Cellular Phone Utilization And The Student Academic Performance

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Abstract.
Cellular phone is very common nowadays. Its utilization varies from every walk of life. Among senior high school students, most of the students own the item and it replaces their subtle moments as observed in the locale intently studied. Eventually, this study aimed to assess the association of using cellphone among the senior high school students and their level of academic performance of the 241 respondent invited to answer the survey which includes the level of academic performance of the student and the extent of cellphone utilization among the senior high school students. Both are treated together statistically to determine the association. The result of the study shall give the teachers and parents the idea of becoming permissive or not of their students’ use of cellular phones. Recommendations shall be identified in order to maximize the benefits of the use of cellular phones in and outside the classroom as well as making the item as a tool that aids teaching and learning activities of the students.

KEYWORDS: Level of Academic Performance, Extent of Cellphone Utilization, Senior High School Students

RATIONALE
According to Jumoke and Blessing (2015) mobile phone has been an almost essential part of our daily lives since its growth in popularity in the late 1990s, as a medium of communication for young people. As mobile technology becomes a more prominent aspect of everyday life, people are realizing the true power of mobile devices. These mobile devices allow for the enhancement and ease of access of school related, social and business functions. Sundari (2015) said that mobile phone used for easy communication between student and teacher or among classmates for help in their studies leading to the increase of their academic performance and quality of education. Meanwhile, Ezemenaka (2013) added that browsing the net for educational materials can prepare students for their examinations as well as use their cellphones listening to the teacher’s lectures. In support, Eladham and Awad (2017) advised to encourage students to use mobile phones on their studies. Alaba (2011) taken internet connected mobile phones as useful in developing countries with their limited resources to procure units for the teaching and learning processes since the phones are cheaper and an alternative to education. Ezemenaka,(2013) argued that he way that students use their mobile phones determines their concentration the studies of the learners. Similarly, Kibona&Rugina (2015) said that professors may have to be wary assigning projects involving social media to students for it may have an advantage in completing the work than another miscellaneous things. On one hand, Jumoke and Blessing (2015) noted that there is conflicting priority of students, parents and teachers in relation on mobile devices, whom teachers are more concerned about issues such as discipline in the classroom and parents worried about the means of contacting their children in every point of time. However, Jairus et.al, (2017) appealed to the attention of the teachers, school administrators as well as the government for aid for the provision of instructional materials related to phones. In general Aman, Shah, Hussain, Khan, Asif, &Qazi, (2009) said that inventions are intended for people so that, for instance mobile phones penetrated into the essence and complexities of human life.

Impact of mobile phone on students has been extensive in student progress increasing influence among the youth and their communication(Nawaz and Ahmad, 2012) and transformation to a truly honed society(Ravichandran, 2009).
Statement of the Problem

The study aims to determine the association between the level of use of mobile enabled phones in class and the level of academic performance among the Grade 11 and 12 students.

Review Of Related Literature

Flanagan,(2008) said that positive effect of technology outweighed the negative effect. For instance mobile phones, mobile enabled phones can influence student academic performance (Jairus et al, 2016) common phenomenon among teenagers (Campbell, 2006) while home computer with internet connection is a contributor to the success of the students (Yesilyurt, BasturkYesilyurt& Kara, 2014).

