

RELATIONSHIP BETWEEN CELLPHONE USAGE AND ACADEMIC ACHIEVEMENT OF STUDENTS IN SENIORSECONDARY SCHOOLS IN BORNO STATE.

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ABSTRACT

One of the best and enduring legacies a country can offer to its people, especially the younger generation is education. Advance and objective progress of any society or the public depends mostly on the quality assurance of education of that country. This means that the progress of the society is contingent on the quality of the education that members of that society get. The outcome of academic achievement is solely indicated or is measured by the performance which an individual or groups of people accomplished in a specific task, especially educational goals within the frame work of academic instructions obtained in schools Academic achievement plays a vital role and serves as one of the key measures to judge one's total potentialities. Descriptive survey method was employed in order to arrive at a significant and accurate information. Cellphone usage survey (MPS) developed by (Bianchi and Phiip,2005) was used to collect data from 200 respondents, likewise students' English language results was used to assess their academic achievement. Two hundred (200) respondents were selected randomly for the study in six government schools in Borno state. Mean score, standard deviation, t- test and coefficient of correlation were employed in analyzing data. The results showed, there is a significant correlation between cellphone usage and students' academic achievement in English language

Keyword: Academic Achievement, Cell Phone, ICT, SeniorSecondary School.

1. INTRODUCTION

The word academic achievement is derived from two compound word, academic and achievement and the term academic is a derivative from the word academy. The meaning of academy is a school or an institution where different types of instructions are conveyed. Academic is synonymous with the success or aptitude of act in a specified task or a form of acquired knowledge. The word achievement is anything done successfully with efforts, skill, or courage. Academic achievement means that level of achievement or expertise acquired in some specific area concerning scholastic or academic work.

The Federal government in Nigeria has recognized school success content affording to school subjects which are categories as fundamental or elective courses. It is duty bond for all students to seek various ways and avenues on how they could meet up the challenges to obtain their ultimate goal which is academic success. It is in recognition of the need and significance of manpower development on the quality of student's academic achievement the Federal government allocate the highest budget allocation to the education sector. Both state and local government are budgeting their allocation with priority given to the education sector. Likewise the parents are doing all they can in their capacity financially to ensure that their children are send to schools that is well equipped and with qualified teachers available for the training and education of their children (Nuthanap,2007) The study attempts to ascertain the impact of cellphone usage on academic achievement of students in senior secondary schools in Borno State. This generation is witness by the presence of portable communication gadgets that almost function like PC computers. This breakthrough could be resourceful to students if the facility will be applied wisely to complement their efforts in academic task. Same facility could affect the students in a negative way. by engaging the students spent time meant for studies to be wasted on irrelevant text messages, watching videos, games and chatting.

2. ACADEMIC ACHIEVEMENT

Academic achievement is the expected fruit of labor and compensation to be delivered by students for the immediate satisfaction of his family and for the better benefit of the community and the entire humanity as part of his contribution to nation building.

According to Panday (1993) academic achievement is the quantity and quality of learning in a subject or and of subjects as assessed by examination marks, likewise knowledge accomplished or ability established in the school instructions, usually presented in the class or by masks allocated by the teacher or both. Sport or music and other nonacademic activities outside the school curriculum not included. It is the assessment of the success obtained and credited to the students, the teachers and the schools which have been recognize, approved and acknowledge and ascribed as an achievement.

According to Okegbile (2007) academic achievement is an academic language employed while defining the learner's success in a recognized measure through certain aspects using influence principally. The federal government of Nigeria (2003) in its National policy on education have recognized school achievement content in accordance with school subjects which are categorized as core subjects or electives subjects. The ultimate goal of all students is to succeed in their academic pursuit which is literally referred to as academic achievement. Academic achievement in agricultural science can be stated in form positive reinforcement by offering some incentives and prizes as a result of impressive academic performance in classroom teaching and learning process or any of the parameters of evaluation. (Robinson, 2003).

Denga (1986) hypothesizes that no indication is clear as to whether differences could be found among genders in achievement. This researcher, however, states that girls perform better compared to the boy's counterpart in language, arts and music, whereas the boys tend to outclass the girls in Mathematics and sciences. Hetherington and Parker (1999) stated that the girls were greater to boys in verbal abilities even in infancy. According to them, there is clear increase in this dominance in secondary school years in vocabulary, verbal creativity reading, and comprehension.

3. CELL PHONE

Cellphone knowledge is a requirement and a necessity to students and also a vital scientific device to the students. Cellphone is essentially used for calls, you either make the call or you receive a call from another caller far or near. It can also be. Use for. Sending text messages and browsing to obtain academic materials in the internet. Nowadays students are very knowledgeable in the ways they operate cell phones. Students regard these gadgets as an enjoyable, fashionably and above all a companion. The overall interpretation was that cell phone usage has many advantages as it can be used anywhere, anytime while improving communication and enriching students' learning experiences.

