

**PERCEPTIONS OF TEACHERS AND STUDENTS TOWARDS THE IMPACT OF
MOBILE PHONE USE ON BEHAVIOURAL AND ACADEMIC PERFORMANCE
OF COLLEGE STUDENTS**

Financially Supported by the Research Management Cell of Sukuna Multiple Campus



Submitted to:

Research Management Cell (RMC-Sukuna)
Sukuna Multiple Campus
Sundarharaincha, Morang, Nepal



Submitted by:

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2024

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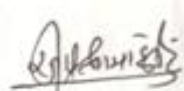
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Dedication

Dedicated
To
My
Most Beloved Parents

(Indralal Lamichhane & Saraswati Lamichhane)



Acknowledgement

At the outset, I must express my sincere gratitude to Almighty God whose invisible hand visibly supported my research endeavor and guided and spiritually supervised my pursuits to the culmination.

First of all, I would like to express my heartfelt gratitude to Research Management Cell (RMC – Sukuna) for financial support to complete this research. I am so very grateful to the contribution of RMC members, involvement of student respondents and teacher respondents for the accomplishment of this research.

The research work is no less than “plunging in the unfathomed ocean” that needs guidance to the precision and supervision with a focus and unconditional support.

I must express my deepest sense of gratitude and heartfelt thanks to my esteemed facilitator Dr. Mohan Kumar Tumbahang, Faculty Member, Sukuna Multiple Campus, who has been constant and consistent source of information to me in this long journey of research. He reserves Deep Ocean of patience and knowledge to fine time a researcher. I also extent my sincere gratitude to the Assistant Campus Chief and Head (Research Management Cell) Mr. Ganesh Prasad Dahal; Associate Professor, Sukuna Multiple Campus, who is a dynamic personality and is always on the wheels for one or the other academic and research work. In spite of that he always spread enough time for me to discuss research issues and clarified my doubts to enable me to see the completion of this gigantic task. It would have never been possible to complete my research work without his endless efforts, guidance, support and positive inspiration. I have no words to acknowledge his valuable guidance, cooperation and constant encouragement.

Words cannot express my sincere gratitude that I owe to the Campus Chief Mr. Arjunraj Adhikari, Associate Professor, Sukuna Multiple Campus academic and administrative support to me throughout my research work. His valuable guidance enabled me to achieve the mission of my life.

I am tremendously thankful to my beloved wife Mrs. Bhuma Devi Khanal and dear younger brother Bedraj Lamichhane for their everlasting inspiration and constant moral support in accomplishing this assignment.



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Recommendation

I am writing to enthusiastically recommend that the research report entitled
“PERCEPTIONS OF TEACHERS AND STUDENTS TOWARDS THE IMPACT OF MOBILE
PHONE USE ON BEHAVIOURAL AND ACADEMIC PERFORMANCE OF COLLEGE
STUDENTS” embodies the work carried out by the Teaching Assistant of Sukuna Multiple
Campus, Mr. Khagendra Prasad Lamichhane (Research Scholar) himself under my facilitation.

During time under my facilitation, the researcher demonstrated a strong work ethic, a
keen attention of detail, and a willingness to go above and beyond to achieve his goals. This
research is his original work which has been rigorously tested for plagiarism 1% by iThenticate
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academic integrity.

Mr. Lamichhane's research report is providing significant knowledge about effect of
mobile phone use in students' academic and behavioural performance. The methodology,
analysis, findings and implications are of high quality, making this report a valuable contribution
to students themselves and teaching learning ambience of college.

The RMC – Sukuna has funded for the completion of this research. So I am pleased to
recommend this research report to the Research Management Cell of Sukuna Multiple Campus
for final approval.



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Letter of Approval

This mini-research report submitted by **Mr. KHAGENDRA PRASAD LAMICHHANE** entitled **"Perceptions of Teachers and Students towards the Impact of Mobile Phone Use on Behavioural and Academic Performance of College Students"** is funded and approved by the Research Management Cell (RMC – Sukuna) of the campus.

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Thanking Letter

I would like to express my heartfelt thanks to Mr. KHAGENDRA PRASAD LAMICHHANE, a faculty member of Mathematics of this campus for his invaluable contribution to the research report entitled "Perceptions of Teachers and Students towards the Impact of Mobile Phone Use on Behavioural and Academic Performance of College Students." Mr. Lamichhane's dedication and hard work have been instrumental in the successful completion of this project, and we are truly appreciative of his efforts.

The mini-research has been financially supported by Research Management Cell of our campus, and we are confident that the findings of this report will significantly contribute to our academic community. As such, the research report will be considered as a valuable academic property of this campus.

Once again, thank you for your hard work and commitment to this project. Lastly we are proud to have him as a part of our campus community. We look forward to continuing our collaboration on future projects.


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Abstract

With the widespread adoption of mobile phones, particularly among college students, it is crucial to understand how this technology influences their educational experiences. It was expected to contribute to the existing body of knowledge on the subject, enabling educators, administrators and policymakers to make informed decisions regarding the regulation and integration of mobile phones on college campuses. Academic performances indicators such as grades and study habits were recorded. Quantitative data were analyzed using statistical techniques to determine correlations between mobile phone usage and academic performance. The interviews were focused on exploring the effects of mobile phones on students' concentration, time management, interpersonal relationships and overall well-being. Excessive mobile phone use can lead to problematic behaviors and addiction-like symptoms i.e. fear of being without a mobile phone. Students who were addicted to their mobile phones may experience withdrawal symptoms when separated from their devices leading to decreased focus, increased anxiety and reduced academic performance. It was also concluded through Chi-square analysis that the use of mobile phone most of the time has a negative impact on students behaviour. However, it is important to acknowledge that mobile phones also offer several positive aspects for students. They provided quick access to educational resources, facilitate communication with peers and faculty and offer tools for organization and productivity. Thus, it is important to note that responsible and balanced mobile phone usage can harness the positive aspects of technology.



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List of Abbreviation

B.Ed.	Bachelor of Education
B.Sc.	Bachelor of Science
BBA	Bachelor of Business Administration
BBS	Bachelor of Business Studies
BICTE	Bachelor of Information and Technology Education
COVID-19	Corona-virus Disease of 2019
CSIT	Computer Science and Information Technology
GPA	Grade Point Average
GPS	Global Positioning System
M.Ed.	Master's in Education
MBS	Master's in Business Studies
MDPI	Multidisciplinary Digital Publishing Institute
RMC	Research Management Cell
SMB	Social Media Burnout
SOS	Save Our Ship





CHAPTER I: INTRODUCTION



Background

The rapid proliferation of mobile phones has transformed the way we communicate and access information. In recent years, mobile phone usage has become prevalent among college students, including those at Sukuna Multiple Campus. Mobile phones are allowed in most of the college campuses because the technology has many advantages. College students and teachers/staff can use their phones to keep up with assignments and class schedules, communicate with friends and colleagues, and become aware of campus alerts and warnings. Not only advantages but also the students who carry mobile phones may cause disruption in college campuses. The presence of a Smartphone and high phone conscious thought affects one's memory learning and recall, indicating the negative effect of a Smartphone proximity to our learning and memory (Tanil, C.T. & Yong, M.H., 2020). While there are many benefits of using the cell phones on a college campus, the bad aspect of using cell phone is spoiling the students conduct and behaviors. Mobile phones, also known as cell phones or smart phones which are portable electronic devices that allow users to make and receive phone calls, send text messages and access a wide range of other communication and multimedia features. They have become an essential part of modern life, offering convenient and instant communication regardless of location.

Mobile phones operate using cellular networks, which consist of a network of cell towers that transmit and receive signals. When a call or message is made, the phone connects to the nearest cell tower and the network routes the communication to the intended recipient. This allows mobile phones to be used in various locations as long as there is network coverage. In addition to voice calls and text messaging, mobile phones offer a wide array of features and capabilities. They can access the internet, allowing users to browse websites, check emails and use various online services.

Modern smart phones often have high-quality cameras for capturing photos and videos and they support various multimedia function such as playing music and videos. Mobile phones also provide access to mobile applications, or apps, which are software programs designed for specific tasks or entertainment purposes. These apps can range from productivity tools like calendars and note-taking apps to social media platforms, games and streaming services. Furthermore, mobile phones have evolved to offer advanced features such as global positioning system (GPS) navigation, biometric authentication such as fingerprint

or facial recognition, mobile payments and augmented reality capabilities. Thus, mobile phones have revolutionized communication and have become powerful tools for information, entertainment and productivity. They have transformed the way people connect with each other and access information, making them an integral part of daily life for billions of people around the world. The telephone greatly improved emergency response times and effectiveness. With its introduction, individuals could immediately contact emergency services from their homes or any telephone-enabled location, allowing for quicker dispatch of aid and potentially saving lives (Forgeard, 2022).

Mobile phones play a crucial role in the lives of college students, offering a wide range of benefits and conveniences. The mobile phones enable instant and constant communication allowing students to stay connected with their peers, professors and family members. They can make phone calls, send text messages or use various messaging apps to discuss assignments, coordinate group projects or simply stay in touch. With mobile phones, students have access to a vast amount of information at their fingertips. They can quickly search for academic resources, reference materials and relevant articles or papers. Mobile apps also provide access to e-books, digital libraries and educational platform, facilitating research and learning.

The phones offer numerous apps and tools that help students stay organized and manage their time effectively. Calendar apps allow them to schedule classes, set reminders for deadlines and plan study sessions. Task management apps can help them create to-do lists and track their progress on assignments. Note-taking apps allow them to capture and review lecture material efficiently. These also facilitate online learning by providing access to virtual classrooms, online lectures, and educational platforms. Students can participate in discussions, submit assignments and access course materials through their mobile devices. This flexibility allows them to learn and study from anywhere, at any time.

Mobile phones enable seamless collaboration among students, especially for group projects. Students can use messaging apps, video conferencing tools and cloud-based storage platforms to share files, coordinate tasks and work together remotely. This fosters teamwork and enhances productivity. They are useful tools for research and study as these offers a wide range of apps and tools specifically designed to aid students in their research and studying. They can use dictionary apps for quick word definitions, language learning apps for improving language skills, flashcard apps for memorization and educational apps with interactive content to reinforce the understanding of various subjects. These are not just for



academics; they also contribute to personal development and well-being. The evidence of the role of mobile phone-facilitated m-Learning in contributing to improved educational outcomes in the developing countries of Asia by exploring the results of six m-Learning pilot projects that took place in the Philippines, Mongolia, Thailand, India, and Bangladesh (Valk, J.H., Rashid, A.T & Elder, L., 2010). Students can access meditation apps for stress relief, fitness apps for exercise routines, language learning apps for skill development, and productivity apps for time management.

Mobile phones provide a diverse range of resources to support students' overall growth and well-being. In case of emergencies or unforeseen circumstances, having a mobile phone is crucial. Students can quickly contact authorities, family members or campus security services for assistance. Additionally, mobile phones can be equipped with safety apps or features like emergency SOS calls, location sharing or panic buttons, ensuring students' safety and peace of mind. As mobile phones are essential tools that enhance communication, provide access to information, support organization and productivity, facilitate online learning, promote collaboration, offer study aids and contribute to personal well-being, the college students can leverage these benefits to succeed academically, stay connected, and lead balanced lives.

Statement of the Problem

It has been observed that all the students of Sukuna Multiple Campus have access of mobile phones. Only fewer students know how to use the phones properly while rests of the students have been found falling in wrong use of the phone. The students who click photos all the time; who prefer to make TikTok in college periphery; play games in mobile leaving the classes; bunk college by spending time outside in the college time; quarrel each other at college due to the mobile conversation hiding from the classes etc. are all the wrong path movers. Thus, it is expected to conduct a mini-research on this topic regarding the academic and behavioral performance of the students.

The problem addressed in this research is to understand how the use of mobile phones at Sukuna Multiple Campus has affected the behavioural and academic performance of students. The pervasive presence of smart phones on college-campus raises concerns about potential distractions; reduced attention spans and diminished engagement in academic activities. This study seeks to explore the key questions such as to what extent do students at Sukuna Multiple Campus use mobile phones? What are the primary purposes for which students use mobile phones on campus? How does the use of mobile phones affect student

behavior as class attendance, participation and interaction with peers and faculty? What is the impact of mobile phone on academic performance? Does excessive mobile phone use lead to lower grades or reduced study time? What are the perceived benefits and drawbacks of mobile phone usage among students? Are there any differences in mobile phone usage patterns and its impact based on demographic factors as gender, age or field of study? By exploring the answers to the aforementioned questions, this research aims to provide valuable insights into the potential consequences of mobile phone usage at Sukuna Multiple Campus and its implications for student behavior and academic performance. Understanding these effects can assist educational institutions in formulating appropriate guidelines and interventions to optimize students' learning experiences and overall well-being.



Objectives of the Study

The objective of studying the impact of mobile phone usage at Sukuna Multiple Campus is to understand how it affects students' behavior and academic performance in the views of students and teachers/staff. By examining this relationship, the study aims to provide insight into the potential benefits or drawbacks of mobile phone use and guide interventions to optimize student outcomes.

The following are the objectives of the research as:

- i) To evaluate the academic performances of students who use mobile phones at college campus as perceived by teachers and students;
- ii) To analyze the behaviors of the students who use mobile phones all the times and sometimes in the views of teachers and students; and
- iii) To examine the barriers made by the mobile phone users in college administration.

Research Questions

The research questions aims to investigate the impact of mobile phone usage on the behavioural and academic performance of students at Sukuna Multiple Campus, exploring how mobile phones affect students' engagement and achievement in their college education.

- i) Why the academic performance of students who use mobile phones at college all the time is not as expected?
- ii) How do students who use mobile phones all the time at college behave to others?
- iii) How the use of mobile phone affects in students learning behaviour?
- iv) Why is there any relationship between mobile users, discipline and performance?
- v) What is the impact of mobile phone use by college students on college administration?



Research Hypothesis

The hypothesis suggests that the use of mobile phones at Sukuna Multiple Campus can have a significant impact on the behavioral and academic performance of students. It posits that excessive mobile phone usage may lead to distraction, reduced focus and decreased academic achievement, while also potentially affecting students' social interactions and overall behavior.

The hypotheses framed for the present research are as follows:

- i) It seems that the use of mobile phones within college periphery is hampering the students' academic and behavioral performance;
- ii) H_0 : Students behavior are not affected by the excessive mobile phone issues; and
- iii) There is vast difference in the students who use mobile phones at campus all the times for game and YouTube and who use sometimes for study purpose.

Rationale of the Study

It is necessary to conduct a research on this topic because of the regular observation of students' unwanted activities in campus periphery which have been found collapsed in the academic environment of the campus and so students overpowered the rules and regulations of the campus. Also there is no such politeness of students in talk with teachers and no sense of respect feeling for the teachers.

The study aims to analyze the relationship between mobile phone use and its effect on the behavioral and academic performance of students at Sukuna Multiple Campus. By examining this relationship, it provides insights into how the use of mobile phones affects students' overall functioning in an educational setting. It sheds light on the behavioral changes that occur due to the use of mobile phones. Mobile dependency changes adolescent's behavior as well as reduces their academic performance due to the overuse of the mobile phone (Yadav, M.S., Kodi, S.M. & Deol, R., 2021). It also can explore whether excessive phone use leads to distractions, reduced focus, social isolation, or other negative behavioral patterns. Identifying these changes is essential for understanding the potential risks and challenges posed by mobile phone use. Through this study, it will examine how mobile phone usage impacts students' academic performance. It can explore whether increased phone use is associated with decreased concentration, lower grades, reduced study time, or

other academic challenges. This information can help educators and policymakers develop effective strategies to mitigate and negative effects.

The findings from this study can contribute to the development of guidelines and policies regarding mobile phone use on college-campuses. Based on the results, educational institutions can create rules and regulations that strike a balance between the benefits and potential drawbacks of mobile phone use and promote a conducive learning environment. The highlight of the study is the need for enhanced support systems for students. For example, if the research finds that excessive phone use is negatively impacting on academic performance; colleges can develop interventions such as workshops, counseling services or technology management programs to help students manage their phone use effectively and improve their overall well-being. This study can serve as a foundation for future search on the topic. It can inspire researchers on the role of social media in academic performance. By building on existing research, scholars can continue to deepen our understanding of the complex relationship between mobile phone uses the student outcomes. Thus, the study on the impact of mobile phone use at Sukuna Multiple Campus has significant implications for understanding the behavioral and academic effects on students. Its findings can inform educational policies, support systems and future research efforts, ultimately contributing to the well-being and success of students in college-campuses.



Delimitations of the Study

The delimitation of the study described is the process of defining the boundaries and scope of the research. It helps in understanding what the study will and will not cover. In the case of this study on the impact of mobile phone usage on the behavioral and academic performance of students at Sukuna Multiple Campus, here are the key delimitations.

Geographic Delimitation

The study is limited to Sukuna Multiple Campus, which means that the findings may not be generalizable to students in other institutions or locations.

Participant Delimitation

The study primarily focuses on students and faculty members of Sukuna Multiple Campus. The inclusion criteria are specific, such as students from particular departments, and a limited number of teacher/staff respondents from various levels and departments. This means that the findings may not apply to students or faculty members in different departments or levels.



Data Collection Method Delimitation

The study uses a mixed-methods approach combining quantitative surveys and qualitative interviews. The data collection methods include online questionnaires (Google form) and manual interviews. The choice of these methods may limit the study's reach to those who have access to the internet or are willing to participate in interviews, potentially excluding individuals who are not comfortable with these methods or who do not have internet access.

Time Delimitation

The study does not specify a particular time frame or duration for data collection. It is essential to recognize that mobile phone usage patterns and their impact on behavior and academic performance may change over time. Therefore, the findings may only reflect the situation during the period of data collection and may not be applicable to different time frames.

Scope Delimitation

The study focuses on the impact of mobile phone usage on behavioral and academic performance. It does not extirpate into other potential factors that could influence student outcomes, such as socioeconomic background, family support, or other technological devices (e.g., laptops or tablets).

Sampling Method Delimitation

The study uses a purposive sampling method to select respondents. 10% of the teacher-respondents and 10% of the student-respondents were taken as a sample.

Data Analysis Delimitation

This study uses percentage analysis and Chi-square analysis through Likert Scale to analyze the data.

Language Delimitation

The study does not specify the language of data collection and analysis. Language can be a significant factor, especially in qualitative research, as nuances in meaning can be lost in translation.

Resource Delimitation

The study does not mention any specific resources or constraints that may affect the research processes, such as time limitations, budget constraints, or access to technology.

Overall, these delimitations help to clarify the scope and limitations of your study, making it clear what the research intends to achieve and what factors may influence the interpretation of the results.



CHAPTER II: LITERATURE REVIEW



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The literature review aims to explore the impact of mobile phone usage on the behavioral and academic performance of students in college-campuses, with specific reference to Sukuna Multiple Campus. The rapid proliferation of mobile phones has significantly transformed various aspects of daily life, including education. This review synthesizes existing research findings to provide a comprehensive understanding of the topic and identify potential implications for students at Sukuna Multiple Campus.

In their research (Ayer, M.S. and Thakur, R.N., 2019) it is found that the GPAs in first and current semester were non-significantly related with gender of the students and the age of the students was mild positively correlated with the mean GPA in first and current semester and were statistically significant. The GPA in current semester was statistically and significantly related among various academic programs. It has drawn the conclusion that the mean GPA of the B.Sc. CSIT 4th semester students was significantly higher than that of students from the other academic programs. However, it did not categorically dig out the effect of mobile phones in students' academic and behavioral performance.

