A Survey of University of Ilorin Students' Use of Mobile Phone in Lecture rooms and its Implications in Education for Nigeria Development.

Amali, Ismaila.Onche.O. (Ph.D)[1*] Bello Muhinat, B[2]. and Hassan, Ibrahim[3]
1. Department of Arts and Social Sciences Education, Faculty of Education, University of Ilorin.
2. Department of Arts and Social Sciences Education, Faculty of Education, University of Ilorin.
3. Department of Arts and Social Sciences Education, Faculty of Education, University of Ilorin.
    * Email of corresponding author: Oteikwu2007@yahoo.com

Abstract
The study surveyed students of University of Ilorin's use of mobile phones in relation to how they are used in lecture rooms during lecture.   The objectives are to establish how the use of mobile phones affects interactive processes of lecture rooms and its implications for the teaching and learning processes in the University. A researcher drawn questionnaire was used to sample the opinions of the students. A total of three hundred and seventy-eight (378) students were randomly selected from two faculties using both sexes as respondents.The data collected were analysed using Arithmetic mean rating and chi-square was used to test the postulated hypothesis. The finding revealed that university of Ilorin students are in the habit of using mobile phones for various purposes during lecture hours and that there is no significant difference between the males and the females in the usage of mobile phone during lecture hours.On the basis of the finding, this study highlights the educational implications of using mobile phones during lecture hours and suggests the way forward. It recommends a provision of guidance and counselling services to fresher's and undergraduates for appropriate information on the use of mobile phones and its detriments to teaching and learning process of the school curriculum.
Key words: Mobile phone, Lecture rooms, Educational Implication.

Introduction
Like the television in the 1950s, wireless communication has emerged as one of the defining media of our time. This is evidenced by the fact that it has become the fastest growing communication technology (Ibrahim, 2011; Cherry, 1981). Itu (2007) opined that its explosive growth makes it practically futile for scholarly manuscripts to cite the numbers of mobile subscriptions worldwide and that it is safe to point out that subscriptions are well into billions and growing. In this regard, it is safe that almost every student in the University of Ilorin own at least a mobile phone. Owning a mobile phone has social, economic, psychological and educational consequences on the learners. As it is well influence their attitude and behaviour to academic activities of the school.

Adenya and Oyeyinka-Oyelran (2002), opined that school authorities have witnessed the astronomical increase in the use of mobile phone by students in recent time. This scenario has been extended to primary and secondary institution as well. To educate involve human activities which are usually bedevilled with constraints. Akpan (1989), highlighted some constraints to affective learning, and among these are inattentiveness, disruption and distraction. Closely associated to these, is the use of mobile phones which causes noise and distraction during lecture hour.

The implication is that, the use of mobile phones has posed a challenge not only for the lecturers, but to university authorities as well. Thus, no professional teacher worth his worth would mortgage classroom management to the whims and caprices of his learners dictate because rap and adequate attention of the learners are highly desirable at every time, be it in the lecture room, during training or while practicing.

Since to facilitate good performance from the students is the teacher's obligation in teaching –learning process he therefore shall sought to check some of these negative behaviours of the students while in class. Student commitments to classroom work are essential requirement for classroom management.

Lack of commitment would result to inadequate knowledge of the lesson and of course failure on the part of the students. Owuamanam and Owuamanam (2002) studied on students' laxity and opined that poor attitude and commitment to their work in school results into failure and sometimes school dropout because their attention used to be shifted to contrary issues.

This study surveyed the relationship between the students' use of mobile phone and the academic activities of the teacher in the lecture room. This is done with reference to the individual using them, the location (lecture rooms) of their usage and the educational implication associated with it.

James (2011) has put it succinctly, when he pointed out that mobile phone as tool for information dissemination is good no doubt, but its unbridled access especially by the adolescence, may not be in their best educational interest as there is bound to be decline in what psychologists call mental ideational (Ybang, 1998).

Also Adenya and Oyeyinka-Oyelaran (2002), observed that school authorities have noted in the recent past, the astronomical increase in the use of mobile phones by students to cheat during examination apart from the distractive roles of some students users who are found of using it for different application in lecture rooms. Smith and Robert (1999), highlighted some disruptive factors affecting students in the class room to include the following; poor class room management, music, climate or atmosphere trivial, alertness rivalries among peers and a host of others. Likewise, Park (2005) and Etukudo (2002) lamented the gross damage the mobile phone has done to the lives of various categories of students most especially those in tertiary institution who play away their times on games, music, pornography and face book.

Mobile phone has become a gadget of the moment on which most of our students commit their valuable learning time. Some even from lecture rooms communicate with friends using earphones and also connect ear piece into their mobile phones to listen to music, making or receiving calls, texting messages to friends, relations and other people.

