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THE IMPACT OF MOBILE PHONE USAGE ON ACADEMIC PERFORMANCE AMONG SOME SELECTED SECONDARY SCHOOL STUDENTS IN BANAADIR REGION, MOGADISHU-SOMALIA

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ABSTRACT

As mobile phone s capable of contributing to st t rapid increase in cell phones ha se of Students. Therefore, the aims of the current study are to determine the influence of the mobile phone usage on academic performance among students of some secondary schools, Somalia. This study employed survey design in investigating the influence of mobile phone usage on academic performance among secondary school student in Mogadishu, Somalia. The sample for the study was 104 respondents selected from the total population of 140 respondents. Results depicts that Internet, Spending time on mobile phone and Playing game have the significant positive effect on students' academic performance. Cell phones are undeniably convenient, helpful tools for study and can be a hurtful source of distraction depending on the attitude and use pattern of a student. The author, however, suggests that the mobile phone designers must take into account how young people use cell phones for educational purposes.

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Keywords: Mobile phone usage, academic performance, and secondary school students

1.0 INTRODUCTION

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Globalization has changed our lives and one in all the ways within which it's changing our lives, every day, is how we communicate; because of advancements in Information and Communication Technologies (ICT). One in every of the ICT's which is seeing rapid advancement is movable. Transportable is popular since the late 1990s (Meek, 2006) and today, with 7 billion mobile connections worldwide and unique mobile subscriptions of over 3.5 billion (Twum, 2011), they are quite common with tykes and are common place in our instructional institutions. These phones are not any more just spoken communication tools. Functions like short message service (SMS) or texting became global phenomenon. Not many folks keep wallet photos of loved ones. Now we save photos in our mobile phones, and examine them on barely of the screen.

Now-a-days, Cell phones goes to be a necessary a part of our standard of living furthermore as university life and culture. Even a unexpected observation of today's university students will reveal cell phones getting used, both overtly and covertly, in every possible campus setting, including the cla students frequently use th As telephone tec able of contributing to st e, modern "smartphones" p identical education-enhancing capabilities as an Internet-connected computer, like online information retrieval, file sharing, and interacting with professors and fellow students (Bull and McCormick, 2012; Tao and Yeh, 2013).

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Conversely, recent research suggests that a lot of university students perceive the cellular phone primarily as a leisure device, and most typically use cell phones for social networking, surfing the net, watching videos, and playing games (Lepp, et al., 2013; Lepp, et al., 2015). If typically utilized for leisure instead of education, then cell phones may disrupt learning within academic settings (Levine, et al., 2007). Thus, the potential relationship between telephone use and academic performance isn't clear.

In support of the "cell phone as disrupter" hypothesis, a recent study by Lepp, et al., (2013) found that cellular phone use was negatively related to an objective measure of cardiorespiratory fitness in an exceedingly sample of typical U.S. university students. However, modern cell

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phones enable users to access a spread of electronic media at almost any time and anywhere. Popular activities like playing video games, surfing the web, and monitoring social media sites are now all easily accomplished with most cell phones. Although the mobile phone is probably going to air hand while university students are at school and studying, research investigating its relationship to academic performance is proscribed. Intensive telephone use was associated with school failure furthermore as other negative behaviors like smoking and excessive alcohol use. Thus, it is necessary to link each of these activities, independent of cell phone use, to academic performance. Both theoretical perspectives and previous empirical studies suggest that the recent rapid increase in cell phones has influenced multiple aspects of our daily lives, particularly those of Students. Thus, the aim of the current study is to determine the influence of the mobile phone usage on academic performance among male and female students in Banadir region Mogadishu Somalia.

2.0 LITERATURE REVIEW

Although the tele n school and studying, researc cribed. In an early study of the ure of self-reported monthly isive cellular phone users during a large sample of Spanish high school students. Within the study, intensive telephone use was associated with school failure in addition as other negative behaviors like smoking and excessive alcohol use. More modern studies operationalize cellular phone use as calling and texting while utilizing a spread of measures for educational performance. For instance, Jacobsen and Forste (2011) identified a negative relationship between calling, texting, and self-reported grade average (GPA) among university students within the u. s.. Similarly, Hong, et al., (2012) found that calling and texting were positively correlated with a self-reported measure of educational difficulty among a sample of female, Taiwanese university students. While these studies provide a start line for understanding the link between mobile phone use and academic performance, they neither use objective measures of educational performance nor do they take under consideration the cell phone's expanding capabilities beyond calling and texting. Modern cell phones enable users to access a range of electronic media at almost any time and anywhere. Popular