Authors have discussed that the use of smart phone among students is seen as a vital part of their life because of its advanced applications and features (Ali, A. & Bharat, 2021). It was aimed to identify the negative effect of Smartphone on students by focusing on social aspect and psychology education and also aimed to observe the negative effect of smart phone use on students' life in term of their psychological health, education and socialization. In this article they have found the method to overcome the negative effects that students might face if they overused their smart phone in their routine life. But, it has not been stated the location of using smart phone by the students.

They (Saadeh, H., Q.A. Fayez, R., A. Refaei, A., Shewaikani, N., Khawaldah, H., Abu-Sanab, S. and Al-Husaini, M., 2021) have revealed that the ethical implications of increased Smartphone use among university students during the COVID-19 quarantine period are observed. It delves into the various ethical concerns surrounding excessive Smartphone use such as privacy, mental health, academic integrity and social interactions. By examining this research article, the review provides valuable insights into the ethical dilemmas faced by university students and offers recommendations for promoting responsible smart phone use during these unprecedented times.

They (Jiang, Z. & Zhao, X., 2016.) have found that self-control was negatively correlated with interpersonal, transaction and entertainment mobile phone use patterns, but

positively correlated with information seeking use pattern. They also claimed that self-control could predict problematic mobile phone use directly and indirectly via interpersonal and transaction patterns. In this article, it is provided additional evidence for the negative association between self-control and problematic mobile phone use.

The authors (Sunday, O.J., Adesope, O.O., & Maarhuis, P.L., 2021) have revealed that the Smartphone addiction has negative impacts on students learning and overall academic performance. It is found that the skills and cognitive abilities students needed for academic successes are negatively affected by excessive phone use. It also claimed that the greater the use of a phone while studying, the greater the negative impact on learning. The results of this meta-analysis implied that addicted users show a diminished level in learning.

They (Duke, A. & Montag, C. , 2017) observed the link between Smartphone use and loss of productivity is investigated for the first time. They found that a moderate relationship between Smartphone addiction and decreased work productivity. The Smartphone Addiction scores are also perceived to negatively affect daily life. They have discussed the findings in relation to flow and techno stress. It is also found that the tendencies towards Smartphone addiction and overt checking of the Smartphone could result in less productivity both in the workplace and at home.

In their article, (Harren, N., Walburg, V. & Chabrol, H., 2021) they have highlighted that Social Media Burnout (SMB) is a relatively new internet-related issue and garnered interest in research this past decade. It is found that the significant associations between perfectionism and meta-cognitions with anxiety, stress-related disorders and internet-related disorders. They used a Multiple linear regression analysis indicated that SMB was significantly impacted by age, all online cognition subscales, socially prescribed positive perfectionism, self-oriented negative perfectionism and meta-cognitive beliefs about uncontrollability of thoughts and danger. The findings of this study provide new information about factors that are potentially implicated in the SMB.

The study conducted by (Beland, L.P. & Muphy, R. , 2016) has investigated the impact of technology-mediated communication on student academic performance. Focusing on the potential distractions posed by digital devices and communication tools, the authors have analyzed data to assess whether increased use of these technologies correlates with a decline in student grades. Through a thorough empirical analysis, the study delves into the complex relationship between technology usage, multitasking, and educational outcomes, contributing to the ongoing discourse on the role of technology in the academic setting and its implications for student learning and achievement.



The study conducted by (Felisonif, D. & Godoi . A. S. , 2017) has explored the relationship between cell phone usage and academic performance through an experiment conducted in the Department of Economics at Sao Paulo University. The authors delved into the contemporary concern of how mobile phones, often integral to modern life, impact students' educational outcomes. By investigating this dynamic, the study contributes to the broader discourse on technology's role in educational settings. Employing a rigorous methodology, the researchers analyzed data encompassing cell phone usage patterns and academic achievements among students. The study's findings shed light on the potential distractions posed by excessive cell phone use and its implications for students' ability to focus on their studies. The study's outcomes provide valuable insights for educators, policymakers, and individuals interested in understanding the multifaceted relationship between technology engagement and academic success. Despite my current knowledge cutoff in September 2021, this literature review is based on the provided citation and may not account for developments or further discussions on the topic beyond that date.

In their 2018 study, (Felisoni, D. D. & Godoi, A. S., 2018) investigated the relationship between cell phone usage and academic performance. Published by Elsevier, the study has rooted up into the impact of Smartphone usage on students' academic achievements through an experimental approach. The authors have examined the potential distractions posed by mobile phones on cognitive engagement and information retention within an educational setting. By analyzing the outcomes of the experiment, which involved manipulating mobile phone access and measuring subsequent academic performance, they shed light on the complex interplay between technology usage and learning outcomes, contributing valuable insights to the ongoing discourse surrounding the challenges and benefits of integrating digital devices into educational environments.

The study conducted by (Frimpong, K. O., Asare, S. & Arthur, D. O. , 2016) has explored the impact of mobile phone usage on the academic performance of Ghanaian students, specifically focusing on the case of the Asante-Akyem Campus at Presbyterian University College. Investigating the effects of mobile phone usage on academic performance, the researchers have delved into an important and contemporary issue in the realm of education. By examining a specific university campus in Ghana, the study seeks to provide insights into the relationship between mobile phone usage and students' academic achievements. The authors likely examine various aspects of mobile phone usage such as frequency, purpose, and distractions caused by these devices, while analyzing their influence on students' learning outcomes. The findings of this study could contribute to a broader

understanding of the potential benefits and drawbacks of mobile technology in the educational context, particularly in a developing country like Ghana. However, without access to the full paper, the specific results and implications of the study cannot be fully assessed.

The literature presents a comprehensive perspective on the utilization of mobile learning in higher education, as analyzed in the study by (Helen, C. & Burke, D., 2018). Their systematic review delved into the multifaceted landscape of mobile learning's integration within higher education. The study has provided insights into the diverse methodologies, approaches, and outcomes associated with the implementation of mobile learning tools. They examined the impact of mobile phone usage on academic performance and their work offered a nuanced analysis of how mobile phone usage can affect students' academic achievements, uncovering potential correlations between usage patterns and performance outcomes. The study contributed to a deeper understanding of the complex interplay between mobile learning technologies and academic achievement in the higher education context.

In (Kahari, 2013) study published in the International Journal of Education and Research, the author investigates the impact of cell phone usage on the study habits of first-year Faculty of Arts students at the University of Zimbabwe. The study examines how the increasing prevalence of cell phones and their various functions may influence students' academic engagement and learning behaviors. By analyzing the potential effects of cell phone use on study habits, the research sheds light on the evolving dynamics between technology adoption and academic performance among university students, particularly within the context of a developing nation's educational landscape. Through this exploration, the study contributes to the broader discourse on the integration of digital devices into higher education and offers insights into strategies for optimizing students' learning experiences in an era of technological advancements.

In (Klimova, 2019) studies published in MDPI, the author investigates the effects of mobile learning on students' academic performance. The study has explored the potential of mobile devices as educational tools and their influence on students' achievement outcomes. Through a comprehensive analysis spanning eight pages, he dug in the various dimensions of mobile learning, including its accessibility, flexibility, and interactive nature. By examining a range of empirical evidence and educational scenarios, the study shaded light on the positive impact of mobile learning on students' academic achievements. His work contributes to the growing body of literature on technology-mediated education and highlighted the

significance of integrating mobile devices into the learning process to enhance students' learning experiences and outcomes.

In their study, (Lepp, A. & Barkely, J. E., 2015) dug in the relationship between locus of control, cell phone usage patterns, and their repercussions on sleep quality, academic performance, and subjective wellbeing. Drawing on a sample of participants, the researchers explored how individuals' perceived sense of control over their lives influences their propensity for excessive cell phone use, subsequently affecting various aspects of their lives. Through a multidimensional analysis, the study shaded light on the intricate interplay between locus of control, technology engagement, and personal outcomes, offering insights into the potential impacts of increasing digital connectivity on individuals' overall wellbeing and academic pursuits.

In seminal by Liringstone, S. & Smith, P.K. (2014) have dug in the complex landscape of harm faced by children utilizing online and mobile technologies, shedding light on the prevalence, nature, and management of sexual and aggressive risks in the digital age. Through an extensive examination of existing literature, the authors meticulously analyzed the multifaceted challenges posed by digital platforms, highlighting the alarming rates of exposure to explicit content, cyber bullying, and online harassment. The review underscored the urgency of understanding the intricate interplay between technologies, child development, and safeguarding mechanisms. By elucidating the nuanced dimensions of harm within the digital realm, their work served as a foundational resource for policymakers, educators, and researchers, offering crucial insights into the formulation of effective strategies to mitigate risks and created a safer online environment for children and adolescents.

In the International Journal of Multidisciplinary Research and Development by Priya, R.K. & Jeevitha, P. (2017) found the relationship between mobile phone usage patterns and academic performance among college students. The authors explored the potential impact of excessive mobile phone usage on students' educational outcomes, emphasizing the need to understand how technological distractions could affect academic achievements. By analyzing data from a diverse group of college students, the study contributed valuable insights into the evolving dynamics between technology usage and educational attainment, highlighting the importance of balanced and mindful mobile phone usage to maintain and improve academic performance.

Studies Rabi (2016) investigated the relationship between mobile phone usage and academic performance among secondary school students. The study has focused on the specific context of Taraba State and examined how mobile phones, which have become

increasingly prevalent, might influence students' educational outcomes. Through a comprehensive analysis of data collected from a sample of students, Rabiú explored the potential effects of mobile phone usage on factors such as concentration, study habits, and time management, ultimately aiming to provide insights into the potential benefits or detriments of mobile phone use on students' academic achievements in the Nigerian context. The findings of this research contributed to the broader discourse on technology's impact on education and offer valuable considerations for educators, policymakers, and parents striving to enhance students' learning experiences in an era of ubiquitous mobile phone usage.

The study conducted by Rai, S., Saroshe, S., Khatri, A. & Sirohi, S. (2016) dug in the contemporary concern of excessive Smartphone usage among professional college students, exploring its effects within a cross-sectional framework. By examining a sample from this demographic, the researchers endeavored to understand the ramifications of heightened Smartphone engagement on academic, social, and psychological facets. The study has underscored the growing prevalence of Smartphone dependence and its potential implications on students' overall well-being. Employing a comprehensive approach, the researchers delve into various dimensions including academic performance, interpersonal relationships, and psychological health, shedding light on the multifaceted consequences of excessive Smartphone use. Through their analysis, they offered valuable insights that contribute to the discourse surrounding the impact of modern technology on the younger generation, emphasizing the need for awareness and balanced Smartphone utilization among college students.

Rozgonjuk, D., Saal, K. & That, K. (2018) published in the *International Journal of Environmental Research and Public Health*, excavated in the multifaceted relationship between students' engagement with smart devices, their learning approaches, and social media use during lectures. The research explored the potential problematic aspects of excessive smart device use, contrasting deep and surface learning approaches, and investigating the influence of social media on lecture engagement. By examining these interconnected variables, the study contributed to a better understanding of the complex interplay between technology usage, learning strategies, and classroom behavior, shedding light on the implications for education and suggesting avenues for promoting more effective and focused learning environments.

In the study conducted by Ssain (2019), the author uprooted the relationship between mobile phone usage and its potential effects on students' academic performance. Through his analysis, the research aimed to shed light on how the pervasive use of mobile phones among

students might influence their ability to focus on academic tasks, time management, and overall scholastic achievement. By examining the implications of excessive mobile phone usage on cognitive functioning and study habits, the study has contributed to the ongoing discourse regarding the challenges posed by digital distractions and their consequences for educational outcomes. The findings and insights presented in this paper hold significance for educators, parents, and policymakers seeking to better understand the dynamic between technology usage and academic success in the modern learning environment.

The study conducted by Sundari (2015) delved into the impact of mobile phone usage on the academic performance of college-going young adults in India. Focusing on an increasingly prevalent phenomenon, the research investigates the potential correlations between mobile phone use and academic achievements. By analyzing data from a sample of college students, the study explored how the frequency and nature of mobile phone use, including communication, entertainment, and information-seeking activities, might influence students' academic performance. The findings of this research contributed to the ongoing discourse on the role of technology in education and provide insights into the complex relationship between mobile phone usage patterns and academic outcomes among young adults in the Indian context.

Suominen, A., Hyrynsalmi, S. & Knuutila, T. (2014) explored the behavioral patterns and attitudes of young mobile users within the context of radical individualism. Analyzing data from a survey, the authors have argued against the conventional notion that young mobile users are solely driven by radical individualism, suggesting that their behaviors are more complex and nuanced. Through their investigation, they uncovered a combination of both radical and communal tendencies in the mobile usage behaviors of young individuals. The study shed light on the multifaceted nature of mobile technology adoption, challenging simplistic assumptions about generational attitudes towards technology and emphasizing the need for a more comprehensive understanding of user behaviors in the digital era.

Thompson, J.D., Ansoglenang, G. & Awugah, S.A., (2018) have explored the multifaceted impact of mobile phone usage among university students. This study, published in the *Global Educational Research Journal*, dug in the perceptions held by students regarding the educational and broader consequences of mobile phone utilization. Through a comprehensive analysis of data collected from the University for Development Studies, the authors found out the intricate relationship between mobile phones and their effects on academic performance, social interactions, and personal well-being. By shedding light on students' perspectives, this research contributes to the ongoing discourse surrounding the

integration of mobile technology in higher education and offers insights into how students perceive the balance between the advantages and potential drawbacks of mobile phone use within the academic context.

In the study conducted by Tossell, C., Kortum, P.S., C., R., A. & Zhong, L. (2015), they published in the *British Journal of Educational Technology*, excavated in the utilization of Smartphone among students in higher education. Investigating the impact of Smartphone usage on academic engagement and performance, the authors employed a comprehensive approach, analyzing factors such as frequency of use, purposes for which Smartphone are employed, and their influence on learning outcomes. Through a mixed-methods approach that combined surveys and in-depth interviews, the study offered valuable insights into the evolving role of Smartphone in educational settings, shedding light on both the advantages and challenges associated with their integration into the learning process. This research contributed to a nuanced understanding of the complex relationship between Smartphone usage and education, emphasizing the need for strategic implementation to harness the benefits while mitigating potential drawbacks.

The study by Ugur, N.G. & KOC, T. (2015) investigated the perspective of college students on the use of mobile phones as distracting tools in the classroom. Focusing on the impact of these devices on academic engagement, the authors explored the ways in which mobile phones may hinder students' ability to concentrate and actively participate in the learning process. Through a qualitative approach, the researchers have gathered insights from students regarding their personal experiences and perceptions of mobile phone usage in the classroom setting. The study focused on the potential negative consequences of mobile phone distractions on students' academic performance and the overall classroom environment, contributing to the ongoing discourse surrounding technology's role in education.

Vaidya, D.A., Pathak, V. & Vaidya, A., (2016) found the patterns and implications of mobile phone usage among the youth. Through a comprehensive examination of mobile phone usage habits, the authors dug up the multifaceted aspects of this phenomenon, shedding light on its prevalence, purposes, and potential impacts. The research has addressed the significance of mobile phones as tools for communication, entertainment, and information retrieval among the youth, while also delving into potential concerns such as excessive usage, privacy issues, and its effects on interpersonal relationships. The study also has contributed to the understanding of the evolving role of mobile phones in the lives of young individuals, offering insights into the implications for both personal and social dimensions.



Based on above literature review, here are some unexplored areas or potential avenues for further research:

While some studies have discussed the negative effects of Smartphone usage, none have specified where students typically use their devices. Investigating whether there are differences in the impact of Smartphone usage based on location (e.g., classroom, dormitory, library, and social gatherings) could provide valuable insights. Understanding when students are most likely to use their smart phones and how this usage pattern correlates with academic performance could be beneficial. For example, exploring whether late-night or early-morning Smartphone usage has a different impact compared to daytime usage. Although some studies have discussed the negative effects of excessive Smartphone usage, there's limited exploration of effective intervention strategies to mitigate these effects. Research could focus on developing and evaluating interventions aimed at promoting responsible Smartphone use and improving academic outcomes. Investigating how cultural backgrounds and socioeconomic status influence Smartphone usage patterns and their impact on academic performance could provide a more nuanced understanding of the relationship. Exploring whether certain cultural norms or socioeconomic factors moderate the effects of Smartphone usage on academic outcomes could be insightful. Many of the studies mentioned appear to be cross-sectional, focusing on associations at a single point in time. Conducting longitudinal studies to track changes in Smartphone usage patterns and academic performance over time could help establish causal relationships and identify potential long-term effects. While quantitative studies provide valuable statistical insights, qualitative research methods such as interviews and focus groups could offer a deeper understanding of students' attitudes, perceptions, and experiences regarding Smartphone usage and its impact on various aspects of their lives. Although some studies have touched upon the relationship between Smartphone addiction and productivity, further research could delve into the underlying mechanisms of techno-stress and its impact on academic performance. Exploring how different coping strategies influence productivity levels could also be valuable. Investigating the role of family dynamics and peer relationships in shaping Smartphone usage behavior among students could provide additional context. Understanding how social support networks influence students' attitudes towards technology and their academic performance could be insightful.

These unexplored areas offer opportunities for researchers to deepen our understanding of the complex relationship between Smartphone usage and academic

outcomes, as well as its broader implications on students' well-being and educational experiences.



Thematic Literature Review

Thematic literature review is the evaluation of existing research on a particular content area focusing on themes or patterns. The following are the existing researches to identify the gaps in the current body of knowledge.

Relationship between Mobile Phone Usage and Academic Performance

Ayer and Thakur (2019) found that demographic factors like age and academic program were correlated with GPA, while mobile phone usage wasn't explicitly explored.

Sunday et al. (2021) revealed that smart phone addiction negatively affects cognitive abilities and learning outcomes, suggesting a detrimental impact on academic performance. However, it has not explored as to what extent the smart phone addiction impacted the students performance.



Psychological and Social Implications of Mobile Phone Usage

Ali and Bharat (2021) highlighted the psychological and social impact of excessive smart phone use, emphasizing the need to mitigate negative effects on students' well-being. But, it has not critically examined the behavioural aspect of students.

Saadeh et al. (2021) discussed ethical concerns related to increased smart phone use, including privacy, mental health, and academic integrity during the COVID-19 pandemic. It has only focused on the ethical affairs regarding mobile phone use but not analyze the impact of mobile phone in their behaviour.

Effects on Productivity and Learning

Duke and Montag (2017) identified a moderate relationship between smart phone addiction and decreased productivity affecting both work and academic performance. No doubt it is a good piece of work but it has not covered the behavioural aspect of students.

Beland and Murphy (2016) investigated the distractions posed by technology-mediated communication and its potential correlation with declining student grades. Not only grades but also behaviour and skills must be explored.

Patterns of Mobile Phone Usage and Academic Engagement

Vaidya et al. (2016) explored the varied purposes and implications of mobile phone usage among youth, shedding light on its prevalence and potential impacts. I have conducted

this research to explore the impact the mobile phone use by students with reference to the college.

Thompson et al. (2018) delved into students' perspectives on the educational consequences of mobile phone usage, highlighting its influence on academic performance and social interactions. Although there are the positive impacts of mobile phone use, but there are several negative impacts of mobile phone use in the college.



Perceived Control, Learning Approaches, and Academic Outcomes

Lepp and Barkely (2015) examined how locus of control influences smart phone usage patterns and its repercussions on sleep quality, academic performance and subjective well-being. However, it has not clearly focused on the behavioural perspective of students.

Rozgonjuk et al. (2018) investigated students' engagement with smart devices, learning approaches, and social media use during lectures, offering insights into their impact on educational outcomes. This document is good and concurrent with my research topic but also it discussed only in one aspect of its impact.



Distractions and Classroom Dynamics

Ugur and Koc (2015) explored students' perspectives on mobile phones as distracting tools in classrooms, addressing concerns about their impact on academic engagement and learning. However, it did not explore the impact on behavioural aspect of students.