It is a fact that internet has brought about a profound pool of knowledge, that today we think and act in an e-knowledge era. But unintentionally, they have contributed to circumscribed students commitment to various academic works, their thinking processes, communication and language skills, which unsuspecting parents, educators and other stakeholders are yet to appreciate the magnitude of damage done to students' academic commitment. These have implication for lecture room management. These views as expressed above have compelled lecturers and school administrators to adopt measures to ensure sanity among students' use of mobile phones during academic activities in institutions of higher learning. It is on the basis of this background that this study is carried out.

It is believed that mobile phones have the potential of having a central place in the daily lives of undergraduates in our universities. But research shows that there is difference between students' performance and commitment to academics in lecture rooms between those who use mobile phones during lecture hour due to lecture room disruption, inattentiveness, and non participation in academic assignments or field works (Ling 2005). The problem is that the use of mobile phone among students has become habitual rather than conscious and this has implication for education where conscious effort is required to achieve the objective of teaching and learning process in the lecture room.

Etukudo (2009) and Ling (2001), have stated that mobile phones in that kind of situation may have negative consequence on students who may be carried away by worries which could affect their concentration. Siragusa and Dixon (2008), have studied attitudes of students towards the use of mobile phones and the perceived social pressure and likely consequence. The study revealed a high usage of mobile phones and found that students found the usage pleasant, helpful and easy. But on the contrary, others said they experience feelings of anxiety, distraction and that it sometimes takes too much of their attention that could have been allotted to other facet of the main school programmes.   Thus, there are challenges and implications that require to be addressed.

Research Purpose
The main purpose of this work was to survey the rate at which university of Ilorin students use mobile phones in the lecture rooms and its implication to education. While the specific objectives are to find out;
1. Whether University of Ilorin students uses mobile phones applications in the lecture rooms during lectures
2. The nature or types of mobile phone applications students' use in during lecture.
3. Whether there are gender differences in the use of mobile phones among the University of Ilorin students during lecture hour.
4. The implication of the use of mobile phone to education.

Research Questions
The followings research questions were drawn to guide the study.
1. Do students of the University of Ilorin use mobile phones applications in their lecture rooms during lecture hour?
2. What are the natures of application in which mobile phones are being used during the lecture hour?
3. Are there gender differences in the use of mobile phones among the students during lecture hour?
4. What are the educational implications of using mobile phones in the lecture rooms?

Hypotheses
Ho   There is no significant difference in the use of mobile phone during lectures   between male and female students of university of Ilorin

Methodology

The descriptive survey design was used in this study, The population   for this study comprised all the students of University Ilorin while the target population was the 2010/2011 one, two, three and four hundred level students of two faculties that is, faculties Agriculture and Education. A total of 378 respondents were randomly selected out of a population of about 25,000 students with the aid of computer assisted sample size calculator, at 5% confidence. Simple random sampling was used in the selection of the students. Research instruments used for the study was a questionnaire and   was is two sections, the first section has Yes   or No as it response while the second section responses were structured in   three- point scale of Always, Rarely and Never.

The questionnaire instrument was content validated by panel of experts in the Department of Arts and Social Sciences education, University of Ilorin, Ilorin. The test- retest procedure was used to ascertain the reliability of the instrument twice to 120 students of Kwara State College of Education. The scores were analysed using the Pearson Product Moment correlation coefficient and this yielded a coefficient of internal consistency of 0.58.The obtained data were analysed using Arithmetic mean to answer the research questions. The remark on the research questions was determined at 2.5. Chi-square was used to analysis the only hypothesis postulated at 0.05 alpha levels.

Results

The data collected were analyzed and the result are presented below

Research question 1: Do students of the University of Ilorin use mobile phones applications in their lecture rooms during lecture hour?

Table 1: means scores of student responses on the use of Mobile phones in lecture rooms

Item	Mean	Remark
Do you have mobile phone?	3.58	Positive
Do you receive or make calls during lecture hour?	3.91	Positive
Do you switch off your mobile phone during lecture period?	3.78	Positive

The data in table 1 above shows that the mean scores from all the items on the students responses on whether they possess mobile phone and if they used it during lectures revealed positive, because no means score was below 2.5. By implication majority of the students use their mobile phones during lectures in University of Ilorin.

Research question 2: What are the natures of application in which mobile phones are being used during the lecture hour?

Table 2: Means scores of students responses on the type of application on which mobile phone is been used during lectures.

Item	Mean	Remark
How often do you use or enjoy any of these mobile phone applications during lectures:		
Write and send messages during lecture	2.78	Always
Browse for information during lecture	3.65	Always
Play games with it during lecture	2.58	Always
Listening to music with their mobile phone during lectures	3.21	Always
Use its calculator during lectures	3.11	Always
The use of Radio during lectures	2.31	Never
Snapping of picture during lectures	2.72	Rarely

Table 2 above shows that the mean scores from all the items on the students responses on whether they use most of the application on their mobile phone during lectures revealed positive, since only one of the items mean score

was below 2.50, other were above 2.5. By implication majority of the students uses most of the applications on their mobile phones during lectures in University of Ilorin.

