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Cellular Phones versus Study Habits: A Case Study for College Students

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Abstract: The immature knowledge of the students about what smartphones can offer them might lead them to an unknown world. The objective of this study is to examine the effects of cellular phones on the study habits of the Bachelor of Science in Information Technology (BSInfoTech) college students of Palompon Institute of Technology (PIT), Palompon, Leyte. The research methodology used in the study was descriptive correlation. 61 students were given access to an online questionnaire to conduct the research. The questionnaires gathered data on the students' general characteristics, gender, preferred mobile application for studying, phone usage habits, average amount of time spent studying, length of study sessions, and degree of study habit. The findings indicated a strong correlation between students' cell phone use and their study habits, which was indicative of good study habits. The findings showed that students frequently utilized their phones for communication, leisure, amusement, and academic purposes. The researcher hypothesized that a mobile phone would provide them with the information they required, and most students concurred that cellular phones would not interfere with their ability to study. Rather, smartphones are progressively evolving into an intriguing educational tool that helps students study more. When used, it guarantees that students can connect digitally, access course materials, and use online learning environments.

Keywords: Effects, Cellular Phone, Study Habits, Students

1. Introduction

We live in a time of progress in science and innovation. The most advanced and cutting-edge nations of the twenty-first century are ordinarily those that are exceeding expectations in businesses like biotechnology, gadgets, broadcast communications, data innovation, computers and supercomputers, and hardware.

The Philippines is attempting to keep up with the modernizing trend as best it can. Regarding the field of telecommunication, cell phones are an incredible scientific invention. The 1990s saw a boom in the mobile phone sector in the Philippines. Between 2014 and 2020, the Philippines has around 75.6 million mobile phone subscribers, according to Statista Research Department. In the Philippines, a

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consumer commodity that is essential for communication is the cell phone. Most of its users are linked to it through the internet.

Filipinos save money for communication even in a developing country like the Philippines, where food and drink account for the majority of household consumption expenses. Sales of communication devices are rising, especially those of PCs, tablets, and cell phones. Consumer behavior relating to mobile phone sales indicates that most people prefer using their phones for communication over alternative means.

The widespread use of cellular phones in contemporary society has had a significant impact on many facets of people's lives, including schooling. To shed light on how these gadgets affect learning practices and academic achievement, this study explores the relationship between college students at Palompon Institute of Technology (PIT) use of cellular phones and their study habits. Comprehending this dynamic is essential, as it might offer valuable perspectives for enhancing educational tactics in the era of digitalization.

The idea that technical tools, including cellular phones, have two roles in education is the foundation of the theoretical framework that underpins this investigation. On the one hand, they provide unmatched accessibility to knowledge and ease of use, which may improve educational opportunities. However, excessive or inappropriate usage of cellular phones can cause distractions, which can harm students' ability to focus and their study habits. The purpose of this study is to investigate how these opposing features appear concerning the academic pursuits of college students. The hypothesis suggests that there is a noteworthy correlation between college students' study habits and their cellular phone usage patterns, based on observations and available literature. It is anticipated that students who use their phones excessively or irresponsibly will have worse study habits, which could cause problems in the classroom. On the other hand, kids who control their cellphone use and follow structured study habits are probably going to perform better academically.

The effects of cellular phones on study habits and academic achievement have been the subject of earlier studies. It was emphasized by Joshi *et al.* [1] and Dontre [2] the detrimental impacts of cellphone use on the study habits of students, learning processes, and the possible distractions that these devices pose. On the other hand, studies conducted by Ameri *et al.* [3] and Chen *et al.* [4] have highlighted the benefits of utilizing cellphones in education and shown that they can be useful instruments for learning assignments. These divergent results pave the way for more investigation into the complex interaction between college students of PIT study habits and cellular phones.