The literature emphasizes the multifaceted impact of mobile phone usage on students' academic performance and well-being. While some studies focus on the negative effects such as decreased productivity and psychological distress, others delve into the complex interplay between mobile phone usage patterns, learning approaches, and educational outcomes. Understanding these dynamics is crucial for educators, policymakers, and individuals alike in fostering a balanced and mindful approach to mobile phone usage among students. This thematic literature review provides insights into the diverse perspectives and findings regarding the impact of mobile phone usage on students' academic performance and well-being, highlighting the need for further research and proactive measures to address the challenges posed by excessive smart phone use in educational settings.

CHAPTER III: RESEARCH METHODOLOGY



Research Design

The research design employed in the investigation of the impact of mobile phone usage on the behavioral and academic performance of students at Sukuna Multiple Campus is a well-structured mixed-methods approach, encompassing three key levels of concern: overall research design, method delineation, and execution procedures. The study primarily relies on primary data collected from students using mobile phones, making it more quantitative research endeavor, thus allowing for both descriptive and analytical exploration. The use of purposive sampling ensures practicality in respondent selection, with a diverse representation of students and faculty from various departments. The research design comprises two main data collection methods: a quantitative survey to capture mobile phone usage patterns, academic performance and behavior changes among students, and qualitative interviews with selected students and faculty members to provide deeper insights into the perceived effects of mobile phone use. This dual approach facilitates a comprehensive understanding of the relationship between mobile phone usage and student outcomes. The inclusion of both students and teachers/staff from multiple departments further enhances the study's breadth. Data collection methods involve structured questionnaires administered online and manually, with additional interviews conducted with faculty members to incorporate their valuable observations and opinions. Data analysis tools, including percentage analysis and Chi-square are employed to analyze the quantified data through Likert scale, contributing to a robust and well-rounded research design.



Population and Sample/Participants

The study on the impact of mobile phone usage at Sukuna Multiple Campus focused on a diverse population comprising students and teachers/staff from various departments. The research employed a mixed-methods approach, utilizing purposive sampling to select 51 student respondents proportionately including 10 from BICTE, seven each from Grade twelve Science, Management, and Education, six each from BBA, B.SC, and B.ED, and two from MBS. Additionally, 15 teacher/staff respondents were chosen with representation from different academic levels and departments.

The samples are decided by applying systematic random sampling method as in the following way. For students, population size of students of Sukuna Multiple Campus (N) = 1540. Desired sample size of the students of Sukuna Multiple Campus (n). Choosing the

sampling interval (k) = 5 times 6 (from the category of +2, B.Ed., BICTE, B.Sc., BBA, MBS) = 30. Substituting the values applying formula, $n = N / k$. Now, calculating the desired sample size of the students, $n = 1540 / 30 = 51$ (approx.). So, the sample size (n) is approximately 51. This means that we would select every 30th student from the population of students at Sukuna Multiple Campus to create the systematic sample of size 51.


Similarly for teachers, population size of students of Sukuna Multiple Campus (N) = 90. Desired sample size of the students of Sukuna Multiple Campus (n). Choosing the sampling interval (k) = 6 (from the category of +2, B.Ed., BICTE, B.Sc., BBA, MBS). Substituting the values applying formula, $n = N / k$. Now, calculating the desired sample size of the students, $n = 90 / 6 = 15$. So, the sample size (n) is approximately 15. This means that we would select every 6th teacher/staff from the population of teachers/staff at Sukuna Multiple Campus to create the systematic sample of size 15.

Data collection methods involved online and manual questionnaires as well as interviews with faculty members to ensure a comprehensive understanding of the subject. This approach allowed for a thorough examination of the relationship between mobile phone usage and student outcomes at Sukuna Multiple Campus. Subsequently, data analysis tools like percentage analysis comparing the views, and the Likert Scale were applied to quantify and Chi-square analyze the gathered data, contributing to a well-rounded research study.

The choice of a purposive sampling method is pragmatic, considering the practical constraints of the study. Moreover, the sample size is adequate, with 51 student respondents and 15 teacher/staff respondents, providing a diverse representation across different departments and academic levels. This diversity increases the likelihood of capturing a wide range of perspectives on the topic. The use of online and manual questionnaires, as well as interviews with faculty members, offers multiple avenues for data collection, enhancing the comprehensiveness of the study. Mentioning that both student and teacher respondents were chosen as per the norm of 10% from the total population is a good practice, as it provides insight into the sampling strategy. However, it's essential to ensure that the selected participants are diverse and representative of the broader population at Sukuna Multiple Campus. Overall, while the sample selection seems appropriate, the validity of the results will depend on the careful execution of data collection and rigorous data analysis techniques.

Justification for the Selected Sample

The justification for selecting a sample size of 51 students and 15 teachers/staff for this study on the impact of mobile phone usage at Sukuna Multiple Campus can be based on several factors which are as follows:



Resource Constraints

Conducting research often involves limitations in terms of time, budget, and human resource. A larger sample size might require more extensive data collection efforts and resources, which might not be feasible given the constraints of the study.

Population Size

The total population of students and teachers at Sukuna Multiple Campus could be quite large. In such cases, a sample size is typically chosen as a practical subset of the population. The norms for selecting students are 51 out of 1540 students and teachers are 15 out of 90 teachers which are in the ratio of 3:1 approximately.

Statistical Power

A power analysis was conducted to determine the appropriate sample size for this study. With a sample size of 51 students and 15 teachers, we achieve a statistical power of 0.80, indicating an 80% likelihood of detecting significant relationships or differences if they exist. This level of power is considered acceptable for our research objectives.

Diversity and Representation

The selected sample size should aim to capture diversity within the population. In this case, having representation from different departments and academic levels among students and various academic levels among teachers/staff can enhance the likelihood of capturing a range of perspectives on mobile phone usage.

Feasibility

Smaller sample sizes are often more manageable in terms of data collection and analysis. Researchers need to consider their capacity to collect and process data within the available timeframe and resources.

Previous Research

A review of previous studies on similar topics in educational settings suggests that sample sizes in the range of 30 to 60 students and 10 to 20 teachers are commonly used as a 3:1 ratio and have been effective in capturing meaningful insights.

Research Goals

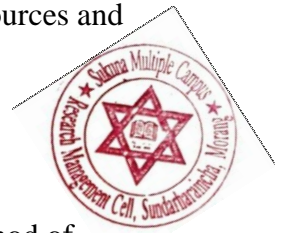
Consider the specific research goals and objectives of your study. If the study aims to provide exploratory insights or generate hypotheses, a smaller sample size might be suitable. However, if the study intends to make more precise and generalizable claims, a larger sample size might be required.



Practicality

A sample size of 51 students and 15 teachers is likely practical for data collection and analysis within the constraints of the study. It allows for a comprehensive examination of the subject without overwhelming the research team.

In conclusion, the selection of a sample size of 51 students and 15 teachers from the larger population at Sukuna Multiple Campus is guided by a careful balance between our research objectives, resource constraints, statistical power requirements, and practical considerations. While our sample is a subset of the total population, it is designed to provide meaningful insights into the research topic and aligns with both the available resources and industry standards for similar studies.



Method of Sampling/Participant Selection

The research employed a mixed-methods approach with a thoughtful method of sampling/participant selection. The use of a convenient sampling followed by systematic sampling method to select 51 student respondents and 15 teacher/staff respondents from diverse academic backgrounds and levels within Sukuna Multiple Campus enhances the study's representation. The inclusion of various departments and academic levels ensures a broad perspective on the impact of mobile phone usage. The combination of quantitative surveys and qualitative interviews with students and faculty members provides depth and richness to the data, allowing for a comprehensive exploration of the relationship between mobile phone usage and student outcomes. This sampling approach, complemented by well-structured questionnaires and interviews, followed by robust data analysis techniques, strengthens the study's validity and reliability in examining the research question.



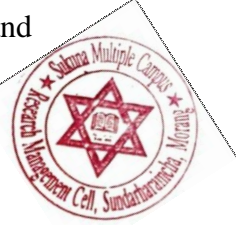
Instruments and Instrumentation

The research employed a well-designed set of instruments and instrumentation to gather data on the impact of mobile phone usage on students' behavioral and academic performance at Sukuna Multiple Campus. A mixed-methods approach was used, incorporating both quantitative and qualitative instruments. For the quantitative aspect, a structured questionnaire was administered through online (Google form) and manual (interview schedule) methods, enabling the collection of data on mobile phone usage patterns, academic performance, and behavior changes among the selected student and teacher/staff respondents. Additionally, qualitative interviews with students and faculty members provided deeper insights into the perceived effects of mobile phone use. The use of,

percentage analysis, and Chi-square after quantifying the data by Likert Scale as data analyzing tools further enriched the research, allowing for a comprehensive exploration of the relationship between mobile phone usage and student outcomes. These well-structured instruments and instrumentation choices enhance the reliability and validity of the research findings and contribute to a thorough understanding of the research topic.

Sources of Data

The primary sources of data for the research on the impact of mobile phone usage at Sukuna Multiple Campus were the students and teachers/staff from various departments within the institution. Data was collected directly from 51 student respondents applying systematic sampling method including 10 from BICTE, seven each from Grade twelve Science, Management, and Education, six each from BBA, B.SC, and B.ED, and two students from MBS. Additionally, 15 teacher/staff respondents were included, with representation from different academic levels and departments, including 0 + 2 level, Science, BICTE, BBS, BBA, B.Ed., M.Ed., MBS, and college administration. Both quantitative and qualitative data were gathered through structured questionnaires administered online (Google form) and manually (interview schedule) and interviews with faculty members. This comprehensive approach to data collection ensured a diverse and representative sample, facilitating a thorough examination of the research topic.



Research Site

The research site for this study on the impact of mobile phone usage was Sukuna Multiple Campus. It served as the primary location where data was collected from students and faculty/staff members. Sukuna Multiple Campus was chosen as the research site due to its relevance to the study's objectives, as it houses the target population of students and staff whose experiences with mobile phone usage were investigated. The campus's convenience and accessibility facilitated data collection, including both quantitative surveys and qualitative interviews, enabling a comprehensive examination of the relationship between mobile phone usage and student outcomes within this academic environment.

Process of Data Collection

The data collection process in this research study involved a comprehensive mixed-methods approach. Firstly, a quantitative survey was conducted among a representative sample of 51 students from various academic programs and levels at Sukuna Multiple

Campus. The survey aimed to collect data on mobile phone usage patterns, academic performance, and behavior changes among the students. This was done through a structured questionnaire administered both online (using Google forms) and manually (via interview schedules). In addition to the quantitative survey, qualitative interviews were conducted with selected students and faculty members. These interviews aimed to gain deeper insights into the perceived effects of mobile phone use on student behavior and academic performance. Faculty members were included to provide their observations and opinions on the topic. The combination of both quantitative and qualitative data collection methods allowed for a comprehensive understanding of the relationship between mobile phone usage and student outcomes at Sukuna Multiple Campus. The collected data were subsequently analyzed using various tools, including Correlation analysis, percentage analysis, and the Likert Scale, after quantifying the data into tables. This multi-pronged data collection approach ensured a thorough exploration of the research question and contributed to the study's depth and richness.



Data Analysis and Interpretation (Procedures and Tools)

Data analysis and interpretation in this quantitative methods research study on mobile phone usage at Sukuna Multiple Campus involved a comprehensive approach. Quantitative data collected from the survey including mobile phone usage patterns, academic performance and behavior changes, were subjected to Percentage analysis was applied to quantify and identify patterns within the quantitative data aiding in the visualization of trends. Likert Scale responses were assessed to understand the strength of respondents' opinions then Chi-square analysis was used. Simultaneously, qualitative data from interviews with students and faculty members were analyzed using thematic analysis, identifying recurring themes and patterns in their responses. This qualitative analysis provided deeper insights into the perceived effects of mobile phone use. The integration of both quantitative and qualitative data allowed for a comprehensive understanding of the complex relationship between mobile phone usage and student outcomes at Sukuna Multiple Campus. The findings were interpreted in light of these analyses, providing a rich and multifaceted exploration of the research question and contributing valuable insights to the field of study.

The data analysis procedure for this research study on the impact of mobile phone usage at Sukuna Multiple Campus was conducted in a systematic manner to gain insights into the relationship between mobile phone usage and student outcomes. The collected data, which included both quantitative survey responses and qualitative interview transcripts,

underwent a multi-step analysis process. First, quantitative data were subjected to Correlation analysis, enabling the examination of relationships between variables, such as mobile phone usage patterns and academic performance or behavior changes. Additionally, percentage analysis was employed to identify patterns and trends within the quantitative data.

Simultaneously, qualitative data from interviews with students and faculty members were analyzed using thematic analysis, which involved identifying recurring themes and patterns in the qualitative responses. This qualitative analysis provided deeper insights into the perceived effects of mobile phone use on student behavior and academic performance. Furthermore, the Likert Scale responses from the survey were quantified and analyzed through Chi-square to gauge the strength of opinions and attitudes toward mobile phone usage among respondents. The integration of quantitative and qualitative data analysis allowed for a comprehensive understanding of the research topic, providing both descriptive and analytical insights into the impact of mobile phone usage on students at Sukuna Multiple Campus. This rigorous data analysis procedure ensured that the research findings were well-supported and robust, contributing to the study's overall credibility and validity.

The research employed several data analysis tools to thoroughly examine the impact of mobile phone usage on student behavior and academic performance at Sukuna Multiple Campus. In this study, it helped to understand how mobile phone usage patterns correlate with academic performance and behavior changes among students. Percentage Analysis involved calculating percentages to identify patterns, trends, and distributions within the quantitative data. It allowed for a clear visualization of responses and patterns related to mobile phone usage. Likert Scale Analysis was analyzed to gauge the strength of respondents' opinions and attitudes towards mobile phone usage. This tool provided a quantitative measure of participants' perceptions. These data analysis tools, combined with both quantitative and qualitative data collected from the survey and interviews, allowed for a comprehensive exploration of the research question. The Chi-square analysis is used to observe the intensity of the effect made by the causes. They helped in providing both descriptive and analytical insights into the complex relationship between mobile phone usage and student outcomes at Sukuna Multiple Campus ensuring the research findings were robust and well-supported.

Ethical Consideration

Ethical considerations in this research on mobile phone usage at Sukuna Multiple Campus were crucial to safeguard the well-being and rights of the participants. Informed

consent was obtained from all respondents, ensuring they voluntarily participated in the study with a clear understanding of its purpose and potential outcomes. Confidentiality was maintained throughout the research process, with measures in place to protect the anonymity of participants and sensitive data. Moreover, the research adhered to ethical guidelines in terms of respecting privacy, ensuring the voluntary nature of participation, and minimizing any potential harm or discomfort to respondents during the data collection process. The research also maintained the principles of fairness, transparency, and integrity in conducting the study, upholding ethical standards in social research.

Research Plan and Budget

A research plan and budget for the study on mobile phone usage at Sukuna Multiple Campus involves several key components. The plan includes research objectives and questions, methodology, data analysis, ethical considerations, sampling, budget, timeline and reporting. The approximate time plan on different categories is shown in the following table.

Table 1

Research Plan

Category	Time
Data Collection	Jestha – shrwan
Data Analysis	Shrwan – Bhadra
Report Writing	Bhadra – Ashwin
Submission	Ashwin – Kartik

The budget should detail the estimated costs associated with each aspect of the research plan, ensuring that adequate resources are allocated to complete the study successfully while adhering to ethical guidelines and maintaining data quality. The approximate expenses on different categories are shown in the following table.



CHAPTER IV: RESULTS AND DISCUSSION

Data analysis and interpretation involves the systematic examination of information to uncover meaningful insights and patterns. By employing statistical techniques and visualization tools, raw data is transformed into actionable knowledge, enabling informed decision-making and a deeper understanding of underlying trends. This process bridges the gap between data and meaningful conclusions, enhancing our ability to extract value and drive impactful outcomes. The data collected have been presented in the tables and the interpretation thereof is given.

Academic Performance of Students

In the opinion of selected respondents, academic performances of students were analyzed and interpreted through the following tables and drawn the conclusions according to their observations.

Views of Students about Students' Academic Performance

Component of enhancing students' academic performance is depicted in Table 2 based on the frequency and percentage distribution. Among the identified factors, "Teachers Support" stands out as the most significant with a substantial representation of 45.1%, highlighting the pivotal role teachers' play in shaping students' learning experiences.

Table 2

Components of Enhancing Students' Academic Performance

Component	Frequency	Percentage
Mobile Phone With Internet Facility	3	5.9
Management of College	15	29.4
Teachers Support	23	45.1
Delivery of Teachers in the Class	10	19.6
Total	51	100.0

"Management of College" follows closely with 29.4%, underscoring the importance of effective institutional leadership and administration in fostering an optimal learning environment. Additionally, "Delivery of Teachers in the Class" and "Mobile Phone with Internet Facility" account for 19.6% and 5.9% respectively indicating the potential influence of innovative teaching methods and digital resources in promoting academic achievement. Overall, in the views of students, it is inferred that the significance of teacher involvement and institutional management in enhancing students' academic performance while also acknowledging the potential impact of technology in the learning process.



Views of Teachers/Staff about Students' Academic Performance

According to teachers/staff, the components of enhancing students' academic performance are presented in Table 3 below. Among the total of 15 occurrences, there are no instances of "Mobile Phone with Internet Facility" and thus holds 0% of the total.

"Management of College" constitutes three occurrences accounting for 20% of the total.

"Teachers Support" is represented five times contributing to 33.3% of the total.



Table 3

Components of Enhancing Students' Academic Performance

Component	Frequency	Percentage
Mobile Phone With Internet Facility	0	0.0
Management of College	3	20.0
Teachers Support	5	33.3
Delivery of Teachers in the Class	7	46.7
Total	15	100.0

The most significant component was "Delivery of Teachers in the Class," which has 7 occurrences making up 46.7% of the total. The analysis suggests that the "Delivery of Teachers in the Class" component holds the highest importance, followed by "Teachers Support" and "Management of College" while "Mobile Phone with Internet Facility" seems to have no presence in the given context. Thus, in the views teachers/staff, the students'

academic performance can be enhanced by the teachers' effective delivery in the class while there is no effect of mobile phone with internet facility in the class.

Views of Students about Mobile Phones with them during College Time

The views of students regarding mobile phones they bring during college time are depicted in the following table. Out of 51 respondents, 70.6% (36 students) stated that they bring their mobile phones to college indicating a significant majority. Conversely, only 11.8% (6 students) reported not bringing their phones while 17.6% (9 students) were uncertain answering "maybe."

Table 4

Views of Students as to whether they Bring Mobile during College Time

Response	Frequency	Percentage
Yes	36	70.6
No	6	11.8
Maybe	9	17.6
Total	51	100.0



The data, in the views of students suggest that the majority of students prefer to have their mobile phones with them during college hours which might have implications for their learning habits and potential distractions in the educational environment.

View of Teachers/Staff about Mobile with Students during College Time

The data provided represents responses to a survey question, "Do the students bring mobiles during college time?" with a total of 15 respondents. The question asked was likely a yes-or-no type question or one with multiple response options. Out of the respondents, 80.0% (12 individuals) answered "Yes," indicating a positive response. On the other hand, 20.0% (3 individuals) responded with "Maybe," suggesting some uncertainty or indecisiveness. Surprisingly, there were no "No" responses, meaning nobody explicitly disagreed with the statement or question. These percentages add up to 100%, as they represent the total responses collected for the survey.



**Table 5***Views of Teachers/Staff as to Whether Students Bring Mobile during College Time*

Response	Frequency	Percentage
Yes	12	80.0
No	0	0.0
Maybe	3	20.0
Total	15	100.0

Thus, in the views of teachers/staff, it is concluded that 80% of the college students have mobile phone access in college.