Cell phone played an important role by assisting the students to access the internet for leaning purpose and it provide information and readymade data needed to accomplish certain task immediately.as mentioned by Abu hassna&Admin (2014) "The majority of students indicated that mobile learning technologies and devices have improved their academic performance in different ways.

.Rippin (2005) highlighted that the current emergence of cell phones has presented a stimulating factor that create opportunities for the technology to facilitate and enhance the development of easy communication and interactive process within the everyday life of the cell phone users.

According to (Kuznekoff and Titsworth, 2015), Cell phones connect to a wireless communications network through radio wave or satellite transmission. The use of cellphone in the classroom especially during lesson presentation disrupt the student's attention and his listening ability which will consequently results negatively on his/her performances.

Cell phones have advantages and disadvantages. It makes communication very easy both in written and verbal means. This will assist the student to assess any library around the globe in search of current information to improve on his or her knowledge. Students can browse and inquire on any problem and have immediate feedback.

Cellphone helps the student to bridge the gap between the home and the school environment by having contact and in touch with his parents every second of his life. The students can make the best out of these opportunities to complement the efforts put in place by their parents by wisely using the Cellphone for academic purpose in form of online research and downloading academic materials rather than spending much time on social media and games.

Previous study recommends that secondary students' cell phone use could be a disruption in their learning task (Levine et al., 2007). Two prior studies using huge population of secondary schools scholars start that 89% (N = 302) and 83% (N = 251) of the scholars assessed professed that the cell phone is mainly considered as a companion device that keep them company rather than as an informative device (Barkley &Lepp, 2013; Lepp et al., 2013). For the reason that the cell phone is normally used for leisure rather than being utilize for studies, probably it distracts the student's concentration from focusing squarely in classroom activities and while in holidays and weekends at home.

4. OBJECTIVES

4.1.To find the difference in academic achievement and cellphone usage of boys and girls in senior secondary schools in Borno state.

4.2.To find the relationship between academic achievement and cellphone usage among Borno State secondary schools' students. ‘

5. HYPOTHESES

- 5.1. There exists no significant difference in the academic achievement of male and female in Borno state senior secondary schools.
- 5.2. There is no significant difference in the cellphone usage of male and female students in Borno State.
- 5.3. There exists no significant relationship between the cellphone usage and students' academic achievement in senior secondary schools in Borno State.

6. METHOD AND PROCEDURE

Descriptive survey method was employed in the study. The data was collected from the two genders, male and female in about six senior secondary schools in Borno state. Random sampling method was applied on 200 respondents comprising of 100 male and 100 female students from three male secondary schools and three female secondary schools. Independent t-test was employed to ascertain the significant difference between academic achievement and cellphone usage. Correlation to ascertain the relationship between the two variables. Cellphone usage survey (MPS) developed by (Bianchi and Philip, 2005) was applied to the respondents to assess the mobile usage and the students' English language results was used to as the students' academic achievement.

7. RESULTS AND DISCUSSION

The analysis of the data including the results and interpretation of the research work was presented variable wise in line with the objectives of the study.

TABLE 1: Results Pertaining to Gender Difference On Academic Achievement And Cellphone Usage In Senior Secondary Schools In Borno

Table 1: groups statistics for cell phone usage and Academic achievement					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Cellphone Usage	Male	100	94.16	14.016	1.402
	Female	100	95.69	16.713	1.671
Academic Achievement	Male	100	55.21	9.315	.932
	Female	100	52.77	9.463	.946

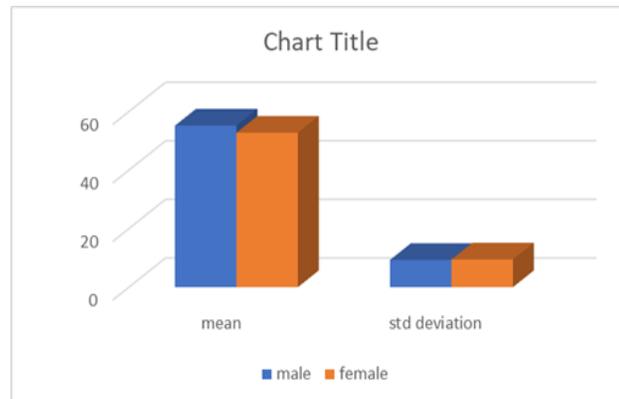
TABLE 2. Results Pertaining To T- Test for Cellphone Usage And Academic Achievement In English Language.