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activities like playing video games, surfing the web, and monitoring social media sites are now all easily accomplished with most cell phones. Researchers have linked each of those activities, independent of mobile phone use, to academic performance. As an example, heavy computer game playing has been related to lower GPAs (Jackson, et al., 2011; Jackson, et al., 2011). Also, low levels of Internet use are related to improved academic performance (Chen and Peng, 2008). Chen and Tzeng (2010) found that among heavy Internet users information seeking was related to better academic performance, while computer game playing was related to lower levels of educational performance. Several recent studies have identified a negative relationship between social networking site use (e.g., Facebook, MySpace, and Twitter) and academic performance (e.g., Rosen, et al., 2013; Stollak, et al., 2011). Specifically, Kirschner and Karpinski (2010) demonstrated that Facebook users have a lower self-reported GPA and spend fewer hours per week studying than nonusers. Likewise, Junco (2012a, 2012b) found a robust, negative relationship between time spent on Facebook and actual cumulative GPA. These negative relationships are f , Europe, and Asia (e.g., Chen g has emerged as a possible exp use (including cellul 2011; Junco and Cotton, 2011; 20 en et al., 2013; Wood, et al., 2012). Indeed, several studies reveal that students frequently report employing a sort of electronic media including cell phones while at school, studying, and doing homework (Jacobsen and Forste, 2011; Junco and Cotton, 2012; Sánchez-Martínez and Otero, 2009; Tindell and Bohlander, 2012). Several recent studies, employing a sort of methods, identify a negative relationship between multitasking and academic performance. First, Wood et al. (2012) measured the influence of multitasking with an array of electronic media on students' ability to be told from typical, university classroom lectures. Emailing, MSN messaging, and Facebook use via computer were all investigated as was mobile phone texting. Results showed that multitasking with any of the technologies was related to lower scores on follow-up tests compared with students who failed to multitask. Second, Junco and Cotton (2012) used a hierarchical regression to see the ability of multitasking to predict actual cumulative college GPA. Results showed that Facebook-multitasking and texting-multitasking were significantly and negatively associated with college GPA after controlling for sex, actual high school GPA,

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time preparing for sophistication, and a student's Internet skills. Finally, Rosen et al. (2013) observed the study behaviors similarly as study settings of a sample of Gymnasium, high school, and university students. Participants were observed for 15 min with on task and off-task behavior recorded every minute. Results showed that participants typically became distracted by media like Facebook and texting after but 6 min of studying. Furthermore, measurements of daily Facebook use and daily texting behavior predicted off-task behavior during study periods yet as self-reported GPA.

In review, emerging research suggests that texting, Internet use, email, and socialnetworking sites such as Facebook can potentially increase multitasking and task-switching during academic activities and decrease academic performance. Notably, all of these previously investigated activities can now be accomplished with a single, Internet-connected cell phone. Therefore, measurements of cell phone use should not be limited to only texting and calling but should take this wide array of activities into account. Furthermore, and in consideration of the ubiquity of the cell phone, the re[illegible]nd academic performance war

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3. 0 Objectives o

The study intend

1) Determine the effect of mobile phone connect internet on academic performance at school students in Mogadishu.

2) Find out the influence of amount of time which students spent using mobile phone on academic performance at school students in Mogadishu.

3) Determine the influence of online gaming using mobile phone on academic performance at secondary school students in Mogadishu.

3.1 Research Questions

This study will be guided by the following questions:

1) What are the effects of mobile phone connect internet on academic performance at secondary school students in Mogadishu?

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2) What is the influence of amount of time which students spent using mobile phone on academic performance at secondary school students in Mogadishu?
3) What is influence of online gaming using mobile phone on academic performance at secondary school students in Mogadishu?

3.2. Research Hypotheses

The following hypotheses are formulated to be tested statistically at: 0.05, level of significance:

1) There is no significant difference on the negative effects of mobile phone usage on academic performance at secondary school students in Mogadishu.
2) There is no significant difference on influence of amount of time students spent using mobile phone on academic performance at secondary school students in Mogadishu.
3) There is no significant difference on the influence of online gaming using mobile phone on acade

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4.0 METHODO

This stud ile phone usage on academic performance among secondary school student in Mogadishu, Somalia. The data was collected using questionnaires. The sample for the study was 104 respondents selected from the total population of 140 respondents. The survey was administered among 104 students which include 69 male students and 35 female students. The nonprobability sampling (Convenience sampling) technique has been used to select the respondents from different schools in Mogadishu Somalia.

5.0. Result and Discussion

The purpose of this study is to discover the relationship between all predicted variables and the dependent variable.