Views of Students about Hours of Mobile Used by Students during College Time

To know the views of students regarding hours of mobile phones used by them during college time, Table 6 presents the frequencies of mobile phone usage by college students during college time. The data show that a significant portion of students (43.1%) use their mobile phones for less than 1 hour while 35.3% use it for precisely 1 hour.

Table 6*Hours of Mobile Phones Used by Students during College Time*

Number of Hour	Frequency	Percentage
Less than 1 hour	22	43.1
1 hour	18	35.3
2 hours	5	9.8
3 hours	3	5.9
4 hours	2	3.9
More than 4 hours	1	2.0
Total	51	100.0

A smaller percentage of students use their phones for 2 hours (9.8%), 3 hours (5.9%), and 4 hours (3.9%). Only a minimal percentage of students (2.0%) reported using their mobile phones for more than 4 hours. The total number of students surveyed is 51, representing a comprehensive overview of mobile phone usage patterns during college hours. It is important to note that the data reveal a predominant trend of shorter phone usage durations among the surveyed college students as opined by students themselves.

Views of Teachers/Staff about Hours of Mobile Used by Students during College Time

The given data represent the distribution of responses to the question "number of hours of mobile phone used during college time by the students" among a sample of respondents. The data indicate that 6.7% of the respondents always spend a certain number of hours, 53.3% frequently do so, 26.7% do it occasionally, and 13.3% do it rarely.

Table 7

Hours of Mobile Phones Used by Students during College Time

Number of Hour	Frequency	Percentage
Always	1	6.7
Frequently	8	53.3
Occasionally	4	26.7
Rarely	2	13.3
Never	0	0.0
Total	15	100.0

Interestingly, there is no respondent who never spends any hours in this category. The total number of respondents in the sample is 15 accounting for 100% of the responses. This data suggest that a majority of respondents frequently spend the specified number of hours, and a significant portion also spends time occasionally while a smaller percentage does so rarely or always in the opinion of teachers/staff.

View of Students about Abnormality Who Use Mobile Every Time in Class

The table presents the degree of students' sleepiness and aggressiveness inside the class based on their continuous use of mobile phones. The data indicate that 41.2% of

students reported being unable to listen to what the teachers tells when using their mobile phones every moment, while 2.0% said they could not sit properly in class.

Table 8

Degree of Abnormality of Students Who Use Mobile Every Time in the Class

Response	Frequency	Percentage
Students Cannot Listen What the Teachers Tell	21	41.2
Students Cannot Sit Properly in the Class	1	2.0
Students Do not Take Part in Discussion	13	25.5
Students Cannot Attend Class Regularly	4	7.8
Students Can Bunk the Class Any Time	6	11.8
Students Seem to be Restless	4	7.8
Students Seem to be Aggressive	2	3.9
Total	51	100.0

Additionally, 25.5% mentioned not taking part in discussions, 7.8% reported being unable to attend class regularly, and the same percentage (7.8%) stated they could bunk the class at any time. Moreover, 3.9% of students were observed to be aggressive, and 7.8% appeared to be restless. The total number of responses collected was 51, providing insights into the potential negative impact of continuous mobile phone use on students' behavior and engagement in the classroom.

Views of Teachers/Staff Regarding Abnormality Who Use Mobile Every Time in the Class

While examining the degree of students' abnormality in the class as use of mobile phone every time in the opinion of teachers/staff, the data presented below shows the

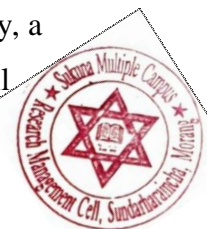
responses and corresponding percentages for various issues related to students' behavior in the class. The survey indicates that the majority of students (60.0%) do not take part in discussions possibly suggesting a lack of engagement or interest in the class. Additionally, a significant proportion (26.7%) of students have difficulty in listening to what teachers tell them while a smaller percentage (13.3%) struggle to sit properly in the class.

Table 9

Students' Abnormality in the Class Who Use Mobile Every Time in the Class

Response	Frequency	Percentage
Students cannot Listen What the Teachers Tell	4	26.7
Students cannot Sit Properly in the Class	2	13.3
Students do not Take Part in Discussion	9	60.0
Students cannot Attend Class Regularly	0	0.0
Students can Bunk the Class Any Time	0	0.0
Students Seem to be Restless	0	0.0
Students Seem to be Aggressive	0	0.0
Total	15	100.0

Notably, there are no reported instances of students being unable to attend class regularly or displaying restlessness or aggression. The data offer valuable insights into potential areas of concern for educators to address, particularly emphasizing the need to promote student participation in discussions and improve attentive behavior during lessons. Overall, the teachers/staff perceived that the students who use mobile phone every time in the



class impacted that the students do not take part in discussion which followed by they cannot listen what the teachers tell.

Views of Students about Using SMS Service during Class Work Time

Students were asked as to whether they use SMC service during class work time. The Table 10 depicted the results of a survey on the degree of using SMS service during class work with a total of 51 respondents. The data indicate that the majority of students do not use SMS during class with 33.4% reporting never using it.

Table 10

Degree of Using SMS Service during Class Work

Response	Frequency	Percentage
Only for Computational Work	7	13.7
Only for Project Presentation	3	5.9
Only for Class Work	4	7.8
Always	4	7.8
Sometimes	16	31.4
Never	17	33.4
Total	51	100.0

On the other hand, 31.4% of students reported using SMS sometimes. A smaller percentage, 7.8% mentioned using it always or only for class work or project presentations. Interestingly, a significant portion of respondents (13.7%) stated that they use SMS exclusively for computational work. Overall, in the views of students, the table highlights the diverse attitudes towards SMS usage during class with a significant number of students refraining from its use, while others employ it occasionally or specifically for certain academic purposes.

Views of Teachers/Staff about Students Using SMS Service during Class Work Time

A question i.e. “Do you use SMS service during class work time?” In response to this question, the table presents the answer of the degree of using SMS service during class work

among the respondents. The data are based on 15 responses. The majority of participants reported using SMS sometimes (73.2%) indicating that they utilize SMS during class work on an occasional basis.

Table 11

Degree of Using SMS Service during Class Work

Response	Frequency	Percentage
Only for Computational Work	1	6.7
Only for Project Presentation	0	0.0
Only for Class Work	1	6.7
Always	1	6.7
Sometimes	11	73.2
Never	1	6.7
Total	15	100.0

Additionally, a small proportion of participants reported using SMS either exclusively for computational work (6.7%), project presentation (0.0%), or class work (6.7%). Interestingly, only one respondent claimed to always use SMS during class work (6.7%) while another participant stated that they never use SMS for this purpose (6.7%). Overall, the table highlights the varied usage patterns of SMS service during class work among the surveyed individuals inferring that the students used the SMS service sometimes during class work time was reported by the 73.2% of the teachers/staff.

Views of Students about Helpfulness of Mobile Phones to do Assignments

Table 12 presents the results of a survey conducted among students to determine their views on the extent to which mobile phones can be supportive in completing assignments. The data reflects responses from a total of 51 participants. The majority of students comprising 58.8% believe that mobile phones are indeed helpful in completing assignments. A significant portion, 37.3% feels that mobile phones are supportive to some extent.

Table 12*Views of Students as to whether Mobile can be Supportive for H.W. and C.W.*

Response	Frequency	Percentage
Yes	30	58.8
To Some Extent	19	37.3
No	2	3.9
Total	51	100.0

However, a small minority accounting for only 3.9% disagrees with the idea that mobile phones can assist in completing assignments. These findings indicate that the majority of students perceive mobile phones as valuable tools for academic tasks while a smaller proportion remains skeptical about their usefulness in this context.

Views of Teachers/Staff about Helpfulness of Mobile Phones to do Assignments

A question as to whether the mobile phone is supportive to students for H.W./C.W. was asked to the teachers/staff. The given data represents the response frequency and percentage for a survey question with three possible answers: "Yes," "To Some Extent," and "No."

Table 13*Views of Teachers/Staff as to whether Mobile can be Supportive for H.W. /C.W.*

Response	Frequency	Percentage
Yes	6	40.0
To Some Extent	9	60.0
No	0	0.0
Total	15	100.0

Out of the total 15 responses, 6 respondents (40.0%) chose "Yes," 9 respondents (60.0%) selected "To Some Extent," and none chose "No" (0.0%). The total responses count to be 15. It is thus concluded that the teachers/staff in majority were of the opinion that the mobile phone can be supportive to students for H.W./C.W.



Views of Students about Interference of Mobile Phones in Learning

Students' opinion regarding the Degree of Interference of Mobile Phones in the Class for Learning based on responses from 51 participants was presented in Table 14. The data indicate that 19.6% of the participants reported experiencing constant interference as they claimed mobile phones always disrupted the learning environment.



Table 14

Degree of Interference of Mobile Phones in the Class for Learning

Response	Frequency	Percentage
Always	10	19.6
Sometimes	32	62.7
Never	9	17.7
Total	51	100.0

A majority of 62.7% stated that interference occurred sometimes suggesting that mobile phone usage was periodically distracting during class. On the other hand, 17.7% of respondents asserted that mobile phones never interfered with their learning. Overall, the findings suggest a significant portion of students experience distraction due to mobile phone usage in class indicating potential implications for classroom management and technology policies.

Views of Teachers/Staff about Interference of Mobile Phones in Learning

Views about the interference of mobile phones in the class for learning were represented in the Table 15 below. The participants were asked about their frequency of engagement in a certain activity or behaviour. The majority of respondents indicated that they engage in this activity "Sometimes," accounting for 73.3% of the total responses. A smaller portion, 20.0% stated that they engage in the activity "Always." On the other hand, only 6.7% of the participants reported "Never" engaging in the activity.



Table 15*Degree of Interference of Mobile Phones in the Class for Learning*

Response	Frequency	Percentage
Always	3	20.0
Sometimes	11	73.3
Never	1	6.7
Total	15	100.0

Overall, the data suggest that a significant proportion of the teachers/staff participate in the activity occasionally with a minority engaging in it consistently or abstaining from it entirely.

Views of Students about Assistance of Mobile Phones in Learning

“How can mobile phone assist in the class for learning?” Table 16 presents the answer regarding degree of assistance provided by mobile phones in the classroom for learning purposes. The data is based on responses from 51 participants indicates that a significant proportion, 66.6%, reported using mobile phones sometimes for learning. Meanwhile, 31.4% stated that they always use their phones for educational purposes in the class. In contrast, only a negligible percentage of 2.0% indicated never using their phones for learning.

Table 16*Degree of Assistance of Mobile Phones in the Class for Learning*

Response	Frequency	Percentage
Always	16	31.4
Sometimes	34	66.6
Never	1	2.0
Total	51	100.0

These findings suggest that mobile phones have a considerable presence as a learning tool in the classroom with the majority of students using them occasionally and a notable minority relying on them consistently to support their educational activities. However, it is essential to consider the implications of this usage pattern on students' attention and engagement during class.

Views of Teachers/Staff about Assistance of Mobile Phones in Learning

Views of teachers/staff regarding assistance of mobile phone used in the class for learning were depicted in Table 17 below. The given data represent a response frequency analysis with three categories: "Always," "Sometimes," and "Never." There were a total of 15 responses collected.

Table 17

Degree of Assistance of Mobile Phones in the Class for Learning

Response	Frequency	Percentage
Always	3	20.0
Sometimes	10	66.7
Never	2	13.3
Total	15	100.0

Among the respondents, 20.0% (3 individuals) reported experiencing the event "Always" while the majority of the respondents, 66.7% (10 individuals) indicated experiencing the event "Sometimes." The smallest proportion of responses, 13.3% (2 individuals) claimed to experience the event "Never." Overall, the data indicate that a significant number of teachers/staff experience the event "Sometimes" making it the most common response, followed by "Always" and "Never" as the least frequent experiences.

Views of Students on Calls/SMS Received in College Impact on Students' Learning

A question as to whether the calls/SMS were received in college impact on students' learning was put to the student respondents. Table 18 presents data on the degree of affectedness on students' ability to concentrate in class based on the frequency of calls/messages received just before the class. The table shows that 5.9% of students reported always being affected, while 7.8% said it often affected them. The majority of students

(37.3%) reported being affected sometimes, followed closely by those who were affected rarely (33.3%). A smaller proportion (15.7%) claimed never to be affected. In total, fifty one responses were recorded, providing insights into how communication activities prior to class impact students' concentration levels.



Table 18

Number of Calls/SMS Received in College Impact on Students' Learning

Response	Frequency	Percentage
Always	3	5.9
Often	4	7.8
Sometimes	19	37.3
Rarely	17	33.3
Never	8	15.7
Total	51	100.0

It is thus concluded that the calls/SMS received in college were impacted sometimes followed rarely in learning was reported by the students voluminously.

Views of Teachers/Staff on Calls/SMS in College Impact Students' Learning

In response of "How many calls/SMS do students receive inside college impact students' learning?" The teachers/staff responded are shown in the Table 19 below. The data are presented in a tabular format with five response options: "Always," "Often," "Sometimes," "Rarely," and "Never." The survey collected a total of 15 responses. The analysis shows that the most common response is "Sometimes," accounting for 40.0% of the total responses, closely followed by "Often" with 33.3%. "Always" received 26.7% of the responses. Interestingly, none of the respondent chooses "Rarely" or "Never."

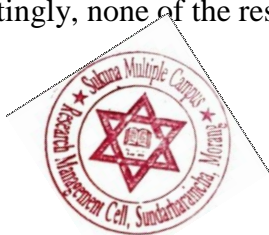


Table 19*Number of Calls/SMS Received Inside College Impact Students' Learning*

Response	Frequency	Percentage
Always	4	26.7
Often	5	33.3
Sometimes	6	40.0
Rarely	0	0.0
Never	0	0.0
Total	15	100.0

The data suggest that the majority of teachers/staff experience the event or behavior either frequently ("Often") or occasionally ("Sometimes").

Views of Students about Accessibility to Contact Teachers through Mobile Phones

Students were asked as to whether teachers are accessible to mobile phone for learning purpose. The table presents data on 51 views of students regarding their ease of contacting teachers for study purposes with the help of a mobile phone.

Table 20*Views of Students as to whether Teachers are Accessible by Mobile Phone*

Response	Frequency	Percentage
Yes	37	72.5
No	3	5.9
Maybe	11	21.6
Total	51	100.0

Out of a total of 51 respondents, 72.5% (37 students) answered positively indicating that they can easily contact teachers using their mobile phones. Only 5.9% (3 students) responded negatively stating that they cannot easily reach their teachers through mobile

phones. Meanwhile, 21.6% (11 students) expressed uncertainty answering "Maybe." These results indicate that a significant majority of students find it convenient to communicate with their teachers using mobile phones for study-related matters while a small portion faces difficulties or remains unsure about the accessibility of such communication channels.

Views of Teachers/Staff about Accessibility of Teachers through Mobile Phones

In the opinion of teachers/staff, "Do the students meet teachers for learning purpose by mobile phone?" The data presents the responses and corresponding percentages from a survey or questionnaire. The question appears to be related to some topic or inquiry that elicits "Yes," "No," or "Maybe" responses.

Table 21

Views of Teachers/Staff as to whether Teachers are Accessible by Mobile Phone

Response	Frequency	Percentage
Yes	8	53.3
No	0	0.0
Maybe	7	46.7
Total	15	100.0

The analysis indicates that out of the 15 total respondents, 8 individuals (53.3%) answered "Yes," while 7 individuals (46.7%) chose "Maybe." Surprisingly, no respondent selected "No." It is worth noting that the percentage distribution indicates a relatively even split between "Yes" and "Maybe" responses while the absence of any "No" was mentioned by none of them. Thus, it is inferred that 100% of the teachers/staff were believed that the students can easily reach to the teachers for learning purpose by mobile phone.

Views of Students about Enhancement of Performance through Use of Mobile

Students were asked to whether mobile phone enhances their academic performance. The findings from a survey of students' views on whether mobile phones have an impact on their academic performance were presented in Table 22 below.



Table 22*Views of Students as to Whether Mobile Enhances their Performance*

Response	Frequency	Percentage
Yes	34	66.7
No	5	9.8
Maybe	12	23.5
Total	51	100.0

Out of the total 51 respondents, 66.7% (34 students) believe that mobile phones contribute positively to their academic performance, 9.8% (5 students) disagreed with this notion, and 23.5% (12 students) expressed uncertainty suggesting that mobile phones might have a potential effect on their studies. These results indicate that a majority of the students perceive mobile phones as beneficial to their academic performance while a smaller percentage is skeptical or uncertain about the impact.

Views of Teachers/Staff about Performance Enhancement through Use of Mobile

A question as to whether mobile phone enhances students' academic performance was asked to the teachers/staff. The given data represent a response analysis, with a total of 15 responses. The responses were categorized into three options: "Yes," "No," and "Maybe."

Table 23*Views of Teachers/Staff as to whether Mobile Enhances their Performance*

Response	Frequency	Percentage
Yes	7	46.7
No	1	6.6
Maybe	7	46.7
Total	15	100.0

The most frequent responses were "Yes" and "Maybe," each accounting for 46.7% of the total responses, while "No" was the least chosen option representing 6.6% of the responses. It is evident that there were an equal number of respondents for "Yes" and "Maybe," each with seven responses contributing to the highest percentage. Conversely, only one respondent chose "No." Overall, the data suggests that a significant majority of teachers/staff were inclined towards positive or uncertain responses with a notable absence of negative responses.

Views of Students about Use of Mobile Phones for Academic Purpose

The results of a survey on students' views regarding the academic use of mobile phones during classroom sessions were depicted by the following table. Out of the 51 respondents, 56.9% (29 students) believe that mobile phones can be used for academic purposes while 23.5% (12 students) disagree with this notion.



Table 24

Views of Students as to whether Mobile are Used for Academic Purpose

Response	Frequency	Percentage
Yes	29	56.9
No	12	23.5
Maybe	10	19.6
Total	51	100.0

Another 19.6% (10 students) are unsure or have a neutral stance on the matter. These findings suggest a significant portion of students are open to the idea of integrating mobile phones for educational purposes but there is also a notable fraction that remains skeptical or undecided about their suitability in the classroom setting.

Views of Teachers/Staff about Use of Mobile Phones for Academic Purpose

Views of teachers/staff regarding mobile phone that are used for academic purpose were presented in Table 25 below. The analysis of the response frequency percentages indicates that out of a total of 15 responses, 53.3% (8 responses) were affirmative "Yes"

responses. 20.0% (3 responses) were negative "No" responses and 26.7% (4 responses) were uncertain "Maybe" responses.

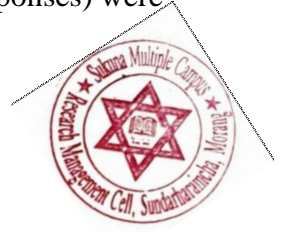


Table 25

Views of Teachers/Staff as to whether Mobile Used for Academic Purpose

Response	Frequency	Percentage
Yes	8	53.3
No	3	20.0
Maybe	4	26.7
Total	15	100.0

It is inferred that in the opinion of the majority of teachers/staff, the mobile phone can be used in the academic purpose while a smaller proportion chose negative and uncertain options.

Views of Students about Impact in Students' Performance through the Use of Mobile

"How does mobile phone use at college impacted to the academic performance of the students?" was asked to the students. The responses are presented in Table 26 below.

