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**FACULTY OF ALLIED HEALTH SCIENCE**

**DEPARTMENT OF NURSING**

**DIPLOMA PROGRAMMES**



**TOPIC: IMPACT OF MOBILE PHONE IN THE ACADEMIC PERFORMACE OF  
STUDENTS AT HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE**

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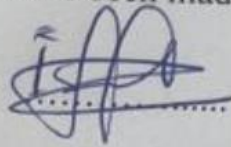
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## DECLARATION

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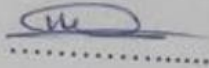


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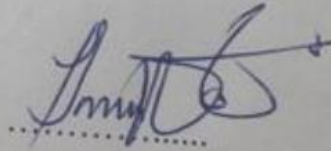


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## **ABSTRACT**

An abstract summarizes, usually in one paragraph (120 – 500 words), the major aspects of the entire paper in a prescribed sequence that includes:

1. the overall purpose of the study and the research problem(s) you investigated;
2. the basic design of the study;
3. sampling technique;
4. data collection tool;
5. major findings or trends found as a result of the analysis; and,
6. a brief summary of the interpretations and conclusions.

### **The abstract SHOULD NOT contain:**

1. lengthy background information;
2. elliptical or incomplete sentences;
3. abbreviations, jargon, or terms that may be confusing to the reader;
4. any sort of image, illustration, figure, or table, or references to them.

## **ABBREVIATIONS**

ICT- Information and Communication Technologies

cGPA- cumulative Grade Point Average

GPA- Grade Point Average

U.S-University Student

MMS-Multimedia Message service

ICMPA- International Center for Media & the Public Agenda

SMSs-Short Message Service

GPRS-General Pocket Radio Service

WAP-Wireless Application Protocol

WIFI-Wireless Fidelity

OCD- Obsessive-Compulsive Disorder

WAEC- West African Examination Council

SNSs- Social Networking Sites

RGN- Registered General Nursing

RM- Registered Midwifery

NAP/NAC- Nursing Assistant Physician /Nursing Assistant Clinician

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Background of the study**

Globalization has changed our lives. One of the ways in which globalization is changing lives every day is how we communicate; thanks to advancements in Information and Communication Technologies (ICT) (Rabiu, Mohammed, Umaru, & Ahmed, 2016). Cell phones has become an integral part of our daily lives (Hossain, 2019).

Early time in 80s mobile phones were invented into the world. The first generation of the mobile phone was used for communication. At that time people used mobile phone only 30 minutes for communication due to poor performance of the battery. After few years' researcher came up with handy mobile phone. In 80s and 90s mobile phone became popular in the market. The first cell phone was launched in 1995 in India (Ayer & Thakur, 2019).

Today mobile phone is becoming a necessity tool from small kids to old man for different purpose. It is becoming crucial tool in our daily life. At old age it was totally different in shape and size. Gradually it has improved in different shape and size. Early age, the mobile phone was limited in people hands due to expensiveness of the technology. The mobile phone came in India 1995 with different shape and size. The smart phone or mobile phone and tablets are rapidly increasing in the global market to communications in the community with their friends, relatives and for entertainment purpose. It is becoming the best tool for information sharing in the global perspectives. According to 2014 baseline survey by the few Research Center sows that, 58% of young people in the United States are engaged with mobile phone or smart phone to communicate to make social relationship. The study showed that, the mobile phone revolution penetrating to

every sector in the world i.e. hospitality, health care, education and corporation etc (Ayer & Thakur, 2019).

In modern classrooms, instructors face many challenges as they compete for students' attention among a variety of communication stimuli. Rapid growth of mobile computing, including smart phones and tablets presents a double-edged problem, along with unimaginable access to information come with unforeseen distractions.

In the past when fixed telephones were the norm in schools, there were minimum distractions and disruptions but presently with the invasion of mobile phone and the eagerness of parents to maintain contact with their wards, the device is becoming part of the classroom. Thus, the mobile phone has the power to undermine the schools' authority and weaken their control over students as well as affects their level of academic performances (Rabiu, et al., 2016).

Hossain, (2019) suggests that university students frequently use the cell phone during classes time despite rules against it. Cell phone technology continues its rapid development. The device appears capable of contributing to student learning and improved academic performance. Modern "smartphones" provide students with immediate, portable access to education, such as online information retrieval, file sharing, and interacting with professors and fellow students (Bull & McCormick, 2017). Conversely, recent research suggests that many university students perceive the cell phone primarily as a leisure device, and most commonly use cell phones for social networking, surfing the Internet, watching videos, and playing games (Lepp, Barkley, & Karpinski, 2015). It typically utilized for leisure rather than education, then cell phones may disrupt learning within academic settings (Levine, Waite, & Bowman, 2018). The potential relationship between cell phone use and academic performance is not clear.