The following Table 1 illustrates the frequency distribution of the demographic characteristics of the respondents. Among the 104 respondents, there are 65% were male and (35%) were Female. The results of multiple regression analysis are shown in Table 2. This table shows that the value of R square is 0.61 which means 61% of the variation in

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results of students' academic performance can be expressed by the independent variables considered in this study. From the results presented in Table 2, it can be seen that, all variables are statistically significant at 5% level of significance. The P-value is 0.00 which is less than common significance of 0.05. This indicates that the regression model as a whole is statistically significant. It may be conclude that using mobile phone have the positive effect on students' academic performance.

Table1. Demographic characteristics of the respondents

Gender	Frequency	Percent
Male	69	65.
Female	35	35.0
Total		

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Multiple regression table 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.781[a]	.610	.606	2.00888	.610	161.148	1	103	.000
2	.849[c]	.721	.716	1.70650	.111	40.736	1	102	.000
3	.885[d]	.784	.777	1.51028	.063	29.226	1	101	.000

a. Predictors: spend time on mobile, Game, internet

b. Dependent Variable: students' academic performance

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Discussion

The finding of this study, revealed that portable usage significantly influence academic performance among male and feminine school students. This finding is in line with the first findings of Wang, Wu and Wang (2009), examined the link between Facebook practice and academic performance of scholars. Their result was analyzed in terms of descriptive statistics followed by inferential statistics. The results indicated that there's no significant relation between usage time and frequency of login Facebook with student GPA. whether or not there's no significant relation between their personal Laptop, Office Computers and Library Computers wont to visit Facebook and academic performance of scholars, there's negative, moderate and significant relation between using itinerant to go to Facebook and students' academic performance. Jackson etal (2014) opined that mobile phones' usage is negatively impacting studen
using movable m
their portable an
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using mobile alm
having low GPA. He also found that one amongst the foremost useful features of portable is text messaging employed by 67% students (female 37% and male 30%). Almost 81% students (female 46%, male 35%) are using standard text messages as compared to multimedia messages or other. 43% students (31% female and 13% male) say that they put their movable on silent mode while attending class. 35% students (20% female and 15% male) say that they occasionally receive or send text messages while the category was in session. 55% students (35% female and 20% male) agree on policy that mobile should be kept by students but they must set it in vibration mode. 61% students (40% female, 21% male) say that they are doing not use night packages on their movable. 42% students (23% female, 19% male) say that they use day packages on their itinerant. 67% students (39% female, 27% male) say that they spent 10% of their hard cash on mobile phones. 56% students (32% female, 24% male) say that they often use their itinerant while doing their assignments. The finding of this study also revealed that, age difference wasn't a major think about mobile usage on academic performance among

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senior lyceum students. This finding accept as true with the first findings of Jackson, Zhao, Kolenic, Fitzgerald, Harold, and Voneye (2008), examined race and gender differences within the intensity and nature of IT use and whether IT use predicted academic performance. A sample of 515 children (172 African Americans and 343 Caucasian Americans), average age 12 years old, European Scientific Journal January 2016 edition vol.

Their findings indicated race and gender differences within the intensity of IT use; African American males were the smallest amount intense users of computers and therefore the Internet, and African American females were the foremost intense users of the web. Males, irrespective of race, were the foremost intense videogame players, and females, irrespective of race, were the foremost intense mobile phone users.IT use predicted children's academic performance. Length of your time using computers and also the Internet was a positive predictor of educational performance; whereas amount of your time spent playing videogames was a negative predictor.

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This finding was [illegible]ld, Harold, and Voneye (2008), e[illegible]ature of IT use and whether IT u[illegible]

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This is in line with the findings of Lin (2004), Ling and Ytti(2002) they found that today's college students are less prepared for college-level work than their predecessors. Once they get to varsity, they have a tendency to spend fewer hours studying while spending more hours working, some even full time (Smart, Kelley& Conant, 1999). In their study, they examined the effect of both time spent studying and time spent engaged on academic performance. Franzini (2015) and McGuigan (2005) they further evaluated the interaction of motivation and skill with study time and its effect on academic performance. The results suggested that non-ability variables like motivation and study time significantly interact with ability to influence academic performance.

Conclusion

The finding of this study, it was concluded that, mobile phone usage significantly influence academic performance among male and female students, age difference was not a significant factor in mobile phone usage on academic performance among school students, gender was also

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not a significant factor in mobile phone usage on academic performance among students, and also using mobile phone have the positive effect on students' academic performance.

Recommendation

Based on the finding of this study, the following recommendations were made;-

Parents, teachers, school administrators and students should be informed on the influence of mobile phone usage on academic performance among secondary school students.

Parents should also aware that the students using mobile phones for long period and forbidden mobile phones when they reading lessons and working exercises.

School principals should forbidden mobile phones in schools or minimize using mobile phones in schools.

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