Table 26

Impacts in Students' Academic Performance by Mobile Phones Use at College

Response	Frequency	Percentage
Achieve Low Grade in Exam	32	62.7
Achieve High Grade in Exam	3	5.9
Learn Everything	10	19.6
Learn Nothing	6	11.8
Total	51	100.0

An analysis of the impacts of mobile phone use on students' academic performance at college campuses based on the frequency and duration of use was pertaining to the table. It includes four response categories: "Achieve Low Grade in Exam," "Achieve High Grade in Exam," "Learn everything," and "Learn nothing." The data shows that 62.7% of students who frequently use mobile phones achieve low grades in exams while only 5.9% achieve high grades. Additionally, 19.6% claim to learn everything, and 11.8% feel they learn nothing due to mobile phone use. Overall, the table highlights the potentially negative impact of excessive mobile phone usage on academic performance with a majority of students experiencing a decline in their grades when they use their phones frequently at college campuses.

Views of Teachers/Staff on Impact in Students' Performance by the Use of Mobile

As regards the query i.e. "Do students' academic performance impacted due to the mobile phone use at college?" The data represent the response frequency and percentage distribution of different outcomes in an exam. Among the 15 respondents, 9 (60.0%) achieved a low grade while only 1 (6.7%) obtained a high grade.

Table 27

Impacts in Students' Academic Performance by Mobile Phones Use at College

Response	Frequency	Percentage
Achieve Low Grade in Exam	9	60.0
Achieve High Grade in Exam	1	6.7
Learn Everything	3	20.0
Learn Nothing	2	13.3
Total	15	100.0

Furthermore, 3 (20.0%) respondents claimed to have learned everything for the exam whereas 2 (13.3%) mentioned learning nothing. Overall, in the views of majority of teachers, students who use mobile phone at college achieved low grades indicating potential areas for improvement and only a small fraction attained high grades. Additionally, there seems to be a moderate effort among some respondents to study everything but a non-negligible number did not study at all.



Views of Students on Concentration Affected by Mobile during Study Sessions

Views of Students as to How the Use of Mobile Phones Affect Students' Concentration and Focus during Lectures or Study Sessions, presents the results of a survey conducted among students to understand the impact of mobile phone usage on their concentration and focus was depicted in Table 28 below. The table indicates that 19.6% of the students feel that using mobile phones makes them lazy and sleepy during lectures or study sessions. Additionally, 41.2% of the students believe that mobile phone usage hampers their ability to memorize and care about their studies.



Table 28

Views of Students on Mobile Use Affect Concentration during Study Sessions

Response	Frequency	Percentage
Students Become Lazy and Sleepy	10	19.6
Students Cannot Memorize and Care	21	41.2
Students Motivated to the New Updates Coming in Mobile	6	11.8
Classroom Lectures are not Much Understanding	14	27.4
Total	51	100.0

On the other hand, 11.8% of the students feel motivated by the new updates coming in through mobile phones. Moreover, 27.4% of the students think that classroom lectures are not as effective in terms of understanding due to mobile phone distractions. The total number of respondents was 51 reflecting various perspectives on how mobile phones influence students' concentration and focus during their academic activities. It is concluded that most of the students cannot memorize and care the contents and they do not understand much about teachers' delivery in the opinion of students. Some of the students reported that they feel lazy and sleepy however, they are active to watch new updates coming in mobile phone.

Views of Teachers/Staff on Concentration Affected by Mobile during Study Sessions

Teachers/staff were asked as to whether the students can be affected by mobile phone during study session and it lacks concentration. The analysis of the response frequency and percentage data reveals several notable insights about students' attitudes and experiences. Firstly, a significant proportion of students, 46.6% express dissatisfaction with classroom lectures indicating a potential issue with the effectiveness of the current teaching methods in fostering understanding.

Table 29

Views of Teachers/Staff on Use of Mobile Affect Concentration during Study Sessions

Response	Frequency	Percentage
Students Become Lazy and Sleepy	3	20.0
Students Cannot Memorize and Care	4	26.7
Students Motivated to the New Updates Coming in Mobile	1	6.7
Classroom Lectures are not Much Understanding	7	46.6
Total	15	100.0

Additionally, 26.7% of students reported difficulties in memorization and lack of care suggesting a need for improved study techniques and motivation strategies. Surprisingly, only 6.7% of students seem to be motivated by new updates in mobile technology potentially indicating that technological advancements alone might not be sufficient to engage and inspire students. Moreover, 20.0% of students admit to becoming lazy and sleepy raising concerns about their overall engagement and focus in the learning process. These findings highlight the importance of addressing teaching methodologies, study habits, and engagement strategies to enhance the overall learning experience for students according to the perception of teachers/staff.

Views of Students on Influence in Performance and Behavior by Mobile

Following table presents data on the views of students regarding how various mobile phone activities such as texting; social media use; and online gaming influence their academic performance and behavior.

Table 30

Views of Students on Mobile Influence Students' Performance and Behavior

Response	Frequency	Percentage
It Minimizes the Study Time	9	17.6
It Distracts Mind	33	64.7
It Values the Contents Beyond the College Course	8	15.7
It Makes the Person Unhealthy	1	2.0
Total	51	100.0

The data is based on a sample of 51 respondents. According to the analysis, the majority of students (64.7%) believe that engaging in mobile phone activities distracts their minds from studying potentially affecting their academic performance negatively. Additionally, 17.6% of students reported that such activities minimize their study time which may also impact their academic progress. A smaller percentage of students (15.7%) felt that mobile phone activities exposed them to content beyond their college course suggesting possible concerns about information overload. Only a minimal fraction of students (2.0%) indicated that these activities make them unhealthy. Overall, the data highlights the potential detrimental effects of mobile phone use on students' academic focus and performance in the opinion of students. They also realized that they lose the study time due to their engagement in mobile phone.

Views of Teachers/Staff on Influence in Performance and Behavior by Mobile

The data presented in Table 31 show that the perception of teachers/staff towards various aspects of students' study habits and its potential impact on their academic performance due to use of mobile phone.



Table 31*Views of Teachers/Staff on Mobile Influence Students' Performance and Behavior*

Response	Frequency	Percentage
It Minimizes the Study Time	5	33.3
It Distracts Mind from Study	9	60.0
It Values the Contents Which are Beyond the College Course	1	6.7
It Makes the Person Unhealthy	0	0.0
Total	15	100.0

The table indicates that 33.3% of the respondents believe that the usage of "It" (likely referring to electronic devices or distractions) helps minimize their study time. However, a significant majority, 60.0% believe that it distracts their minds from studying potentially indicating a negative impact on their focus and productivity. Additionally, a small proportion of respondents, 6.7% value the contents beyond their college course possibly suggesting an inclination towards self-directed learning. Notably, none of the respondents feel that it makes them unhealthy. Overall, it appears that the majority of teachers/staff perceive the use of mobile phone as a potential hindrance to effective studying of students while a minority sees some benefit in accessing additional content beyond their college curriculum.

Views of Students on Correlation between Mobile Time Spent and Grades Achieved

A question "What percent of correlation between mobile time and grades achieved?" was asked to the student respondents. In response, they opined through the degree of correlation between two variables categorized into different percentage ranges given in Table 32 below. From the analysis, it can be observed that the majority of the data points, 31.4% of respondents exhibit a perfect correlation (100%), followed closely by 29.4% showing a strong correlation of three-fourth (75%).



Table 32*Views of Students on Correlation between Mobile Time and Grades Achieved*

Degree of Correlation	Frequency	Percentage
100%	16	31.4
75%	15	29.4
50%	13	25.5
25%	6	11.7
0%	1	2.0
Total	51	100.0

Around 25.5% of the data points indicate a moderate correlation of half (50%) while only 11.7% demonstrate a weak correlation of one-fourth (25%). Interestingly, a single data point comprising 2.0% of the total shows no correlation (0%). In conclusion, the dataset displays a diverse range of correlations with a significant portion of the variables being strongly correlated in the views of students.

Views of Teachers/Staff on Correlation between Mobile Time and Grades Achieved

Views of teachers/staff about the correlation percentage between mobile time and grades achieved were presented in Table 33.

Table 33*Views of Teachers/Staff on Correlation between Mobile Time and Grades achieved*

Degree of Correlation	Frequency	Percentage
100%	4	26.7
75%	1	6.7
50%	8	53.3
25%	2	13.3
0%	0	0.0
Total	15	100.0

The given data present the degree of correlation between two variables along with the corresponding frequency and percentage distribution. Out of 15 instances analyzed, the data show that the highest correlation (100%) occurs in 4 cases, constituting 26.7% of the total. A correlation of 75% is observed in 1 case, accounting for 6.7% of the occurrences.

Furthermore, a correlation of 50% is identified in 8 instances making up the majority at 53.3% of the total. A correlation of 25% is found in 2 cases contributing to 13.3% of the data. Finally, there are no instances of 0% correlation. In conclusion, this analysis as opined by teachers/staff reveals that a considerable number of cases have a moderate (50%) correlation while a smaller proportion exhibits either high or low degrees of correlation.

Views of Students on Relationship between Mobile Users, Discipline and Performance

"Views of Students as to Whether There is any Relationship between Mobile Users, Discipline, and Performance" was pertaining in Table 34 below.



Table 34

Relationship between Mobile Users, Discipline and Performance

Response	Frequency	Percentage
Yes	38	74.5
No	13	25.5
Total	51	100.0

Out of the 51 students who participated, 74.5% (38 students) answered "Yes," indicating they believe there is a correlation between being mobile users, their level of discipline and academic performance. Meanwhile, 25.5% (13 students) responded with a "No," indicating they do not perceive any such relationship. It is inferred that approximately 75% of the students believed that there is the relationship between mobile users, discipline and performance.

Views of Teachers/Staff about Mobile Users, Discipline and Performance

A study analysis of the relationship between discipline and performance among students was shown in Table 35 below. The data include three categories: "Decrease in Discipline and Performance," "Increase in Discipline and Performance," and "No Relationship."



Table 35*Relationship between Mobile Users, Discipline and Performance*

Response	Frequency	Percentage
Decrease in Discipline and Performance	11	73.3
Increase in Discipline and Performance	0	0.0
No Relationship	4	26.7
Total	15	100.0

Out of 15 total respondents, 11 (73.3%) reported a perceived decrease in both discipline and performance while none reported an increase in discipline and performance (0.0%). Additionally, 4 respondents (26.7%) indicated that they saw no relationship between discipline and performance. These results suggest a concerning trend where the majority of teachers/staff believe that a decline in discipline is associated with a drop in performance.

Behavioural Performance of Students

In the opinion of selected respondents, behavioural performances of students were analyzed and interpreted through the following tables and drawn the conclusions according to their observations.

Views of Students as to How Students Who Use Mobile All the Times Behave

A question "How the students using mobile all the times in college behaving to others?" was put to the respondents. In response to this question, respondents' views are shown in the Table 36 The data, based on a sample of 51 students reveal several distinct behavioral patterns. 13.7% of the students are classified as "Honest" while "Dishonest" and "Lethargic" patterns account for 23.5% each. A small percentage of students, 3.9%, exhibit "Social" and "Energetic" behaviour.




Table 36*How the Students Using Mobile All the Times in College Behaving to Others?*

Behavioral Pattern	Frequency	Percentage
Honest	7	13.7
Dishonest	12	23.5
Lethargic	12	23.5
Social	2	3.9
Isolated	16	31.5
Energetic	2	3.9
Total	51	100.0

However, the majority of students comprising 31.5% of the sample are categorized as "Isolated." The Table 4 highlights the diverse behaviours displayed by students who heavily use mobile devices in college with a significant portion seemingly disconnected and isolated from others. According to the views of students, it is inferred that the students who use mobile phone all the times resulting the isolated behaviour followed dishonest behaviour and lethargic movement.

Views of Teachers/Staff as to How Students Who Use Mobile always Behave

The given data present a behavioral analysis, categorizing individuals based on different patterns observed. The data consist of six behavior patterns: Honest, Dishonest, Lethargic, Social, Isolated, and Energetic. Out of the total 15 individuals surveyed, none was categorized as Honest or Energetic, accounting for 0.0% frequency each. The Dishonest category had the lowest frequency with three individuals making up 20.0% of the total. Lethargic and Social patterns each accounted for 13.3% with two individuals falling under these categories. The most prominent behavior pattern observed was "Isolated," with eight individuals representing 53.4% of the total.




Table 37*How the Students Using Mobile All the Times in College Behaving to Others?*

Behaving Pattern	Frequency	Percentage
Honest	0	0.0
Dishonest	3	20.0
Lethargic	2	13.3
Social	2	13.3
Isolated	8	53.4
Energetic	0	0.0
Total	15	100.0

In the views of teachers/staff, this analysis provides insight into the predominant behaviors exhibited by the surveyed group highlighting the significance of the isolated pattern in the sample.

Views of Students as to How Students Use Mobile Sometimes Behave

In response of the question i.e. “how college students who use mobile devices occasionally behave towards others?” The data in Table 38 indicates various behavioral patterns and their corresponding frequencies and percentages. Among the observed behaviors, taking part in discussions is the most prevalent accounting for 31.4% of the responses, followed by actively listening to others at 19.6%. A significant proportion of students, 21.6%, display creative behaviors. However, there are also concerning findings, as 13.7% of the students’ exhibit low performance in their studies. Additionally, a small portion, 3.9%, demonstrates aggressive tendencies towards others. Furthermore, 9.8% of the students show no response during interactions. The data highlight the importance of examining the impact of mobile device usage on college students' behaviors and performance and it suggests the need for interventions to address potential issues arising from excessive mobile device use.



Table 38*How the Students Using Mobile Some Times in College Behaving to Others?*

Behavioral Pattern	Frequency	Percentage
Listen to Others	10	19.6
Take Part in Discussion	16	31.4
No response in Interaction	5	9.8
Creative	11	21.6
Low Performance in Study	7	13.7
Aggressive with Others	2	3.9
Total	51	100.0

In the opinion of students, the students who use mobile sometimes only can have a better interaction in teaching learning process and a good impact in their study followed by they are creative and they listen to others.

Views of Teachers/Staff as to How Students Use Mobile Sometimes Behave

A question i.e. "How the students using mobile sometimes in college behave to others?" In response, the data present a behavioral analysis of a certain group based on different patterns observed. The most dominant behavior in this group is "Take Part in Discussion" with a substantial percentage of 33.3 indicating an active engagement in group conversations and discussions. "Listen to others" is the second most common behavior with a percentage of 13.3 showing that a significant portion of the group tends to be receptive to others' ideas. However, it is noteworthy that "No response in Interaction" is also quite prevalent, with 26.8% implying that a considerable number of individuals exhibit passive behavior or hesitancy in participating. The group also shows a moderate tendency towards "Creative" behaviors and "Low Performance in Study," both at 13.3%. Notably, there is no reported instance of "Aggressive with Others."



Table 39*How the Students Using Mobile Some Times in College Behaving to Others?*

Behavioral Pattern	Frequency	Percentage
Listen to Others	2	13.3
Take Part in Discussion	5	33.3
No response in Interaction	4	26.8
Creative	2	13.3
Low Performance in Study	2	13.3
Aggressive with Others	0	0.0
Total	15	100.0

Overall, the data suggests a diverse range of behaviors within the group with active participation, passive tendencies, and some creative traits being the primary characteristics according to the views of teachers/staff.

Views of Students Regarding Abnormality Who Use Mobile Every Time in the Class

It is examined through Table 40 as to how students show the unwarranted behaviour that they use mobile every time in the class. The table presents the degree of students' sleepiness and aggressiveness inside the class based on their continuous use of mobile phones. The data indicate that 41.2% of students reported being unable to listen to what the teachers tells when using their mobile phones every moment while 2.0% said they could not sit properly in class. Additionally, 25.5% mentioned not taking part in discussions, 7.8% reported being unable to attend class regularly, and the same percentage (7.8%) stated they could bunk the class at any time. Moreover, 3.9% of students were observed to be aggressive and 7.8% appeared to be restless. The total number of responses collected was 51, providing insights into the potential negative impact of continuous mobile phone use on students' behavior and engagement in the classroom.



Views of Students about Abnormality Due to Use of Mobile Occasionally in Class

An analysis of the degree of students' sleepiness and aggressiveness inside the classroom when they use mobile phones occasionally is shown in the Table 16 below. The data are based on a sample of 51 students. Among the respondents, the majority (39.2%) reported that they cannot listen to what the teachers tell them when using mobile phones occasionally.

Table 40

Degree of Students' Abnormality in Class as Use of Mobile Occasionally

Response	Frequency	Percentage
Students cannot Listen What the Teachers Tell	20	39.2
Students cannot Sit Properly in the Class	1	2.0
Students do not Take Part in Discussion	16	31.4
Students cannot Attend Class Regularly	5	9.8
Students can Bunk the Class Any Time	5	9.8
Students Seem to be Restless	3	5.8
Students Seem to be Aggressive	1	2.0
Total	51	100.0

Additionally, 31.4% of students stated that they do not take part in class discussions, and 9.8% mentioned they cannot attend class regularly or can bunk the class any time. A smaller percentage (2.0%) reported having trouble sitting properly in the class or seemed to be aggressive. Furthermore, 5.8% of students seemed to be restless. Overall, these findings suggest that using mobile phones occasionally in the classroom might lead to decreased

attentiveness and participation, potentially contributing to sleepiness and disruptive behavior among students. Specifically, in the views of students, they cannot listen what the teachers tell followed by they do not take part in discussion were the most hectic behaviours of the students who use mobile phone in the class occasionally.

Views of Teachers/Staff on Students' Abnormality Due to Use of Mobile Occasionally

In the views of teachers/staff regarding what abnormality comes in students due to the use of mobile phone in the class occasionally. The data presented in the Table 41 highlight the responses and corresponding percentages of various issues affecting students' behavior and participation in the class. The survey reveals that a significant portion of students, 33.3%, are struggling to listen to what the teachers are telling.

Table 41

Degree of Students' Abnormality in Class as Use of Mobile Occasionally

Response	Frequency	Percentage
Students cannot Listen What the Teachers Tell	5	33.3
Students cannot Sit Properly in the Class	2	13.3
Students do not Take Part in Discussion	8	53.4
Students cannot Attend Class Regularly	0	0.0
Students can Bunk the Class Any Time	0	0.0
Students Seem to be Restless	0	0.0
Students Seem to be Aggressive	0	0.0
Total	15	100.0



Additionally, 53.4% of students are not actively participating in class discussions indicating a potential lack of engagement. However, it is worth noting that 13.3% of students cannot sit properly in class indicating some physical discomfort or restlessness. The remaining issues such as students' irregular attendance, bunking class, restlessness, and aggression, did not receive any significant mentions in the responses. The findings suggest that teachers and educational institutions should address the challenges related to students' listening skills and active participation to enhance the overall learning experience and classroom atmosphere.

Views of Students about Obedience of College Rules Regarding Mobile Phones

“Views of Students about the College Rules Made for Keeping Mobile Phones Outside before Entering the Classroom” through Table 42 presents data on students' perspectives regarding the college's rule of leaving mobile phones outside before entering the classroom. The data is categorized based on the level of agreement, and the total number of respondents is 51. The highest proportion of students falls under the "Disagree" category, comprising 35.3% of respondents closely followed by "Agree" with 33.3%.

Table 42

Views of Students on Rules to Put Mobile Outside before Entering Classroom

Level of Agreement	Frequency	Percentage
Strongly Agree	6	11.8
Agree	17	33.3
Undecided	7	13.7
Disagree	18	35.3
Strongly Disagree	3	5.9
Total	51	100.0

"Undecided" and "Strongly Agree" account for 13.7% and 11.8% respectively while "Strongly Disagree" represents the lowest percentage of 5.9%. The results indicate a considerable diversity of opinions among students regarding the implementation of this rule



with a significant portion disagreeing with it and closely equal numbers of students were of the opinion of agreement.

Views of Teachers/Staff about Students' Obedience in College Rules for Mobile

It is examined through the question, "Are you ok to put students' mobile outside before entering to the class?"

