating	Verbal Description	Qualitative Interpretation
4.51 – 5	5	Strongly Agree	Highly Positive
3.51 – 4.50	4	Agree	Positive
2.51 – 3.50	3	Moderately Agree	Moderately Positive
1.51 – 2.50	2	Disagree	Negative
1 – 1.50	1	Strongly Disagree	Highly Negative

**RESULTS AND DISCUSSION**

Mobile phone is helpful to students for exchanging useful information with others about their studies. Some of the studies proved that the mobile technology has impacted on students’ academic performance. In this context, the study aimed to find out the effects on learning performance of the students.

Table 2

*Demographic characteristics of the participants*

Variables	Frequency	Percentage %
Gender		
Female	205	59
Male	145	41
Total	350	100
Age		
17-20	180	51
21-24	124	35
25-28	46	13
Total	350	100

Table 2 continued

Variables	Frequency	Percentage %
<b>Status</b>		
Single	280	80
Married	20	6
In Relationship	50	14
Total	350	100
<b>Size of the Family</b>		
Below 4 members	92	26
4-8 members	232	66
More than 8 members	26	7
Total	350	100
<b>Living Status</b>		
With parents	284	81
With Friends	14	4
Alone	52	15
Total	350	100
<b>Monthly Income</b>		
< = 10,000	154	44
11,000-15,000	38	11
16,000-20,000	40	11
21,000-25,000	33	9
26,000-above	85	24
Total	350	100

Table 2 shows that out of the total sample of 350, male students constituted 145 in number whereas female students included 205 and majority (51%) are between the age of 17-20 years possessing Bachelor Degrees, 6% are married, 14% are in relationship and majority are single belonging to families with 4-8 members and live with parents.

Table 3

*Rules, usage and awareness on mobile phone usage*

Indicator	Frequency		Percentage	
Rules on Mobile phone usage				
Reading short message service in class	156		45	
Sending short message service in class	147		42	
Answering a voice call in class	43		12	
Making a voice call in class	4		1	
<b>Total</b>	<b>350</b>		<b>100</b>	
Mobile phone usage				
Should not use mobile phone on university premises.	21		6	
Should not use mobile phone in the classroom.	233		67	
<b>Total</b>	<b>254</b>		<b>73</b>	
Awareness of the rules on mobile phone usage				
Are you aware of the rules of mobile phone usage in the University?	YES	NO	YES	NO
	187	163	53	47
<b>Total</b>	<b>350</b>		<b>100</b>	
Are you aware of the rules of mobile phone usage in the classroom?	182	168	53	48
<b>Total</b>	<b>350</b>		<b>100</b>	

Table 3 shows the respondents' response to the questions on rules for using mobile phone in the classroom: 45% of college students revealed that they read short messages service in class, 42% send short messages in class, 12% answer voice calls and 1% make calls while in class. Majority (67%) of students responded that they do not use mobile phone in the classrooms. Majority also responded that they are aware of the rules on mobile phone usage in the university (53%) and in the classroom (52%). Almost half of the students said that they are not aware of any rule on mobile phone in the university (47%) and classroom (48%).

Table 4

*Perception of college students on mobile phone towards learning*

Indicator	Mean	Descriptive Rating
1. How often does the use of Mobile Phone in class assist your learning?	3.61	Often
2. How often does the use of Mobile Phone during your study time assist you in learning?	3.60	Often
3. How often does the use of Mobile Phone during your study time distract you?	3.16	Sometimes
4. How often does the use of Mobile Phone in class interfere your learning?	2.93	Seldom
5. How often do the calls/messages received just before class impact on your ability to concentrate?	2.72	Sometimes
OVERALL MEAN	3.20	Sometimes

Legend:

SCALE	DESCRIPTION
5	Always
4	Often
3	Sometimes
2	Seldom
1	Never

In Table 4, the perception of mobile phone on the student learning is examined. The mean (3.61) reveals that students often use mobile phone to assist them in their learning, (3.60) use mobile phone during their study time to assist them in their learning, (3.16) using mobile phone sometimes distract them during their study time, (2.93) revealed that the use of mobile phone seldom interferes with their learning and (2.72) often received calls/messages just before class.



Table 5

*College student's attitude towards mobile phone*

Indicator	Mean	Descriptive Rating	Qualitative Interpretation
1. I can easily contact classmates to get help in studies.	4.36	Agree	Positive
2. Students use dictionary/thesaurus/ calculator of mobile phone in classes	4.15	Agree	Positive
3. The Mobile Phone has helped to improve the level of the quality of education.	3.73	Agree	Positive
4. My academic performance has been increased due to mobile technology.	3.69	Agree	Positive
5. I can easily contact the teachers for study purposes.	3.45	Agree	Positive
6. The teacher uses mobile phone in the classroom.	3.25	Moderately Agree	Moderately Positive
7. The students use mobile phone in examination hall as a source of unfair means	2.85	Moderately Agree	Moderately Positive
8. The Mobile Phone has put negative impact on students' moral values	2.72	Moderately Agree	Moderately Positive
9. I keep my mobile phone on and the ring tone disturbs the class	2.62	Moderately Agree	Moderately Positive
10. The mobile phone is a waste of time for students	2.61	Moderately Agree	Moderately Positive
11. Students tease the fellow mates by sending missed calls through unknown members	2.55	Moderately Agree	Moderately Positive