Research hypothesis: There is no significant difference in the use of mobile phone during lectures between male and female students of university of Ilorin

Sex	Observed	Expected	Df	X^2-cal	X^2-crit
Male	232	189			
			1	19.57	3.84
Female	146	189			

The data in table 3 above shows that χ^2 cal is less than χ^2 critical which   means the hypothesis is rejected and that is there is truly no significant difference in the way both male and female students uses their mobile phones and their application during lecture.

Research Question 4: What are the educational implications of using mobile phones in the lecture rooms?
Table 4: Students' responses on implications of the use of mobile phone during lecture.

Item	Mean	Remark
These are some of the educational implications of the use of mobile phone and it applications during lectures :		
Messages whether pleasant or Unpleasant messages received distract attention	3.51	Always
Listening to Music on the mobile phone distract attention and loss of concentrations in class.	2.65	Always
Habitual use of mobile phone generally creates division between the teaching and learning process.	3.00	Always

Items on the table above show that university students commit their energies to the application of mobile phone in various ways which eventually distract their attention in lecture. This is because none of the items mean score were below 2.5 bench mark.

Discussion
All the students used for the study own mobile phones even when they were randomly selected for the study. This confirms the astronomical increase in ownership and use of mobile phones. As Griffith (2000) put it, mobile phone is no more a luxury item among students' thus; its usage has some implications for education.

The results from the responses of the students in the questionnaire items indicated the students' attitude towards the use of mobile phones in the university. It shows that students' in constantly unfair manner and against the business of teaching and learning used their mobile phone during lectures. This is an indication that mobile phones have become negative influence that affects students' commitment to their academic work. This would have been the cause of failure of some student in their courses.

Further implication for education as revealed in the study is that mobile phone has become a source of distracter since students who are expected to commit their time to academic activities, instead commit their time and energies to the various applications in the mobile phones. For students who are habitually giving to the use of mobile phones, the educational implication is that teachers would have to develop their attention and time to bring them into conscious relationship required of the classroom setting. The use of mobile phone itself, in the lecture room, is to educationists a deviant behaviour, since students no longer do what they are expected to do at a particular time in the interactive process of the school curriculum. The resultant effect is poor performance and

the creation of added responsibility in classroom management and control for the teachers and the school authority. The teacher would begin to struggle to maintain boundaries between classroom discipline and teaching-learning process that is being compromise by the students' use of mobile phones.

The study also shows that mobile phones disorientate lecture room behaviour and student attitudes towards learning when even those that are not using it were prone by the distraction of those who use them. Further, for those who are habitually addicted to the use of mobile phone, the lack of accessing information from it have a wider educational implication   especially when they find themselves in an unsuitable environment (like in the lecture room) or when they have low battery and could not use it. It could distort their academic work due to their psychological commitment to use mobile phone at all times. At other times, mobile phone could give student some messages which may be worrisome issues from home or social life, this could affect their academic work either in the lecture rooms, in the Library, laboratory, or in the field. All these as discussed above constitute implication for education and require recommendation as to the way forward in solving the problems of students' use of mobile phone in their lecture rooms.

Recommendations

It is thus recommend that:

- Lecturers and the school authorities should discourage the use of mobile phone in their lecture rooms or during academic programme of the school.
- There should be rules and regulations against the use of mobile phone, such rules should be well stated with appropriate measures and guide lines for its enforcement. This is important because, if allowed to be freely used by the student in the lecture rooms, lecture room would turn to be like market place or public square. It would also breed ill feelings among poor students who could not afford to purchase or lack the opportunity to purchase it.
- Students should be guided and counselled on the use of mobile phones at the point of entry for their academic programme on the campus. This would require the services of the School Guidance and Counselling Unit where they would be told how, when and why to use it. This is because they should know the advantages and disadvantages of appropriate time for using mobile phones.
- Parents and guardians of students should educate their wards towards appropriate use of mobile phone while in school.
- Manufacturers of mobile phones should enlighten the adolescence users of mobile phone through their manuals of some of the implications as revealed in the study.

Conclusion

In as much as mobile phone is a desirable and needed technological instrument which is appropriately suited for teaching and learning process, when wrongly used at certain location (like in the lecture room) by student of our higher institutions of learning, it could result to negative consequences that would affect the attainment of the required educational goals. This has been the issues when our students use their mobile phones in lecture rooms as revealed in the study. It is thus relevant to make it an educational issue for `needed further scholarly contribution. This is important because of the astronomical rise in the use of mobile phones among students in institutions of higher learning in Nigeria.

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