Table 43

Views of Teachers/Staff to Put Mobile Outside before Entering Classroom

Level of Agreement	Frequency	Percentage
Strongly Agree	2	13.3
Agree	9	60.1
Undecided	2	13.3
Disagree	2	13.3
Strongly Disagree	0	0.0
Total	15	100.0

In response of the teachers/staff, the provided data represents the level of agreement among respondents to a certain statement or question. Out of a total of 15 respondents, 13.3% strongly agree, 60.1% agree, 13.3% are undecided, and another 13.3% disagree. Notably, there is no respondent who strongly disagree with the statement. The majority of teachers/staff agreed that the students' mobile should be kept outside the class but a significant number is undecided or disagree.

Views of Students about Purposes to Use Mobile Phones in College Campuses

A breakdown of the purposes for which students use mobile phones based on frequency and percentage was shown in Table 44 below. Among the listed purposes, game playing and seeking study materials are the most prevalent each accounting for 29.4% of the total usage. Following closely behind, You Tube watching constitutes 25.5% of the students' mobile phone activity. A smaller proportion of students engage in Tiktok making which comprises 9.8% of usage while photo clicking represents the least common purpose at 5.9%.

Table 44*Purposes Using Mobile Phones by Students*

Purpose	Frequency	Percentage
Game Playing	15	29.4
YouTube Watching	13	25.5
Tick-tock Making	5	9.8
Photo Clicking	3	5.9
Study Materials Seeking	15	29.4
Total	51	100.0

On the whole, the data indicate that mobile phones serve as multifunctional tools for students, with entertainment-oriented activities being nearly as popular as educational ones as perceived by students themselves.

Views of Teachers/Staff about Purposes to Use Mobile Phones in College Campuses

In the opinion of teachers/staff, purposes to use of mobile phones by students in the college were distributed in the following table. The data presented represents the distribution of activities among a group of individuals, categorized by their purpose, frequency and percentage. Among the listed activities, Tick-tock Making appears to be the most prevalent, accounting for 40.0% of the total activities indicating its popularity in the group. Game Playing and You Tube Watching both share the same frequency of 2 each accounting for 13.3% of the activities. Photo Clicking follows closely with a frequency of 4 contributing to 26.7% of the total activities. Finally, Study Materials Seeking has the lowest frequency of 1 making up 6.7% of the activities.



Table 45*Purposes of Using Mobile Phones by Students as Opined by Teachers/Staff*

Purpose	Frequency	Percentage
Game Playing	2	13.3
You Tube Watching	2	13.3
Tiktok Making	6	40.0
Photo Clicking	4	26.7
Study Materials Seeking	1	6.7
Total	15	100.0

The data suggest in the views of teachers/staff that video-sharing and creative activities such as Tiktok Making and Photo Clicking are more common purposes of using mobile phone at college among the students compared to traditional study-related activities.

Views of Students about Impact of Mobile in Behavioral Pattern

A survey was conducted among college students regarding the impact of mobile phone use on their behavioral patterns within the college periphery.

**Table 46***Views of Students as to How Mobile Use in College Affect in their Behavior*

Response	Frequency	Percentage
Stays Spellbound	6	11.7
Shows Anger in Tiny Matters	3	5.9
Looks Like Lazy and Lethargic	16	31.4
No Care of Others	26	51.0
Total	51	100.0

Out of 51 respondents, 11.7% reported being "spellbound all the times" by their mobile phones suggesting a strong attachment and distraction. 5.9% indicated showing anger over trivial matters potentially indicating irritability caused by excessive mobile use. A significant proportion, 31.4% reported appearing "lazy and lethargic," which might imply that mobile phone usage affects their overall productivity and energy levels negatively. The most concerning finding is that 51% of students expressed a lack of care for others potentially indicating a negative impact on social interactions due to mobile phone preoccupation. Thus, students themselves believed that they do not care of others and look like lazy and lethargic due to the mobile phone use at college. These findings highlight the need for awareness and possible interventions to promote healthier and responsible mobile phone use among college students.

Views of Teachers/Staff about Impact of Mobile Use in Behavioral Pattern

In response to the query, "How the mobile use in the college affect students' behavior?" The data represents a response frequency percentage analysis of certain behavioural traits or characteristics in a given group in the opinion of teachers/staff.

Table 47

Views of Teachers/Staff as to How the Mobile Use Affect Students' Behaviour

Response	Frequency	Percentage
Stays Spellbound All the Times	0	0.0
Shows Anger in Tiny Matters	2	13.3
Looks Like Lazy and Lethargic	6	40.0
No Care of Others	7	46.7
Total	15	100.0

The analysis is based on four categories: "Stays Spellbound All the Times," which has no occurrences and a 0.0% frequency; "Shows Anger in Tiny Matters" with 2 occurrences and a 13.3% frequency; "Looks Like Lazy and Lethargic" with 6 occurrences and a 40.0%

frequency; and "No Care of Others," with 7 occurrences and a 46.7% frequency. The total number of responses analyzed is 15 and the percentage distribution adds up to 100.0%. This analysis suggests that a significant proportion of the teachers/staff reported that around 50% of students behave "No Care of Others," 40% of them mentioned that students behave "Looks Like Lazy and Lethargic" that implies the overwhelming majority of students behave negatively.

Views of Students on Effects of Mobile on Social Interactions and Relationships

A comprehensive analysis of the positive and negative effects of mobile phone use on the social interactions and relationships of students is presented in Table 48 below. The data is based on a sample of 51 students indicate that mobile phones have had a significant impact on their lives.

Table 48

Effect of Mobile Use on the Social Interactions and Relationships of Students

Effect	Frequency	Percentage
Friendship Improvement	23	45.1
Study Improvement	16	31.4
Friendship Declination	2	3.9
Study Declination	10	19.6
Total	51	100.0

Most of the students (45.1%) reported an improvement in their friendships due to mobile phone use suggesting that technology can enhance social connections. Additionally, 31.4% of students credited their mobile phones for helping them improve their study habits implying that Smartphone can be beneficial for academic pursuits. However, it is essential to acknowledge that some negative effects were also observed with 3.9% of students experiencing a decline in their friendships and 19.6% facing a decrease in their study performance. In the perception of students, friendship can be strengthened due to the use of mobile phone followed study can also be improved however, to some extent study also can be worsen. These findings underscore the need for balanced and responsible mobile phone usage among students to harness the benefits while minimizing potential drawbacks.

Views of Teachers/Staff on Mobile Use Effects on Social Interactions

As regards effects of mobile use on social interactions, the data presented in Table 49 show the results of a survey or study evaluating the effects of some unknown intervention or event on students in the opinion of teachers/staff. The study involved 15 participants and the effects were measured in terms of frequency and percentage.

Table 49

Effect of Mobile Use on the Social Interactions and Relationships of Students

Effect	Frequency	Percentage
Friendship Improvement	3	20.0
Study Improvement	2	13.3
Friendship Declination	1	6.7
Study Declination	9	60.0
Total	15	100.0

It appears that the most significant outcome was "Study Declination," with a high percentage of 60.0% and a frequency of nine occurrences. On the positive side, "Friendship Improvement" had a frequency of three occurrences and accounted for 20.0% of the total indicating that the intervention might have positively influenced some individuals' friendships. Similarly, "Study Improvement" had a frequency of two occurrences and accounted for 13.3% of the total suggesting that a smaller portion of the participants experienced an enhancement in their study performance. Conversely, "Friendship Declination" had a frequency of one occurrence and accounted for 6.7% of the total signifying that a minority of participants saw deterioration in their friendships due to the intervention or event.

Views of Students on Gender Differences in Mobile Use and Its Impact

Views of students on whether there are gender differences in the use of mobile phones and their impact on academic performance and behavior are categorized in Table 50 below. The table provides valuable insights into how students perceive the relationship between gender, mobile phone usage, and its impact on their academic performance and behavior.

21.6% of students believe that girls are positively affected while 29.4% think that boys are negatively affected by mobile phones.

Table 50

Views of Students on Gender Differences in Mobile Use Impact

Response	Frequency	Percentage
Girls are Positively Affected	11	21.6
Boys are Negatively Affected	15	29.4
Girls are Negatively Affected	12	23.5
Boys are Positively Affected	13	25.5
Total	51	100.0

On the other hand, 23.5% of students perceive negative effects on girls and 25.5% believe boys are positively impacted. These findings suggest that students' perceptions are somewhat divided with a slight tendency towards boys being perceived as negatively affected and girls positively affected.

Views of Teachers/Staff on Gender Differences in Mobile Use and Its Impact

As regards impact of mobile use in gender differences in the opinion of teachers/staff was shown in the following table. The data in the table presented show the response frequency and percentage of how boys and girls are affected. It appears that 13.3% of respondents believe that girls are positively affected while 40.0% believe that both boys and girls are negatively affected. Additionally, 6.7% of respondents think that boys are positively affected. The total number of responses is 15 representing 100% of the surveyed opinions.



Table 51*Views of Teachers/Staff on Gender Differences in Mobile Use Impact*

Response	Frequency	Percentage
Girls are Positively Affected	2	13.3
Boys are Negatively Affected	6	40.0
Girls are Negatively Affected	6	40.0
Boys are Positively Affected	1	6.7
Total	15	100.0

It is thus inferred that both boys and girls are negatively affected from the use of mobile phone in college as perceived by teachers/staff.

Views of Students on Strategies to Mitigate Negative Effect Mobile

Students were asked a question regarding the strategies adopted to mitigate the negative effects of mobile use in the college. Table 52 presents an analysis of strategies or interventions implemented at college campuses to mitigate the adverse effects of excessive mobile phone use on students' academic performance and behavior. A total of 51 instances were recorded. Among the strategies, the most frequently adopted was "Using Mobile for On-the-spot Project Making and Slide Presentation" with a percentage of 47.1 indicating its popularity in addressing the issue. Other notable strategies included "Mobile with Study Apps Only Permitted" at 25.5%, "Separating Mobile Use Zone at College" at 19.6%, and "Regular Attendance and Action Taken for Isolated One" at 7.8%.



Table 52*Strategies to Mitigate the Negative Effects of Mobile Use*

Strategy	Frequency	Percentage
Separating Mobile Zone	10	19.6
Mobile with Study Apps Only Permitted	13	25.5
Regular Attendance and Action Taken for Isolated One	4	7.8
Using Mobile for On-the- spot Project Making	24	47.1
Total	51	100.0

These results indicate a range of approaches colleges have taken to tackle the negative impacts of mobile phone usage on students with an emphasis on using mobile devices for educational purposes and implementing restrictions on their use during specific activities or areas on campus.

Views of Teachers/Staff on Strategies to Mitigate Negative Effect of Mobile Use

Teachers/staff were asked as to what strategies are required to mitigate the negative effects of the use of mobile by the students. The analysis presents data on different strategies/interventions aimed at managing mobile phone usage in a college setting. The data shows four distinct approaches: first, "Separating Mobile Use Zone at College," which accounts for 33.3% of the interventions, suggests creating specific areas where students can use their phones. The second approach, "Mobile with Study Apps Only Permitted," also comprising 33.3% of the interventions, allows mobile usage limited to educational applications. The third strategy, with a smaller percentage of 6.7%, emphasizes enforcing regular attendance and addressing isolated cases of misuse. Lastly, "Using Mobile for On-the-spot Project Making and Slide Presentation" constitutes 26.7% of the interventions and advocates utilizing mobile phones for academic purposes like project creation and presentations.

Table 53*Strategies to Mitigate the Negative Effects of Mobile Use*

Strategy/Intervention	Frequency	Percentage
Separating Mobile Use Zone at College	5	33.3
Mobile with Study Apps Only Permitted	5	33.3
Regular Attendance and Action Taken for Isolated One	1	6.7
Using Mobile for On-the- spot Project Making and Slide Presentation	4	26.7
Total	15	100.0

The data which are based on 15 total interventions underscore the college's efforts to find balanced solutions for mobile phone use ensuring both its productive application in studies and curbing potential distractions. In the views of teachers/staff, college should separate the mobile use zone and permit only study apps in students' mobile followed on-the-spot project making and slide presentation.

Views of Students on Role of Mobile in Students' Overall College Experiences

The perceptions of college students regarding the role of mobile phones in their overall college experiences were presented in Table 54 below. The data indicate that a majority of students (64.7%) believe that mobile phones may be helpful in their studies suggesting they view these devices as potential educational tools. However, a significant portion (13.7%) also considers mobile phones a necessity, possibly due to their reliance on these devices for various aspects of college life.




Table 54*Perceptions of Students about the Role of Mobile in Overall College Experiences*

Perception	Frequency	Percentage
It is Must	7	13.7
It is Unnecessary	6	11.8
It is to Enjoy in Leisure	5	9.8
It May be Helpful in Study	33	64.7
Total	51	100.0

On the other hand, a smaller proportion (11.8%) deems mobile phones unnecessary indicating a more conservative approach to technology use. Additionally, 9.8% of students view mobile phones as a means to enjoy leisure activities reflecting their entertainment value. The findings suggest a diverse range of opinions among students concerning the role of mobile phones in their college experiences with the majority recognizing their potential benefits for academic pursuits.

Views of Teachers/Staff on Role of Mobile in Students College Experiences

Perceptions of teachers/staff regarding the role of mobile phone in students' overall college experiences were shown in the following table towards a certain activity.

Table 55*Perceptions of Teachers/Staff on Role of Mobile in Students' College Experiences*

Perception	Frequency	Percentage
It is Must	0	0.0
It is Unnecessary	3	20.0
It is to Enjoy in Leisure	4	26.7
It May be Helpful in Study	8	53.3
Total	15	100.0



The data include four categories: "It is Must," "It is Unnecessary," "It is to Enjoy in Leisure," and "It May be Helpful in Study." The frequency and percentage of responses for each category are provided. Out of the 15 respondents, none of them believes that the activity is a must while 20% find it unnecessary. A significant portion, 26.7% views it as something enjoyable during leisure time. The majority, 53.3% perceive the activity as potentially helpful in their studies. Overall, in the views of teachers/staff, the data suggest that a considerable number of respondents see the activity's value in aiding their academic pursuits.

Views of Students on Impact of Wi-Fi and Internet Access in College

The influences of Wi-Fi and internet access on college campuses and its impact on the academic performance and behavior of students are presented in the Table 56 below. It is based on the responses of 51 college students.

Table 56

Impact of Wi-Fi and Internet Access in College Campuses

Response	Frequency	Percentage
Wi-Fi Influences Students to Watch Mobile All the Time	9	17.6
Students Can be Isolated from the Classroom	7	13.7
Internet Based Entertainment Addiction Leads Students to Ignore the College Activities	8	15.7
All of the Above	27	53.0
Total	51	100.0

The most prevalent influence of Wi-Fi and internet access is that 53.0% of students believe it leads to all of the mentioned effects, namely: excessive mobile usage; isolation from the classroom; and addiction to internet-based entertainment which can result in ignoring college activities. Specifically, 17.6% of students feel influenced to watch their

mobiles all the time; 13.7% indicate that they can be isolated from the classroom; and 15.7% acknowledge that internet-based entertainment addiction may divert them from engaging in college-related activities. These findings suggest a significant concern about the potential negative consequences of Wi-Fi and internet access on students' academic performance and behavior on college campuses. The negative behaviours developed in students such as Wi-Fi influence students to watch mobile all the time; students can be isolated from the classroom; and internet based entertainment addiction leads students to ignore the college activities.

Views of Teachers/Staff on Impact of Wi-Fi and Internet Access in College

As regards impact of Wi-Fi and internet access in college to the students, the teachers/staff responded the views are shown in Table 57 below. The data represent the responses and corresponding percentages of opinions of teachers/staff on the influence of Wi-Fi on their mobile usage and its impact on their academic engagement. Among the respondents, 20.0% agreed that Wi-Fi influences them to watch their mobile devices constantly.

Table 57

Impact of Wi-Fi and Internet Access in College Campuses

Response	Frequency	Percentage
Wi-Fi Influences Students to Watch Mobile All the Time	3	20.0
Students can be Isolated from the Classroom	0	0.0
Internet Based Entertainment Addiction Leads Students to Ignore the College Activities	4	26.7
All of the Above	8	53.3
Total	15	100.0

Surprisingly, none of the students believed that they could be isolated from the classroom due to Wi-Fi usage (0.0%). However, 26.7% of students expressed concern that

internet-based entertainment addiction might lead them to neglect college activities. The majority of respondents (53.3%) selected "All of the above," indicating that they believe Wi-Fi has significant effects on their mobile usage and academic engagement. Overall, this survey of 15 students indicates a substantial portion of the student body acknowledging the potential negative impact of Wi-Fi on their academic focus and activities. In the views of teachers/staff, impact of Wi-Fi and internet access in college to the students were it influences students to watch mobile all the time; they can be isolated from the classroom; and internet based entertainment addiction leads students to ignore the college activities which are the negative habit of the students.

Views of Students on Motivation in Mobile Games, Abusive Language and Disruption

Students were asked to give response to the question as to whether the students motivated to the mobile games, abusive language and disruption. Table 58 presents the results of a survey conducted to gauge students' perspectives on whether their peers are motivated towards mobile games, abusive language, and disrupting the college environment. The data comprise responses from 51 students. The majority, constituting 52.9% of the participants responded positively indicating that they believe some students are indeed motivated towards mobile games, abusive language, and disruption.

Table 58

Motivation to Mobile Games, Abusive Language and Disruption of Environment

Response	Frequency	Percentage
Yes	27	52.9
No	24	47.1
Total	51	100.0

On the other hand, 47.1% of the respondents disagreed, expressing that they do not perceive such motivations among their peers. Hence, the majority of the students believed that they are motivated toward mobile games, abusive language and disruption of environment which results the declination in their study.



Views of Teachers/Students on Mobile Games, Abusive Language and Disruption

A study response analysis presenting the distribution of responses to students' motivation on mobile games, abusive language and disruption as perceived by teachers/staff, was distributed in the following table. The survey has a total of 15 participants. The question asked was likely a yes-or-no type question, and the analysis shows that 11 participants (73.3%) responded with "Yes," while 4 participants (26.7%) responded with "No." The percentages are calculated based on the total number of participants which is 15. This data provide valuable insights into the participants' opinions or preferences regarding the question asked.

Table 59

Motivation on Mobile Games, Abusive Language and Disruption of Environment

Response	Frequency	Percentage
Yes	11	73.3
No	4	26.7
Total	15	100.0

It shows a clear majority in favor of the "Yes" response i.e. students are motivated on mobile games; abusive language; and disruption of environment, indicating a positive sentiment among the participants.

Analysis by Chi-Square about Issues of Mobiles and Its Impact on Students' Behaviour

In the opinion of students regarding the issues of mobile phones and its impact on students' behaviour, the Chi-square test after quantifying the data through Likert Scale was shown in the Table 60 below. According to the table, the Chi-square calculated value is 174.5 with 64 degree of freedom and the Chi-square table value is 83.67 at a significance level of 0.05. The Chi-square test is used to determine whether there is a significant association between two categorical variables In this case, the issues of mobile phones and its impact on students' behavior is measured. The table value 83.67 is lower than the calculated value at the significance level of 0.05, indicating that there is no statistically significant relationship between the two variables.