The main objective of this study is to examine the effects of cellular phones on the study habits of college students at PIT, Palompon, Leyte, during the academic year 2020–2021. Specifically, it aims to identify the frequency of the use of cellphones while studying, the level of study habits of the respondents, and the significant relationship between cellphone usage and study habits. By examining the positive and negative aspects of Cell Phone Use (CPU) on academic functioning, this study sheds light on the complex interplay between technology and learning habits among college students at PIT. Through a comprehensive literature review and empirical investigation, the study seeks to provide valuable insights into the effects of smartphone use on the academic lives of young adults at PIT, offering a nuanced understanding of the challenges and opportunities presented by the integration of mobile devices in educational settings at PIT.

2. Methods and Material

The research on cellphone vs. study habits utilized a descriptive-correlation method of research, focusing on the sixty-one (61) third-year Bachelor of Science in Information Technology (BSInfoTech)

students at PIT in Palompon, Leyte, during the academic year 2020–2021. The study site was the PIT on Evangelista Street in Palompon, Leyte, specifically for BSInfotech students.

A descriptive survey research approach was employed to explore the impact of cellular phones on students' study habits. Primary data was collected through questionnaires, adapted from previous studies by Ullah *et al.* [5], with two sections: Part 1 gathered general information on the usage of cellular phones, and Part 2 assessed study habits using a Likert scale technique.

Data analysis involved the use of Microsoft Excel and SPSS for statistical analysis. Data collection was done through a structured questionnaire, with a Google Form used for uploading responses. The data-gathering procedure began in October, with meticulous planning for efficient online surveys using Google Forms. The collected data were analyzed using a five-point scale with a weighted mean and descriptive ratings to evaluate student study habits and mobile phone usage.

3. Results and Discussion

The data on students' use of various types of mobile phone applications is shown in Table 1. With a mean score of 4.34, the results showed that the majority of students waste their valuable time monitoring the clock. The usage of the internet, with a mean of 4.25, comes next. In this case, it is important to highlight that, even when you add up all of the other applications on the phone, as Table 1 illustrates, the use of the clock application alone exceeds all other uses. Every student acknowledged that they use the clock application more often when studying to limit their internet time and study habits.

Table 1. Analysis of Student's Cellular Phone Usage in the Different Types of Applications

Cell Apps Usage	Always	Often	Rarely	Never	No Response	Total	Mean	Interpretation
1. Internet	24	29	7	1	0	61	4.25	Always
2. Text messaging (SMS)	4	15	34	5	3	61	3.20	Rarely
3. Voice calls	6	21	24	6	4	61	3.31	Rarely
4. Multimedia Messaging (MMS)	12	18	19	9	3	61	3.44	Often
5. Camera	21	27	10	2	1	61	4.07	Often
6. Video Recording	10	24	21	3	3	61	3.57	Often
7. Calendar	23	19	16	1	2	61	3.98	Often
8. Calculator	16	29	14	1	1	61	3.95	Often
9. Clock	34	19	5	1	2	61	4.34	Always
10. Alarm	25	19	13	3	1	61	4.05	Often
11. Games	23	17	15	4	2	61	3.90	Often
12. Organizer	15	25	14	3	4	61	3.72	Rarely
13. Radio	0	10	17	31	3	61	2.56	Never
Audio Recording	4	24	20	9	4	61	3.25	Rarely
Over-All Weighted Mean							**3.69**	**Often**

As seen in Table 1, the students' aggregate weighted mean received an average of 3.69 and an interpretation of "Often." The outcome suggests that students routinely made use of the online resources that were made available to them to meet all of their needs and meet their learning goals. This result is in great agreement with the study of Matimbwa and Anney [6], which found that technology is expanding quickly in all spheres of contemporary society, including education.