Table 2: Summary of t- test for Cellphone usage and English language Achievement test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Cellphone Usage	Equal variances assumed	4.457	0.036	0.701	198	0.484	1.53	2.181	-5.831	2.771
	Equal variances not assumed			0.701	192.17	0.484	1.53	2.181	-5.832	2.772
English language achievement test	Equal variances assumed	0.614	0.434	1.838	198	0.068	2.44	1.328	-0.179	5.059
	Equal variances not assumed			1.838	197.951	0.068	2.44	1.328	-0.179	5.059

H₁: There is no significant difference in the academic achievement of male and female in Borno state senior secondary schools. The mean score of academic achievement in English language for male and female is 55.21 and 55.77 respectively while the standard deviation for male is 9.315 and 9.463 for female. The t-value for gender difference on academic achievement in English language is found to be 0.068 which is less than 0.05. Hence, it can be interpreted that there is no difference in academic achievement test identified between males and females. Therefore, the hypothesis which states that “There is no significant difference in the academic achievement of male and female in Borno state senior secondary schools” is not rejected.



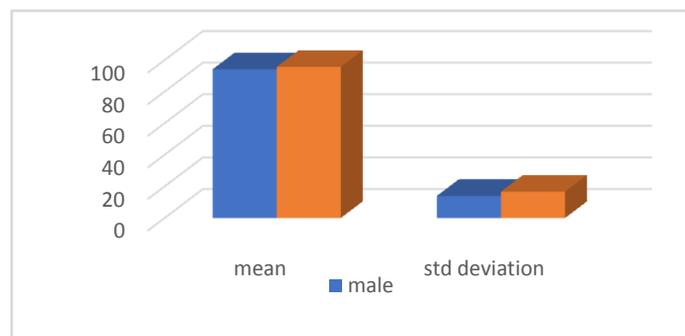
GRAPH 1: Showing the Mean and Standard Deviation Between Male And Female On Academic Achievement.



H₂: There exists no significant difference in the cell phone usage of students' in secondary schools in Borno state

The mean score in respect of Cellphone usage in the table 3.3 indicates that the males have mean score of 94.16 and the female have mean score of 95.69. standard deviation for male is 14, 016 and female have standard deviation of 16. 713. The t- value for gender difference is found to be 0.484 which is greater than 0.05, Hence, it can be interpreted that males and females differ in their cellphone usage. The null hypothesis which state that, "There exists no significant difference in the cell phone usage of students in secondary schools in Borno state is rejected.

GRAPH 2: Showing the Mean and Standard Deviation Between Male and Female on Cellphone Usage



H₃: There exist no significant relationship between cell phone usage and students' academic achievement in secondary schools in Borno state.

TABLE 3:Results Pertaining to The Relationship Between Cellphone and Academic

Table 3: showing the result in respect of relationship between cellphone usage and students’ academic achievement		
Cellphone Usage	Pearson Correlation	Academic Achievement
		.163*
	Sig. (2-tailed)	.021
	N	200

Achievement

Pearson product moment correlation was run to ascertain the relationship between cellphone usage and the students’ Academic Achievement in English language, The results showed that, there is a positive and significant correlation between cellphone usage and students’ academic achievement in English language, which is statistically significant at 0.05 level of significance, $r = .163$, $n=200$, $p = .021$. The p value indicates weak positive correlation between cellphone usage and the students’ academic achievement in English language. This shows that the hypothesis, “there exists no significant relationship between cellphone usage and academic achievement in English language” is rejected.

8. CONCLUSION

Conclusion is a dynamic element and as fundamentally as the research study. Drawing a precise and accurate conclusion needs a careful attention and precision to justify the findings. The investigator has judiciously summarized his findings at the conclusion stage. In the present study, the investigator presented the outcome of his research work on the impact of cellphone usage by secondary school students on their academic achievement. Cellphone is therefore used as ICT in the teaching and learning process and could be classified under instructional material, since it could be positively utilized by student to facilitate and enhance their academic performance. However, the study is able to establish a correlation between the usage or application of the cell phone among the gender. The female student tends to have benefitted on the use and application of the cell phone in relation to their academic activities in form of access to the internet and the utilization of relevant reading materials using the online library visits. On

this background, the investigator draws the attention of teachers, parents and the community to ensure adequate monitoring and careful vigilance on the activities of students with the cell phone. The students should be encouraged to utilize time and resources on the use of the cell phone for academic purpose both in schools and back home during holidays.

The study documents the following conclusions:

- 8.1. Male and female students do not differ in terms of academic achievement as indicated in their English language results.
- 8.2. There exists a positive relationship between the students' cellphone usage and the academic achievement of the students.
- 8.3. Male and Female differ in their cellphone usage.

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