**Table 60***Views of Students Regarding Issues of Mobile Phones and Analysis Thereof*

Issues of Mobile Phone Use by Students	Likert Scale															Row Total	Chi- square Value
	Strongly Agree			Agree			Undecided			Disagree			Strongly Disagree				
	Of	Ef	$(Of - Ef)^2 / Ef$	Of	Ef	$(Of - Ef)^2 / Ef$	Of	Ef	$(Of - Ef)^2 / Ef$	Of	Ef	$(Of - Ef)^2 / Ef$	Of	Ef	$(Of - Ef)^2 / Ef$		
Watch Mobile Most of Times	46	25.4	16.7	25	36.5	3.6	1	6.1	4.3	0	2.5	2.5	0	1.5	1.5	72	28.6
Found to be Isolated	17	25.4	2.8	48	36.5	3.6	2	6.1	2.8	5	2.5	2.5	0	1.5	1.5	72	13.2
Ignore the College Rules	24	25.4	0.1	36	36.5	0.07	6	6.1	0.002	4	2.5	0.9	2	1.5	0.2	72	1.3
Look Lazy and Lethargic	25	25.4	0.01	39	36.5	0.2	6	6.1	0.002	2	2.5	0.1	0	1.5	1.5	72	1.8
Found to be Distracted from Study	18	25.4	2.2	42	36.5	0.8	7	6.1	0.1	3	2.5	0.1	2	1.5	0.2	72	3.4
Rage	27	25.4	0.1	40	36.5	0.3	1	6.1	4.3	2	2.5	0.1	2	1.5	0.2	72	5.0

Teachers																	
Try Cheating in Examination	31	25.4	1.2	39	36.5	0.2	1	6.1	4.3	0	2.5	2.5	1	1.5	0.2	72	8.4
Achieve Low Grade in Exam	25	25.4	0.01	41	36.5	0.6	2	6.1	2.8	2	2.5	0.1	2	1.5	0.2	72	14.6
Do not Listen What the Teachers Tell	19	25.4	1.6	32	36.5	0.6	12	6.1	5.7	7	2.5	8.1	2	1.5	0.2	72	16.2
Do not Sit Properly in the Class	30	25.4	0.8	29	36.5	1.5	10	6.1	2.5	2	2.5	0.1	1	1.5	0.2	72	4.8
Do not Take Part in Discussion	17	25.4	2.8	44	36.5	1.5	9	6.1	1.4	1	2.5	0.9	1	1.5	0.2	72	6.8
Seem to be Declined in Discipline	24	25.4	0.1	41	36.5	0.6	3	6.1	1.6	2	2.5	0.1	2	1.5	0.2	72	2.6
Bunk the Class Any Time	25	25.4	0.01	38	36.5	0.1	8	6.1	0.6	0	2.5	2.5	1	1.5	0.2	72	3.4
Seem to be Restless	11	25.4	8.2	40	36.5	0.3	16	6.1	16.1	3	2.5	0.1	2	1.5	0.2	72	24.9
Seem to be	24	25.4	0.1	31	36.4	0.8	12	6.1	5.7	4	2.5	0.9	1	1.5	0.2	72	7.7

Aggressive																	
Leak Secrete Information	26	25.4	0.01	39	36.4	0.2	3	6.1	1.6	2	2.5	0.1	2	1.5	0.2	72	2.1
Prefer Unwarranted Tussle	42	25.4	10.8	17	36.5	10.4	5	6.1	0.2	3	2.5	0.1	5	1.5	8.2	72	29.7
Column Total	431			621			104			42			26			1224	174.5




Therefore, use of mobile phone does not have positive impact on students' behavior. So, our hypothesis that the students behavior are not affected by the mobile phone issues is rejected and hence use of mobile phone most of the time has a bad impact on students behavior is established.

Barriers in College Administration

In the opinion of selected respondents, barriers made by mobile phone use of students in college administration were analyzed and interpreted through the following tables and drawn the conclusions according to their observations.

Views of Students about Risk of Mobile Used by Students to the Administration

Students are asked a question as to what can be the barriers made by the mobiles used by the students to the college administration. In response, the Table 61 presents the findings of a survey conducted among college students regarding the barriers created by mobile phone usage on college campuses as perceived by the students and its impact on the college administration.

Table 61

Barriers Made by the Mobiles Used by Students to the College Administration

Response	Frequency	Percentage
Leakage of Secrete Information	7	13.7
Students Unwarranted Tussle	10	19.6
Declination in Discipline	26	51.0
Raging to Teachers & Staff	2	3.9
Cheating in Examination	6	11.8
Total	51	100.0

The data showcase the responses from 51 students. According to the survey results, the most significant barrier identified is "Declination in Discipline" accounting for 51.0% of the responses, suggesting that mobile phone usage might contribute to a decline in overall discipline on campus. Other notable barriers include "Unwarranted Tussle between Students"

at 19.6% and "Cheating in Examination" at 11.8%. While "Leakage of Secret Information" and "Raging to Teachers and Staff" were identified as barriers, they account for a smaller percentage of responses at 13.7% and 3.9%, respectively. These findings can provide valuable insights to the college administration for addressing the challenges associated with mobile phone usage as perceived by students and potentially devising measures to promote a more disciplined and conducive learning environment.

Views of Teachers/Staff about Risk of Mobile Used by Students to the Administration

The provided data in the views of teachers/staff regarding the barriers made by the mobile phones used by the students to the college administration represent the frequency and percentage of various incidents in a certain context. The analysis reveals that there were a total of 15 reported incidents. Among these, "Leakage of Secret Information" and "Raging to Teachers and Staff" had no reported occurrences accounting for 0% each.

Table 62

Barriers Made by the Mobiles Used by the Students to the College Administration

Response	Frequency	Percentage
Leakage of Secrete Information	0	0.0
Unwarranted Tussle between Students	3	20.0
Declination in Discipline	9	60.0
Raging to Teachers and Staff	0	0.0
Cheating in Examination	3	20.0
Total	15	100.0

The most significant issue was "Declination in Discipline" constituting 60% of the total incidents. "Unwarranted Tussle between Students" and "Cheating in Examination" was reported three times each accounting for 20% each. These statistics suggest that discipline-related problems are the most prevalent as perceived by teachers/staff while the leakage of

secret information and conflicts with teachers/staff seem to be relatively less common in this specific context.

Views of Students on Use of Mobile Phones for Cheating in Examination

The probability of using mobile phones for cheating concerns among students at campuses based on a survey with a total of 51 respondents was depicted in Table 63 below. The data show that 5.9% of the students believe there is a 100% chance of using mobile phones for cheating while 17.6% think there is a 75% probability.

Table 63

Probability of Using Mobile Phones for Cheating Concerns

Degree of Probability	Frequency	Percentage
100%	3	5.9
75%	9	17.6
50%	12	23.5
25%	19	37.3
0%	8	15.7
Total	51	100.0

Additionally, 23.5% of respondents consider the chance to be 50% and 37.3% believed there is a 25% probability of cheating with mobile phones. On the other hand, 15.7% of the students claim there is no chance (0%) of using mobile phones for cheating. Overall, the table highlights varying degrees of concern among students about the potential misuse of mobile phones for academic dishonesty on campuses.

Views of Teachers/Staff on Use of Mobile Phones for Cheating in Examination

In response to the question, “What is the probability of using mobile phones at college for cheating concerns in the examination?” The given data represents a distribution of the degree of probability, frequency and percentage in a dataset of 15 teachers/staff. The degree of probability is categorized into five levels: 100%, 75%, 50%, 25%, and 0%. The highest degree of probability (100%) occurs in two cases accounting for 13.3% of the total dataset. The second most frequent degree (75%) is observed six times representing 40.0% of the data.

The 50% probability occurs twice contributing to 13.3% of the dataset. Additionally, a 25% probability is observed five times accounting for 33.4% of the total. Notably, there are no instances with 0% probability.



Table 64

Probability of Using Mobile Phones at Campuses for Cheating Concerns

Degree of Probability	Frequency	Percentage
100%	2	13.3
75%	6	40.0
50%	2	13.3
25%	5	33.4
0%	0	0.0
Total	15	100.0

In conclusion, the data are dominated by high and medium probability cases with no occurrences of absolute uncertainty (0% probability). However, 40% of the teachers/staff were of the opinion that the three-fourth chance of students use mobile for cheating concern followed by one-fourth chance.



CHAPTER V: FINDINGS AND DISCUSSION



Findings and discussion are integral components of any research endeavor, providing a comprehensive analysis of results and their implications. Findings present the outcomes of the study highlighting key observations and statistical data. The discussion section then interprets these findings contextualizing them within existing literature and theories while addressing their significance and potential limitations. This critical analysis fosters a deeper understanding of the research outcomes and opens avenues for future inquiry.

Findings

The findings of this study are as follows:



Enhancement of Students' Academic Performance

It is inferred that the significance of teacher involvement and institutional management in enhancing students' academic performance while also acknowledging the potential impact of technology in the learning process as perceived by students. However, in the views teachers/staff, the students' academic performance can be enhanced by the teachers' effective delivery in the class while there is no effect of mobile phone with internet facility in the class.

How Students Who Use Mobile All the Time Behave to Others

According to the views of students, it was inferred that the students who use mobile phone all the times resulting the isolated behaviour followed dishonest behaviour and lethargic movement. Similarly, in the views of teachers/staff, this analysis provided insight into the predominant behaviors exhibited by the surveyed group highlighting the significance of the isolated pattern in the sample.

How Students Who Use Mobile Sometimes Behave to Others

The data highlighted the importance of examining the impact of mobile device usage on college students' behaviors and performance and it suggested the need for interventions to address potential issues arising from excessive mobile device use. In the opinion of students, the students who use mobile sometimes only can have a better interaction in teaching learning process and a good impact in their study followed by they are creative and they listen to others. A diverse range of behaviors within the group with active participation,

passive tendencies, and some creative traits being the primary characteristics were suggested by teachers/staff.

Carrying Mobile Phones by Students during College Hours

In the views of students, the data suggested that the majority of students prefer to have their mobile phones with them during college hours which might have implications for their learning habits and potential distractions in the educational environment. On the other hand, in the views of teachers/staff, it was concluded that 80% of the college students have mobile phone access in college.

Hours of Mobile Used by Students during College Hours

It is important to note that the data revealed a predominant trend of shorter phone usage durations among the surveyed college students as opined by students themselves. This data also suggested that a majority of respondents frequently spend the specified number of hours, and a significant portion also spends time occasionally while a smaller percentage does so rarely or always in the opinion of teachers/staff.

Risk of Mobile Used by Students to College Administration

These findings provided valuable insights to the college administration for addressing the challenges associated with mobile phone usage as perceived by students and potentially devising measures to promote a more disciplined and conducive learning environment. Statistics also suggested that discipline-related problems were the most prevalent as perceived by teachers/staff while the leakage of secret information and conflicts with teachers/staff seem to be relatively less common in this specific context.

Behaviour of Students Who Use Mobile Every Time in Class

In the views of students, they cannot listen what the teachers tell and they do not take part in the discussion due to the engagement in the mobile phone all the time in the class were the most prevalent deviations. The teachers/staff perceived that the students who use mobile phone every time in the class impacted that the students do not take part in discussion which followed by they cannot listen what the teachers tell.

Behaviour of Students Who Use Mobile Occasionally in Class

Using mobile phones occasionally in the classroom might lead to decreased attentiveness and participation, potentially contributing to sleepiness and disruptive behavior among students. Specifically, in the views of students, they cannot listen what the teachers

tell followed by they do not take part in discussion were the most hectic behaviours of the students who use mobile phone in the class occasionally. The survey also revealed that a significant portion of students, 33.3%, are struggling to listen to what the teachers are telling.

Students Using SMS Service during Class Work Time

In the views of students, the table highlighted the diverse attitudes towards SMS usage during class with a significant number of students refraining from its use, while others employ it occasionally or specifically for certain academic purposes. The varied usage patterns of SMS service during class work among the surveyed individuals inferring that the students used the SMS service sometimes during class work time was reported by the 73.2% of the teachers/staff.

Students' Obedience of College Rules Regarding Mobile Phones

The results indicated a considerable diversity of opinions among students regarding the implementation of this rule with a significant portion disagreeing with it and closely equal numbers of students were of the opinion of agreement. The majority of teachers/staff agreed that the students' mobile should be kept outside the class but a significant number is undecided or disagree

Helpfulness of Mobile Phones in Assignments

The majority of students perceived mobile phones as valuable tools for academic tasks while a smaller proportion remains skeptical about their usefulness in this context. It was concluded that the teachers/staff in majority were of the opinion that the mobile phone can be supportive to students for H.W./C.W.

Interference of Mobile Phones in Learning

The findings suggested a significant portion of students experience distraction due to mobile phone usage in class indicating potential implications for classroom management and technology policies. The data also suggested that a significant proportion of the teachers/staff participate in the activity occasionally with a minority engaging in it consistently or abstaining from it entirely.

Assistance of Mobile Phones in Learning

Mobile phones have a considerable presence as a learning tool in the classroom with the majority of students using them occasionally and a notable minority relying on them consistently to support their educational activities. However, it is essential to consider the

implications of this usage pattern on students' attention and engagement during class. The data indicated that a significant number of teachers/staff experience the event "Sometimes" making it the most common response, followed by "Always" and "Never" as the least frequent experiences.

Calls/SMS Received in College Impact on Students' Learning

The Calls/SMS received in college were impacted sometimes followed rarely in learning was reported by the students voluminously while the majority of teachers/staff experience the event or behavior either frequently ("Often") or occasionally ("Sometimes").

Accessibility to Contact Teachers through Mobile Phones

A significant majority of students found it convenient to communicate with their teachers using mobile phones for study-related matters while a small portion faces difficulties or remains unsure about the accessibility of such communication channels. Also, 100% of the teachers/staff were believed that the students can easily reach to the teachers for learning purpose by mobile phone.

Students' Performance Enhancement through Use of Mobile Phones

Results indicated that a majority of the students perceive mobile phones as beneficial to their academic performance while a smaller percentage is skeptical or uncertain about the impact. The data suggested that a significant majority of teachers/staff were inclined towards positive or uncertain responses with a notable absence of negative responses.

Use of Mobile Phones for Academic Purpose of Students

Findings suggested a significant portion of students are open to the idea of integrating mobile phones for educational purposes but there was also a notable fraction that remains skeptic or undecided about their suitability in the classroom setting. It was also inferred that in the opinion of the majority of teachers/staff, the mobile phone can be used in the academic purpose while a smaller proportion chose negative and uncertain options.

Impact in Students' Performance by the Use of Mobile Phones

The potentially negative impact of excessive mobile phone usage on academic performance with a majority of students experiencing a decline in their grades when they use their phones frequently at college campuses, were highlighted. In the views of majority of teachers, students who use mobile phone at college achieved low grades indicating potential areas for improvement and only a small fraction attained high grades. It has seemed to be a

moderate effort among some respondents to study everything but a non-negligible number did not study at all.

Purposes to Use Mobile Phones by Students in College Campuses

The data indicated that mobile phones serve as multifunctional tools for students with entertainment-oriented activities being nearly as popular as educational ones as perceived by students themselves. It also suggested in the views of teachers/staff that video-sharing and creative activities such as Tiktok Making and Photo Clicking are more common purposes of using mobile phone at college among the students compared to traditional study-related activities.

Impact of Mobile in Students' Behavioral Pattern

Students themselves believed that they do not care of others and look like lazy and lethargic due to the mobile phone use at college. These findings highlighted the need for awareness and possible interventions to promote healthier and responsible mobile phone use among college students. A significant proportion of the teachers/staff also reported that around 50% of students behave "No Care of Others," 40% of them mentioned that students behave "Looks Like Lazy and Lethargic" that implies the overwhelming majority of students behave negatively.

Effect of Mobile on Students' Social Interactions/Relationships

In the perception of students, friendship can be strengthened due to the use of mobile phone followed study can also be improved however, to some extent study also can be worsen. These findings underscored the need for balanced and responsible mobile phone usage among students to harness the benefits while minimizing potential drawbacks. The analysis suggested that the intervention or event had a negative impact on the participants' study performance possibly leading to a decline in their academic achievements. It also provided valuable insights into the varying effects of the intervention on the participants' academic and social aspects.

Concentration of Students Affected by Mobile during Study Sessions

Most of the students cannot memorize and care the contents and they do not understand much about teachers' delivery in the opinion of students. Some of the students reported that they feel lazy and sleepy however, they are active to watch new updates coming in mobile phone. The findings highlighted the importance of addressing teaching

methodologies, study habits, and engagement strategies to enhance the overall learning experience for students as perceived by teachers/staff.

Gender Differences in Mobile Use and Its Impact

Findings suggested that students' perceptions are somewhat divided with a slight tendency towards boys being perceived as negatively affected and girls positively affected. It was also inferred that both boys and girls are negatively affected from the use of mobile phone in college as perceived by teachers/staff.

Influence of Mobile in Students' Performance and Behavior

The data highlighted the potential detrimental effects of mobile phone use on students' academic focus and performance in the opinion of students. They also realized that they lose the study time due to their engagement in mobile phone. It appeared that the majority of teachers/staff perceive the use of mobile phone as a potential hindrance to effective studying of students while a minority sees some benefit in accessing additional content beyond their college curriculum.

Correlation between Mobile Time Spent and Grades Achieved by Students

The dataset displayed a diverse range of correlations with a significant portion of the variables being strongly correlated in the views of students. The analysis as opined by teachers/staff revealed that a considerable number of cases have a moderate (50%) correlation while a smaller proportion exhibits either high or low degrees of correlation.

Role of Mobile in Students' Overall College Experiences

The findings suggested a diverse range of opinions among students concerning the roles of mobile phones in their college experiences with the majority recognizing their potential benefits for academic pursuits. In the views of teachers/staff, the data suggested that a considerable number of respondents see the activity's value in aiding their academic pursuits.

Mitigating Strategies to Negative Effect of Mobile in Students

The results indicated a range of approaches colleges have taken to tackle the negative impacts of mobile phone usage on students with an emphasis on using mobile devices for educational purposes and implementing restrictions on their use during specific activities or areas on campus. In the views of teachers/staff, college should separate the mobile use zone

and permit only study apps in students' mobile followed on-the-spot project making and slide presentation.

Impact of Wi-Fi and Internet Access on Students in College

A significant concern about the potential negative consequences of Wi-Fi and internet access on students' academic performance and behavior on college campuses was opined by the student respondents. The negative behaviours developed in students such as Wi-Fi influence students to watch mobile all the time; students can be isolated from the classroom; and internet based entertainment addiction leads students to ignore the college activities. In the views of teachers/staff, impact of Wi-Fi and internet access in college to the students were it influences students to watch mobile all the time; they can be isolated from the classroom; and internet based entertainment addiction leads students to ignore the college activities which are the negative habit of the students.

Use of Mobile Phones for Cheating in Examination

Cheating concern among students as a misuse of mobile phones for academic dishonesty on campuses has been stated by the students. The data are dominated by high and medium probability cases with no occurrences of absolute uncertainty (0% probability). However, 40% of the teachers/staff were of the opinion that the three-fourth chance of students use mobile for cheating concern followed by one-fourth chance.

Relationship between Mobile Users, Discipline and Performance

Approximately 75% of the students believed that there was the relationship between mobiles users, discipline and performance and the majority of teachers/staff believed that a decline in discipline is associated with a drop in performance.

Students' Motivation in Mobile Games, Abusive Language and Disruption of Environment

The majority of the students believed that they are motivated toward mobile games, abusive language and disruption of environment. It is also observed that a clear majority of teachers/staff concluded that students are motivated on mobile games; abusive language; and disruption of environment in the college periphery which results the declination in their study.

Analysis of Mobile Issues and Its Impact on Students' Behaviour by Chi-square Test

Use of mobile phones during college hours by the students most of the time has a bad impact on students behaviour was established through Chi-square Test analysis.

Discussion

It is revealed through study that a significant majority of students at Sukuna Multiple Campus own and use mobile phones. On average, students reported spending a considerable amount of time using their mobile phones each day, primarily engaging in activities such as social media browsing, instant messaging and entertainment. Although mobile phones can be a significant source of distraction for students, diverting their attention away from academic activities, the research results indicated that a substantial number of students reported experiencing distractions due to their mobile phones, which affected their ability to concentrate during lectures and study sessions. While mobile phones provide connectivity, excessive usage can lead to decreased face-to-face social interactions among students. This may impact their ability to develop interpersonal skills and form meaningful relationships within the college community.