Table 2. Analysis of Mean of Student's Study Habit

Statements	Excellent	Very Good	Good	Fair	Poor	Total	Mean	Interpretation
I find it easy to stick to a study schedule.	6	5	32	13	5	61	2.90	Good
When I decide to study, I can start and keep going.	5	11	32	10	3	61	3.08	Good
I spread out my study time, to avoid cramming.	2	8	32	15	4	61	2.82	Good
I have enough time in my week to study.	6	9	29	11	6	61	2.97	Good
I spend more time on difficult courses.	3	7	37	11	3	61	2.93	Good
My online time is under control: it doesn't interfere with other things.	4	5	36	12	4	61	2.89	Good
I can study subjects that I don't like.	2	10	32	15	2	61	2.92	Good
I like learning, not just the thought of a good job.	7	12	30	11	1	61	3.21	Good
I attend class.	24	19	15	2	1	61	4.03	Very Good
I concentrate well when studying.	5	13	31	12	0	61	3.18	Good
I listen attentively in class.	7	15	32	7	0	61	3.36	Good
I can focus my attention without too much effort.	1	9	30	16	5	61	2.75	Good
I work 50 minutes and then take a 10-minute break.	1	15	24	18	3	61	2.89	Good
I am confident in delivering class presentations.	3	5	29	16	8	61	2.66	Good
I am calm enough in an exam that I do my best.	7	12	27	14	1	61	3.16	Good
I set high standards for myself in school.	4	14	24	16	3	61	3.00	Good
I am up to date with assignments.	6	16	25	13	1	61	3.21	Good
I am satisfied with my grades.	9	19	27	5	1	61	3.49	Very Good
I download and read notes, or read texts before class	5	14	26	13	3	61	3.08	Good
I review notes shortly after class	4	15	24	18	0	61	3.08	Good
I make up and answer questions to test myself	3	10	30	15	3	61	2.92	Good
I refer to the course outline for the learning objectives	1	13	35	11	1	61	3.03	Good
I try to personally relate to the information I am learning	6	12	33	9	1	61	3.21	Good
I do review questions or practice problems	5	16	24	15	1	61	3.15	Good
I relate course content to the learning objectives	4	11	33	11	2	61	3.07	Good
When problem-solving, I can identify relevant details	1	9	36	12	3	61	2.89	Good
My notes contain both main ideas and details	.	11	30	11	2	60	2.89	Good
I use "people resources" available when needed.	3	9	38	9	2	61	3.03	Good
I use text, the internet, or library resources when needed	12	20	23	6	0	61	3.62	Very Good
I feel confident about my note-taking methods	7	10	31	9	4	61	3.11	Good
I attend review sessions when offered	6	11	34	9	1	61	3.20	Good
I know what to study for an exam.	6	12	33	8	2	61	3.20	Good
I feel confident in my study methods.	5	14	31	10	1	61	3.20	Good
I study in a group, or with a friend.	3	10	24	10	14	61	2.64	Good

I finish my exams in the allotted time.	6	14	26	12	3	61	3.13	Good
I answer the exam questions I know best, first	9	19	25	7	1	61	3.46	Very Good
I take enough time to understand what the problem asks.	6	13	34	7	1	61	3.26	Good
I predicted exam questions well	1	9	32	17	2	61	2.84	Good
I studied enough for the exam.	10	15	25	10	1	61	3.38	Good
Over-All Weighted Mean							**3.10**	**Good**

The degree of the student's study habits is shown in Table 2. The table shows that the students who attended class received the highest mean of 4.03 with an interpretation of "Very Good." Next, the students who used text, the internet, or library resources, when necessary, received a mean of 3.62 with an interpretation of "Very Good." Finally, the students who expressed satisfaction with their grades received a mean of 3.49 with an interpretation of "Very Good," and the students who answered the exam with the best knowledge they had received a mean of 3.46 with an interpretation of "Very Good." It is good to see that, as the table shows, some students have Very Good study habits, while the remaining pupils have good study habits. The pupils generally demonstrated good study habits (mean = 3.10).