On the contrary, mobiles have negative impact on grades of the school children (Eladham. and Awad (2017); with no significant association between academic performance and use of mobile enabled phones (Ezemenaka, 2013); instead created problems likesending and receiving SMS messaging to the extent of ring tones disturbing the classroom (Sundari, 2015) mobile phone use disrupted classes and reduced student attention (Campbell, 2018) resulting to poor academic performance due to their extent usage of mobile phone(Krithika andVasantha, 2013) so that argued the internet enabled phones cannot be an alternative in the teaching learning process alleviate the low performance of the students in their academics (Ezemenaka,2013) since internet enabled phones cannot directly or indirectly increase academic performance(Sundari, 2015). Furthermore, interfering education, mobile phones affect individuals behaviorally being low openness to experience may result to problematic use of cellular phones, for instance, excessive use, leading to low self-esteem, isolation and depression. (Biglu, and Ghavami, 2016) may lead also to insomnia and poor quality of sleep due to cognitive arousal(Yogesh, Abha and Priyanka, 2014) so it alters the daily activities of people like games and exercises, sleeping habits, hobbies, mental status and academic performance (Aman, Shah, Hussain, Khan, Asif and Qazi, 2015) in fact, use of cellphone and Academic Achievement students has a weak negative and significant correlation relationship or the minimal use of cellphone will result to higher academic achievement (Noshahr, Talebi and Mojallal, 2014) otherwise participants will have negative perspective of cell phone usage in academia in (Womack, McNamara, 2017) like the excessive and inappropriate use of phones in which pattern of mobile phone usage and its effects on psychological health, sleep and academic performance (Gupta, Garg and Arora, 2015) affecting negatively the social life of the student (Alaba, 2011)

Finally, knowing the advantages and disadvantages of having smartphones in colleges and Universities(KibonaandRugina, 2015), positive or negative impact in the society Jumoke and Blessing (2015 the use of mobile phones has been strongly part of growing but it should be controlled(Reed, 2011) if not it will lead to poor academic performance among students (Jumoke and Blessing, 2015) For instance, prerequisite skills are not possess many fresh college studentscope with the challenges of the new and changing learning environment (Kahari, 2013)Likewise, social media like chatting, music and others have been the focus of the students while their academic activities was neglected and left to suffer (Jumoke and Blessing, 2015)In general use of cellphone has negatively influenced student performance in their academics but may vary in certain use (Lepp, Barkley and Karpinski, 2015).

Therefore, teachers need to guide students to be more effective in the classroom and in the teaching and learning process, for instance, as teaching tool for assessment, content search, entertainment, research tool Makewa, Magaleta,& Role, 2017) knowing that most students use advance smartphones especially among university students entailing the change of simple phone owners to smartphone owners due to multi-functionality of the new phones in commerce (Mwilimal and Hangula, 2017) which can be associated with student attention and focus in their studies directly or indirectly affecting the academic performance negatively due to distraction and diversion like texting a friend instead of listening to the lecture the teacher(Maurya, Penuli, Kunwar, Lalia, Negi, & Thakur, 2014). Otherwise, students fail to resist the temptation created by cellular phone such as surfing, social media exploring, playing video games, communicating with friends instead of focusing their attention in their studies (Lepp, Barkley and Karpinski, 2015) turning out as a scapegoat among
adolescents for social problems such as emotionality which is associated with perceived addiction and delinquent tendencies (Ishii, 2011)

Research Methodology

Design, respondents, locus and sampling

The quantitative approach-descriptive survey utilized by the researchers to involve 241 senior high school students, grades 11 and 12, by complete enumeration in Mandaue City Division.

Instruments

The study is carried out to know how cellphone affects the academic performances of the students. To obtain the goal, the researcher distributed questionnaires in each section, each section has 10 questionnaires. Each respondent is given identical set of questionnaire/checklist to use for the analysis of different selections. The respondents were given a \( \frac{1}{2} \) bond paper that has an encoded set of question that answered by always (5), often (4), sometimes (3), seldom (2) and rarely (1).

Gathering and analysis of data

With informed consent stating the secrecy and confidentiality of the data gathered, the researchers personally distribute the survey questionnaire with purpose of attending also the immediate concerns and questions of the respondents. The data was completely gathered in two weeks, tallied, treated statistically from simple percentage, and weighted mean to chi – square.

Presentation Of Data, Interpretation, And Analysis Of Data

This chapter presents the findings, interpretation and analysis of data gathered whose main objective is to found out of the students using cellphone affects their academic performance.