The extensive use of mobile phones can disrupt students' time management skills, as they may spend excessive time on non-academic activities. Consequently, this may lead to poor time allocation for studying and completing assignments, potentially resulting in lower academic performance. As several studies suggested, it is found that correlation between excessive mobile phone use and decrease cognitive abilities, such as attention span and memory retention. Continuous interruptions from notifications and multitasking on mobile devices may impair students' ability to process and retain information effectively. Faculty members of Sukuna Multiple Campus have expressed concerns about the negative effect of mobile phone use on students' academic performance. They observed a decline in class participation, reduced attention span and increased instances of academic dishonesty associated with mobile phone usage.

Excessive mobile phone use, particularly before bedtime, has been linked to sleep disturbances among students. The presence of mobile phones in the bedroom can disrupt sleep patterns, leading to insufficient sleep duration and lower quality of sleep. Inadequate sleep can negatively affect cognitive functions, attention span and overall academic performance. Mobile phones, with their easy access to social media and entertainment, can contribute to procrastination behavior among students. The allure of instant gratification and constant stimulation from mobile phone activities can lead students to postpone academic tasks, resulting in rushed work, decreased productivity and potentially lower grades.

While mobile phones enable social connectivity, excessive use can impact students' social and emotional well-being. Research suggests that heavy reliance on mobile phones for social interactions may lead to feelings of loneliness, isolation and reduced face-to-face

communication skills. Such effects can indirectly impact academic performance by affecting mental health and overall student satisfaction. With the vast amount of information available at their fingertips, students may face challenges in discerning accurate and reliable sources. Mobile phone usage can contribute to information overload, making it difficult for students to filter and critically evaluate the information they encounter. This can potentially impact their research skills, academic writing and overall academic integrity.

Excessive mobile phone use can lead to problematic behaviors and addiction-like symptoms i.e. fear of being without a mobile phone. Students who are addicted to their mobile phones may experience withdrawal symptoms when separated from their devices, leading to decreased focus, increased anxiety and reduced academic performance. It is important to acknowledge that mobile phones also offer several positive aspects for students. They provide quick access to educational resources, facilitate communication with peers and faculty and offer tools for organization and productivity. When used responsibly and in moderation, mobile phones can be valuable educational tools. From the Chi-square analysis, it is proved that the use of mobile phone most of the time has a bad impact on students behavior.






CHAPTER VII: CONCLUSIONS AND IMPLICATIONS



Conclusions

This study highlighted the critical roles of teacher involvement and institutional management in students' academic performance recognizing the potential influence of technology in the learning process as perceived by students while teachers emphasized the importance of effective classroom delivery over the presence of mobile phones with internet access. Student perspectives revealed that excessive mobile phone use correlates with isolated behavior, dishonesty and lethargy. Conversely, occasional mobile phone use was associated with better interaction in the teaching-learning process, creativity and attentiveness to others. The prevalence of mobile phone usage during college hours suggested a need for further examination of its impact on learning habits and potential distractions. Moreover, the data indicated varying durations of mobile phone usage among students for their educational engagement. Findings also offered valuable insights for the college administration to address the challenges posed by mobile phone usage among students to cultivate a more disciplined learning environment. However, discipline-related issues emerged as the most prevalent concern among teachers and staff; leakage of confidential information; and conflicts with faculty appear less frequent. Students who consistently use mobile phones in class exhibit reduced participation and attentiveness impacting their engagement in discussions and ability to follow instructions. Even occasional mobile phone use during class can lead to decreased attentiveness and disruptive behavior. Despite varying opinions on adherence to mobile phone rules, the majority of students perceived mobile phones as beneficial for academic tasks suggesting a nuanced approach to managing their usage within the educational setting.

The significant interference of mobile phones in the learning process by a considerable portion of students experiencing distraction during class was voluminously highlighted while mobile phones served as valuable learning tools for many students and their consistent usage raised concerns regarding attentiveness and engagement. Furthermore, the impact of calls and SMS received in college on learning varies with students reporting occasional interference whereas teachers and staff encountered such disruptions more frequently. Despite challenges, mobile phones offered convenient channels for student-teacher communication for facilitating study-related interactions. However, the potential enhancement of students' academic performance through mobile phone usage remained debatable in varying perceptions among students and teachers. Some students embraced

mobile phones for educational purposes; others expressed skepticism highlighting the need for nuanced consideration of their integration into the classroom environment. Overall, excessive mobile phone usage correlated with lower academic performance suggesting the importance of promoting responsible usage habits among students. The mobile phones served as versatile tools for students on college campuses for entertainment activities nearly as prevalent as educational ones according to student perceptions. However, teachers and staff observed a prevalence of video-sharing and creative pursuits over traditional study-related activities. The impact of mobile phone use on students' behavioral patterns was concerning by a significant proportion displaying behaviors indicative of apathy and lethargy highlighting the need for interventions to promote responsible usage. Despite potential benefits for social interactions and relationships, balanced mobile phone usage was crucial to mitigate negative effects on academic performance and concentration during study sessions. Gender differences in perception suggested a nuanced understanding of mobile phone effects whereas correlations between mobile usage time and grades achieved emphasized the importance of mindful-usage habits among students.

Students' perceptions of the role of mobile phones in their college experienced vary widely with many recognizing their potential benefits for academic pursuits. Colleges have implemented various strategies to mitigate the negative effects of mobile phone usage by emphasizing educational purposes and restricting usage during specific activities or areas on campus. Concerns about the impact of Wi-Fi and internet access on students' behavior and academic performance highlighted the need for thoughtful management of technology infrastructure. Additionally, there was a significant concern about the misuse of mobile phones for cheating in examinations stressing the importance of upholding academic integrity. The relationship between mobile phone usage, discipline and performance was acknowledged by both students and teachers in discipline issues often correlating with a decline in academic performance. Moreover, students' motivations towards mobile games, abusive language and disruption of the environment further underscored the complexity of managing mobile phone usage on college campuses. Chi-square Test analysis confirmed the negative impact of excessive mobile phone usage on students' behavior during college hours.

Implications

The use of mobile phones among college students at Sukuna Multiple Campus has become widespread and it carries both positive and negative implications for their behavioral and academic performance while mobile phones offer convenience connectivity and access to

information but their excessive and uncontrolled use can lead to various challenges. By raising awareness; establishing boundaries; and promoting responsible mobile phone usage, Sukuna Multiple Campus can help mitigate the negative impacts and create a conducive learning environment for its students. It is important to note that responsible and balanced mobile phone usage can harness the positive aspects of technology. When used as educational tools, mobile phones can enhance learning, facilitate communication and provide quick access to resources.

Creating awareness among students about the potential negative consequences of excessive mobile phone use is crucial. Educational campaigns and workshops can emphasize the importance of balanced mobile phone usage and effective time management. Implementing policies or guidelines that restrict mobile phone usage during class hour or specific study periods can help minimize distractions and encourage focused academic engagement. Encouraging students to utilize productivity apps and features built into mobile operating system, such as screen time limits and app blockers, can assist in managing and controlling mobile phone usage. It is recommended to conduct further research specific to Sukuna Multiple Campus or the local context to gain more nuanced insights into the effects of mobile phone use on students' behavior and academic performance.

Implement programs that educate students on responsible mobile phone usage, digital etiquette and information evaluation skills. This will help them navigate the digital landscape effectively and make informed choices regarding mobile phone usage. Develop clear guidelines or policies that regulate mobile phone use during class hours or specific study periods. Enforce these policies to minimize distractions and create a focused learning environment. Provide resources and workshops to help students develop effective time management skills. Emphasize the importance of allocating dedicated study time without mobile phone distractions to enhance academic performance.

Conduct awareness campaigns to educate students about the potential negative impacts of excessive mobile phone use on behavior and academic performance. Emphasize the importance of finding a balance between mobile phone usage and academic responsibilities. Organize social and extracurricular activities that encourage face-to-face interactions among students. Promote campus events, clubs and group activities to enhance social connections and interpersonal skills. Recognize the potential impact of mobile phone use on students' mental health. Provide access to counseling services and resources to help students manage stress, anxiety and maintain a healthy work-life balance.

Encourage the integration of mobile technology as educational tools within the curriculum. Provide faculty members with training and resources to incorporate mobile apps, educational platforms and interactive learning experiences. Educate students about the importance of academic integrity and the potential consequences of mobile phone-related academic misconduct. Promote ethical research practices and provide guidance on proper citation and source evaluation. By implementing these recommendations, Sukuna Multiple Campus can create an environment that promotes responsible mobile phone usage, enhances academic performance and supports the overall well-being of its students.



A handwritten signature in black ink, appearing to be "S. K. Mishra", written over a dashed rectangular box.

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APPENDICES



Interview Schedule for Students

Dear respondents, the information being collected is for research purpose only. Kindly express your views as frankly as possible. The information given will be kept confidential.

Option 1

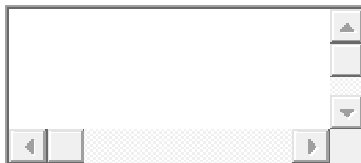
Name:

Address:

College:

Program/Level:

Your answer




1. What is the main component for the enhancement of your academic performance in the college?

- | | |
|--|--|
| a) Mobile phone with internet facility | b) Management of college |
| c) Teachers' support | d) Delivery of the teachers in the class |

2. How do the students behave to others who use the mobile all the times?

- | | | | | |
|-----------|--------------|--------------|-----------|-------------|
| a) Honest | b) Dishonest | c) Lethargic | d) Social | e) Isolated |
|-----------|--------------|--------------|-----------|-------------|

3. How do the students behave to others who use the mobile sometimes?

- | | | |
|------------------|-----------------------------|-------------------------------|
| a) Listen others | b) Take part in discussion | c) No response in interaction |
| d) Creative | e) Low performance in study | f) Aggressive with others |

4. Do you bring your mobile phone during college time?

- | | | |
|--------|-------|----------|
| a) Yes | b) No | c) Maybe |
|--------|-------|----------|

5. How often you use your mobile phone in college?

- | | | |
|---------------------|------------|----------------------|
| a) Less than 1 hour | b) 1 hours | c) 2 hours |
| d) 3 hours | e) 4 hours | f) More than 4 hours |

6. What might be the barriers made by the mobile phones used by students in college campuses to the college administration?

- | | |
|----------------------------------|--|
| a) Leakage of secret information | b) Unwarranted tussle between students |
| c) Declination in discipline | d) Raging to teachers and staff |



e) Cheating in examinations

7. To what extent the students who use mobile phones every moment feel sleepy and aggressive while sitting inside the class?

- a) Students cannot listen what the teachers tell b) Students cannot sit properly in the class
c) Students do not take part in discussion of subject matter d) Students cannot attend class regularly
e) Students can bunk the class any time f) Students seem to be restless
g) Students seem to be aggressive

8. To what extent the students who use mobile phones occasionally feel sleepy and aggressive while sitting inside the class?

- a) Students cannot listen what the teachers tell b) Students cannot sit properly in the class
c) Students do not take part in discussion of subject matter d) Students cannot attend class regularly
e) Students can bunk the class any time
f) Students seem to be restless g) Students seem to be aggressive

9. How often do you use SMS service during class work?

- a) Only for computational work b) Only for presentation of projects
c) Only for class work d) Always
e) Sometimes f) Never

10. Do you agree if the college will make the rules for keeping mobile phones outside before entering the class room?

- a) Strongly agree b) Agree c) Undecided
d) Disagree e) Strongly Disagree

11. Do you think the mobile phone could assist you to complete your assignment?

- a) Yes b) To some extent c) No

12. How often does the use of mobile phone in class interfere your learning?

- a) Always b) Sometimes c) Never

13. How often does the use of mobile phone in class assist your learning?

- a) Always b) Sometimes c) Never

14. How often do the calls/messages received just before class impact on your ability to concentrate?

- a) Always b) Often c) Sometimes
d) Rarely e) Never

15. Can you easily contact to the teachers for study purpose with the help of mobile phone?

- a) Yes b) No c) Maybe

16. Do you think mobile phone can increase your academic performance?

- a) Yes b) No c) Maybe

17. Do you think mobile phone can use for academic purpose during class room?

- a) Yes b) No c) Maybe

18. How does the frequency and duration of mobile phone use at college campuses impact students' academic performance?

- They achieve low grade in exam who touch mobile all the times
- They achieve high grade in exam who touch mobile all the times
- They learn everything who use mobiles all the times
- They learn nothing who use mobiles all the times

19. What are the main purposes for which students use mobile phones?

- a) Game playing b) You tube watching c) Tiktok making
- d) Photo clicking e) Study material seeking

20. How do these purposes affect their behavioral patterns?

- a) Stays spellbound all the times
b) Shows anger for tiny matters
c) Looks like lazy and lethargic
d) No care of others

21. What are the positive and negative effects of mobile phone use on the social interactions and relationships of students?

- a) Friendship improvement b) Study improvement
c) Friendship declination d) Study declination

22. How does the use of mobile phones affect students' concentration and focus during lectures or study sessions?

- a) They become lazy and sleepy b) They cannot memorize and care
- c) They motivated to the new updates coming in mobile
- d) Classroom lectures are not so much worth-full

23. Are there any gender differences in the use of mobile phones and their impact on the academic performance and behavior of students?

- a) Yes, girls are negatively affected less b) Yes, boys are negatively affected more
c) No, girls are negatively affected more d) No, boys are negatively affected less

24. How do different types of mobile phone activities such as texting, social media use and online gaming, influence students' academic performance and behavior?

- a) It minimizes the study times b) It distracts the minds from study
- c) It values the contents which are beyond the college course
- d) It makes the person unhealthy

25. Are there any significant correlations between the amount of time spent on mobile phones and the grades achieved by students?

- a) 100% correlation b) 75% correlation c) 50% correlation
- d) 25% correlation e) 0% correlation

26. How do students perceive the role of mobile phones in their overall college experiences?

- a) It is must b) It is unnecessary
- c) It is to enjoy in leisure d) It may be helpful in study

27. What strategies or interventions can be implemented at college campuses to mitigate the negative effects of excessive mobile phone use on students' academic performance and behavior?

- a) Separating mobile zones at college b) Mobile with study apps only should be allowed
- c) Regular students' attendance and action for isolated one
- d) Using mobiles for on the spot project making and slide presenting

28. How does the availability of Wi-Fi and internet access on college campuses influence students' mobile phone use and its impact on their academic performance and behavior?

- a) Wi-Fi influences students to watch mobile every time
- b) Students can be isolated from the classroom
- c) Internet based entertainment addiction leads them to ignore the college activities
- d) All of the above

29. What is the probability of using mobile phones at campuses for cheating concerns?

- a) 100% b) 75% c) 50%
- d) 25% e) 0%

30. Is there any relationship between mobile users, discipline and performance?

- a) Yes b) No

31. Are students motivated towards the mobile games, abusive language and disruption of college environment?

- a) Yes b) No

Interview Schedule for Teachers/Staff

Dear respondents, the information being collected is for research purpose only. Kindly express your views as frankly as possible. The information given will be kept confidential.

Option 1

Name:

Address:

College:

Program/Level:

Your answer

1. What is the main component for the enhancement of your academic performance in the college?
 - a) Mobile phone with internet facility
 - b) Management of college
 - c) Teachers' support
 - d) Delivery of the teachers in the class
2. How do the students behave to others who use the mobile all the times?
 - a) Honest
 - b) Dishonest
 - c) Lethargic
 - d) Social
 - e) Isolated
3. How do the students behave to others who use the mobile sometimes?
 - a) Listen Others
 - b) Take part in discussion
 - c) No response in interaction
 - d) Creative
 - e) Low performance in study
 - f) Aggressive with others
4. Do you bring your mobile phone during college time?
 - a) Yes
 - b) No
 - c) Maybe
5. How often you use your mobile phone in college?
 - a) Less than 1 hour
 - b) 1 hour
 - c) 2 hours
 - d) 3 hours
 - e) 4 hours
 - f) More than 4 hours
6. What might be the barriers made by the mobile phones used by students in college campuses to the college administration?
 - a) Leakage of secret information
 - b) Unwarranted tussle between students
 - c) Declination in discipline
 - d) Raging to teachers and staff

e) Cheating in examinations

7. To what extent the students who use mobile phones every moment feel sleepy and aggressive while sitting inside the class?

- a) Students cannot listen what the teachers tell b) Students cannot sit properly in the class
c) Students do not take part in discussion of subject matter d) Students cannot attend class regularly
e) Students can bunk the class any time
f) Students seem to be restless g) Students seem to be aggressive

8. To what extent the students who use mobile phones occasionally feel sleepy and aggressive while sitting inside the class?

- a) Students cannot listen what the teachers tell b) Students cannot sit properly in the class
c) Students do not take part in discussion of subject matter d) Students cannot attend class regularly
e) Students can bunk the class any time
f) Students seem to be restless g) Students seem to be aggressive

9. How often do you use SMS service during class work?

- a) Only for computational work b) Only for presentation of projects
c) Only for class work d) Always
e) Sometimes f) Never

10. Do you agree if the college will make the rules for keeping mobile phones outside before entering the class room?

- a) Strongly agree b) Agree c) Undecided
d) Disagree e) Strongly Disagree

11. Do you think the mobile phone could assist you to complete your assignment?

- a) Yes b) To some extent c) No

12. How often does the use of mobile phone in class interfere your learning?

- a) Always b) Sometimes c) Never

13. How often does the use of mobile phone in class assist your learning?

- a) Always b) Sometimes c) Never

14. How often do the calls/messages received just before class impact on your ability to concentrate?

- a) Always b) Often c) Sometimes
d) Rarely e) Never

15. Can you easily contact to the teachers for study purpose with the help of mobile phone?

- a) Yes b) No c) Maybe

16. Do you think mobile phone can increase your academic performance?

- a) Yes b) No c) Maybe

17. Do you think mobile phone can use for academic purpose during class room?

- a) Yes b) No c) Maybe

18. How does the frequency and duration of mobile phone use at college campuses impact students' academic performance?

- They achieve low grade in exam who touch mobile all the times
- They achieve high grade in exam who touch mobile all the times
- They learn everything who use mobiles all the times
- They learn nothing who use mobiles all the times

19. What are the main purposes for which students use mobile phones?

- a) Game playing
b) You tube watching
c) Tiktok making
d) Photo clicking
e) Study material seeking

20. How do these purposes affect their behavioral patterns?

- a) Stays spellbound all the times b) Shows anger for tiny matters
c) Looks like lazy and lethargic d) No care of others

21. What are the positive and negative effects of mobile phone use on the social interactions and relationships of students?

- a) Friendship improvement b) Study improvement
c) Friendship declination d) Study declination

22. How does the use of mobile phones affect students' concentration and focus during lectures or study sessions?

- a) They become lazy and sleepy b) They cannot memorize and care
- c) They motivated to the new updates coming in mobile
- d) Classroom lectures are not so much worth-full

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- b) No

Questionnaire for Likert Scale

Tick the best answer.

Issues of Mobile Phone Use by Students	Likert Scale				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Watch Mobile Most of Times					
Found to be Isolated					
Ignore the College Rules					
Look Lazy and Lethargic					
Found to be Distracted from Study					
Rage Teachers					
Try Cheating in Examination					
Achieve Low Grade in Exam					

Do not Listen What the Teachers Tell					
Do not Sit Properly in the Class					
Do not Take Part in Discussion					
Seem to be Declined in Discipline					
Bunk the Class Any Time					
Seem to be Restless					
Seem to be Aggressive					
Leak Secrete Information					
Prefer Unwarranted Tussle					