Table 5 continued

Indicator	Mean	Descriptive Rating	Qualitative Interpretation
12.Mobile phone is responsible for my low academic performance	2.49	Moderately Agree	Moderately Positive
13.I purchased the mobile phone without the permission of the parents	2.48	Moderately Agree	Moderately Positive
14.I waste my time sending/writing SMS during class work	2.45	Disagree	Negative
15.I send missed calls to class fellows to disturb the classes	2.30	Disagree	Negative
OVERALL MEAN	3.04	Moderately Agree	Moderately Positive

Legend:

SCALE	DESCRIPTION	QUALITATIVE INTERPRETATION
5	Strongly Agree	Strongly Positive
4	Agree	Positive
3	Moderate Agree	Moderately Positive
2	Disagree	Negative
1	Strongly Disagree	Strongly Negative

Indicator 1 has a weighted arithmetic mean of 4.36. It means that the respondents agree that they can easily contact their classmates to get help in studies, which shows a positive impact on their learning achievements. Indicator 2 has a weighted arithmetic mean of 4.15. It means that the respondents agree that they can use dictionary/thesaurus/ calculator of the mobile phone in classes, which shows a Positive impact on their learning achievements. Indicator 3 has a weighted arithmetic mean of 3.73. It means that the respondents agree that the mobile phone has helped them to improve the level of the quality of education, which shows a Positive impact on their learning achievements. Indicator 4 has a weighted arithmetic mean of 3.69. It means that the respondents have Agree that their academic performance has been increased due to mobile technology, which shows a Positive impact on their learning achievements. Indicator 5 has a weighted arithmetic mean of 3.45. It means that the respondents have Agree that they can easily contact their teachers through mobile phone for study purposes, which shows a Positive impact on their learning achievements. Indicator 6 has a weighted

arithmetic mean of 3.25. It means that the respondents are Moderately Agree that the teacher uses mobile phone in the classroom, which shows a Moderately Positive impact on their learning achievements. Indicator 7 has a weighted arithmetic mean of 2.85. It means that the respondents are Moderately Agree that they can use mobile phone in examination hall as a source of unfair means, which shows a Moderately Positive impact on their learning achievements. Indicator 8 has a weighted arithmetic mean of 2.72. It means that the respondents are Moderately Agree that the teacher uses mobile phone in the classroom, which shows a Moderately Positive impact on their learning achievements. Indicator 9 has a weighted arithmetic mean of 2.62. It means that the respondents are Moderately Agree to keep their mobile phone on and the ring tone disturbs the class, which shows a Moderately Positive impact on their learning achievements. Indicator 10 has a weighted arithmetic mean of 2.61. It means that the respondents are Moderately Agree that the mobile phone is a waste of time for students, which shows a Moderately Positive impact on their learning achievements. Indicator 11 has a weighted arithmetic mean of 2.55. It means that the respondents are Moderately Agree that they can tease the fellow mates by sending missed calls through unknown members, which shows a Moderately Positive impact on their learning achievements. Indicator 12 has a weighted arithmetic mean of 2.49. It means that the respondents are Moderately Agree that the Mobile phone is responsible for their low academic performance, which shows a Moderately Positive impact on their learning achievements. Indicator 13 has a weighted arithmetic mean of 2.48. It means that the respondents are Moderately Agree to purchase the mobile phone without the permission of their parents, which shows a Moderately Positive impact on their learning achievements. Indicator 14 has a weighted arithmetic mean of 2.45. It means that the respondents have Disagree that they waste their time sending/writing SMS during class work, It shows a Negative qualitative interpretation which means that the act stated above does not have an impact on their learning achievements. Indicator 15 has a weighted arithmetic mean of 2.3. It means that the respondents have Disagree that they send missed calls to class to fellows students to disturb the classes; it shows a Negative qualitative interpretation which means that the act stated above does not have an impact on their learning achievements. The overall weighted arithmetic mean is 3.04. It means that the respondents are Moderately Positive about the college student's attitude towards mobile phone on learning achievements.

## CONCLUSIONS

The goal of this study was to further understand and examine the attitude of college students towards mobile phone. Based on the findings of the study, first, the demographic profile of the college students, majority are female between the ages of 17-20 years old. Secondly, majority of the students are aware of the rules of mobile phone usage in the classroom and in the university. In terms of the rules of mobile phone usage in classroom, majority of the students use their mobile phone for reading and sending short message services. Thirdly, the mobile phone provides assistance to college students in their learning. Lastly, the impact and attitude of college students towards mobile phone on their learning achievements are moderately positive.

## RECOMMENDATIONS

Based on the conclusions of the study, the following are recommended for future researchers to consider:

1. Include the effectiveness of mobile phone usage in classroom and university;
2. Add more respondents - at least 85% of the population per college; and
3. Assess the relationship between cellphone use and student academic performance.

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