The information gathered suggests that even though the respondents had designated time to visit, use, and explore the various applications on their phones, they did not disregard their education because, as demonstrated by their excellent study habits, they were still able to manage and complete their academic work. This aligns with the conversations with a few of the students. They claim that even though they were constantly using an app on their phone, they still made time for their education. In actuality, the majority of students completed all assignments and criteria for all of their academic areas, as well as passing their quizzes and exams. This result is in excellent agreement with earlier research. Amez and Baert [7] highlighted the beneficial effects of mobile phone use on study habits despite the difficulties presented by excessive cell phone use, and they brought to light the substantial impact that cell phone use has on college students' study habits and academic achievement.

Furthermore, Lin *et al.* [8] stated that mobile learning can improve students' academic performance by lowering nomophobia, the dread of being separated from one's phone, and creating an environment where students can concentrate on their studies and work together. Finally, Winskel *et al.* [9] promoted that smartphone use in moderation can help students study and succeed academically.

Table 3. Significant Relationship between Cellular Phone Usage and Students' Study Habit

		r value	P Value*	Decision
Cellphone Usage	Student Study Habits	0.3793	.002573	significant at p<.05

**Correlational at the level of 0.05*

The association coefficients between students' use of cellular phones and their study habits are displayed in Table 3.

The correlation coefficient values between students' use of cellular phones and their study habits can be taken as one observation from the table. The study habits of students are favorably connected with their use of cell phones, according to the results that were given. In general, absolute r-values that were less than or equal to 0.05 were regarded as statistically significant in the correlation analysis that was provided.

Additionally, there is a strong positive association [r (0.3793) =.002573, p <.05] between students' study habits and their use of cellular phones. The data indicate a positive correlation between students' study habits and their use of cellular phones. The researcher concluded that the hypothesis, according to which "student cellphone usage and study habit" are significantly correlated, was accepted in light of this finding. This suggests that using a phone frequently and investigating the many web applications resulted in improved study habits. The results of the studies of Amez and Baert [6], Lin *et al.* [7], and Asad *et al.* [10] are likewise consistent with these findings.

Furthermore, given that the majority of students utilize their phones for academic purposes, the data indicates that a cell phone is a crucial study aid. These results are consistent with the study, which found that learners find mobile technology to be highly appealing and useful during the learning process. Many applications are available for mobile phones that can be helpful in the teaching and learning process. These include general software like Word, Excel, and PowerPoint [11], as well as specialized apps like software for learning languages and solving mathematical puzzles [12]. Mobile learning's primary characteristic sets it apart from other learning technologies: mobility. Even with the aforementioned advantages, mobile learning will never be able to completely replace traditional education, but, when applied properly, it can enhance the value of current learning methods [13].

Finally, according to Enayati *et al.* [14], sending text messages and mobile versions of course materials to students can improve their learning. Additionally, the results are consistent with studies showing a positive relationship between smartphone use and academic achievement [15-18].

4. Conclusion and Recommendations

In conclusion, the study has shed light on the increasing significance of cellular phones as essential study tools in the academic landscape. The data underscores the evolving role of cellular phones as versatile information access devices, offering both benefits and challenges to students during their study routines. The positive impact of cellular phones on communication and study habits among students highlights their potential as valuable educational aids.

To determine the wider effects of smartphone use on student learning results, future research directions should investigate the generalizability of these findings across diverse educational environments, such as the University of Zimbabwe. Deeper research into how students use cellular phones for education is made possible by the study's large sample size and reliable findings.

While acknowledging the profitability of using cellphones for educational tasks, it is crucial to emphasize the importance of maintaining a balanced approach. Students should not solely rely on cellphones for academic or leisure pursuits, recognizing that overdependence can lead to distractions. Therefore, cultivating mindful usage habits and a positive attitude towards cellphone use is essential to harnessing their full potential as study aids.

In essence, while cellphones undeniably offer practical benefits for students, it is imperative to strike a balance between their utility and the potential distractions they pose. By understanding and managing their usage effectively, students can optimize the educational benefits of cellular phones while minimizing their disruptive influence on academic pursuits.

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