<table>
<thead>
<tr>
<th>TABLE 1. : Level of Academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
</tr>
<tr>
<td>Fair</td>
</tr>
<tr>
<td>Satisfactory</td>
</tr>
<tr>
<td>Very Satisfactory</td>
</tr>
<tr>
<td>Excellent</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Legend: Fair (80 & below), Satisfactory (81-85), Very Satisfactory (86-90) Excellent (91 & above)

Table 1 illustrates the level of academic performance of the students and there are more students who belongin satisfactory level and the next succeeding levels seem to decrease by an approximate ten unit interval. A few of the students are performing excellent in their studies. In general, the level of performance of students in their academics is truly varied.

<table>
<thead>
<tr>
<th>TABLE 2. : Extent of Cellphone Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
</tr>
<tr>
<td>Rarely</td>
</tr>
<tr>
<td>Seldom</td>
</tr>
<tr>
<td>Sometimes</td>
</tr>
<tr>
<td>Often</td>
</tr>
<tr>
<td>Always</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
Table 2 shows the extent of cellphone utilization expressing the attitude of the students at “sometimes” indication. Surprisingly, depicting the “zero” in the “rarely” description entails to show that there have been a hundred percent of cellphone users as respondents with varied attitude towards cellphone use and cellphone itself is becoming an ordinary possession of the senior high school students.

**TABLE 3.**
Distribution of students according to the Level of Cellphone Usage and Level of Academic Performance

<table>
<thead>
<tr>
<th>Extent of cellphone usage</th>
<th>Level of Academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
</tr>
<tr>
<td>Seldom</td>
<td>13</td>
</tr>
<tr>
<td>Sometimes</td>
<td>30</td>
</tr>
<tr>
<td>Often</td>
<td>16</td>
</tr>
<tr>
<td>Always</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 3 illustrates the level of cellphone usage and the level of academic performance of the students. Regardless of level of performance of the student, the attitude of the students towards cellphone use is but never “rarely”. Mobile phone technology has crept gradually and intricately into the user’s attitude, as part of life, in general.

**TABLE 4.**
Chi – square Result

<table>
<thead>
<tr>
<th>$x^2_{computed}$</th>
<th>df</th>
<th>$x^2 (.05, 9)$</th>
<th>Decision</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.254</td>
<td>9</td>
<td>16.919</td>
<td>Fail to reject</td>
<td>Not significant</td>
</tr>
</tbody>
</table>

The table shows the computed value of $x^2(16.254)$ is greater than the critical value $x^2_{0.05, 9}(16.919)$ so there is no significant association between the academic performance of the students and extent of cellphone usage. Mobile phone could have been either directly or indirectly influenced student academic performance but somehow expressed that cellphone use in and outside the class need not an austerity measures to prevent or ban cellphones inside the school since it is the best way to communicate with their families especially during urgent matters.

According to Chilliars & Parker (2007), it has been certain that mobile phones are the most accessible technological tool by both teachers and students and also found in both rural and urban areas. Though Nawaz & Ahmad (2013) observed that not everyone (students) with mobile phones performs badly, however, there is still a need to make further investigation of the influence or association of cellular phones towards student academic performance. What may have been observed today may be different tomorrow efforts should be made to investigate its use in school.

**Conclusions**

In this study, cellphone does not necessarily increase student academic performance in school. Students use their cellphone would not determine their academic performance. In addition, mobile phones excessively inappropriate and it give preference over health and academic performance of students in using internet enabled phones. According to Kibona and Rugina, (2015) that mobile phone is a helpful device to students to achieve or perform better in their studies but few scholars argue that mobile phone could be a tool that which hinder students in getting deserved score in their studies (GPA) for example the use mobile phone for cheating in examinations by taking snapshots and share...
them in a group. Then, the school must be more enthusiastic to their responsibilities by ensuring conformity to the school’s established rules and regulations on student’s use of mobile phone device during class session to include time management of mobile phone-in school and self-discipline among students.

References