In support of the “cell phone as disrupter. A recent study by Lepp, et al., (2015) founded that cell phone use was negatively associated with an objective measure of cardiorespiratory fitness in a sample of typical U.S. university students. However, modern cell phones enable users to access a variety of electronic media at almost any time and any place. Popular activities such as playing video games, surfing the Internet, and monitoring social media sites are now all easily accomplished with most cell phones. Intensive cell phone use was related to school failure as well as other negative behaviors such as smoking and excessive alcohol use. 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 phone has influenced multiple aspects of our daily lives, particularly those of Students.

### **1.1 Problem Statement**

Despite the numerous positive contributions and conveniences associated with the use of mobile phones. It is very likely that these may compromise other important facets of young adults’ lives. Researchers argue that from a social point the status of mobile phone may change from one which supports social exchanges to that which clearly interferes with them. Researchers have discovered that the use of mobile phone in schools is problematic (Hossain, 2019).

Mobile phone is “at cross purpose with the mission of the school”. While in school students are supposed to take on their prescribed roles as students with full concentration on their studies, they will rather be using the phone to do things outside the school activities. However, the mobile phone, gives room to blending students’ roles with other roles thus distracting and disrupting the students’ academic work (Rabiu, et al., 2016).

The consistence mobile phone usage is disturbance in the study of school, college, university students. Students who use mobile phones all the time excessively, their grade point average (GPA) and cumulative GPA (cGPA) will be low. Uncontrolled and uninterrupted usage of mobile phones for a long time affects the physical and mental health of students, it can cause eye problem, spinal cord problem, sedentary lifestyle problem, concentration problem, mental stress, social relation problem, etc. (Beland & Murphy, 2016).

Mobile phone has become the significant tool for the teaching-learning process for students worldwide. Students may demand and bring very expensive mobile phones in school, college, which lead to financial burden for their parents.

Little is known regarding the social effects of the use of mobile phone usage on students in Africa. This study therefore seeks to help know the impact of mobile phone usage on academic performance of students at Holy Family Nursing and Midwifery Training College, Berekum.

## **1.2 General Objective**

To assess the impact of mobile phone usage on academic performance of students at Holy Family Nursing and Midwifery Training College, Berekum.

## **1.3 Specific Objectives**

1. To find out the amount of time students spend on their mobile phones at Holy Family Nursing and Midwifery Training College, Berekum.
2. To ascertain the effect of mobile phone use on academic performance at Holy Family Nursing and Midwifery Training College, Berekum.

3. To determine mobile phone application usage while studying at Holy Family Nursing and Midwifery Training College, Berekum.

#### **1.4 Operational Definition of Terms**

**Impact: The effect of something on another thing.**

**Mobile:** Anything that can be carried from one place to another.

**Phone:** Electronic equipment that converts sound into electrical signals that can be transmitted over distances and then converts received signals back into sounds.

**Academic performance:** The academic performance is related with the students' grades that is, Grade Point Average (GPA). It works as a fundamental measurement technique of the students' performance regarding their study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter contains review of relevant literature related to the research topic. A well-structured literature review begins with broad or general information, then narrows the focus to those studies most closely related to the research problem. The literature review is in two parts: Theoretical review which involves a survey of theory underlying the research problem and Empirical review which involves the survey of actual but relevant work done in the problem area under investigation.

#### **2.1 Meaning and Concept of Mobile Phones**

A mobile phone is an electronic device used for two-way radio telecommunication over a cellular network of base stations known as cell sites (Vijayakumaran & Vinod, 2016). It does so by connecting to a cellular network provided by a mobile phone operator, allowing access to the public telephone network. In addition, modern phones also support wide range variety of other services such as text messaging, Multimedia Message Service(MMS), e-mail, internet access, short range wireless communications (Infrared, Bluetooth), business applications, gaming and photography (Pew Research Center, 2017).

The mobile phone was originally made for adults for business use, but now used in academia to improve performance of students. This is extremely similar to the fixed telephone in the early 20th century, where telephone engineers explained that the telephone was made for the business world and not for social conversation. The growth of mobile phone technology is demonstrated by the fact that in 2002 the number of mobile phone users worldwide, surpassed those of fixed-phone users (Srivastava, 2018).

### **2.1.1 Uses of Mobile Phone**

The usefulness of cell phones is numerous includes keeping contact with friends, members of the family, conducting business and researches and allowing students to get access to varieties of books and attend online tutorials and others. Many people possess more than one mobile phone for different purposes, it could be for business purpose or personal purpose. A number of people are also taking the advantage of multiple subscriber identity module (SIM) cards for benefit of different calling plans since it might provide cheaper local calls, long-distance calls, international calls, or roaming (Frimpong, et al., 2016). The advantage of mobile phones is taken in many countries to provide mobile banking services, such as ability to transfer cash payments through text message (SMS). This service also allows customers to keep cash balances records on the SIM cards, deposits or withdraws cash. Some countries also use mobile phone banking for loan disbursement and repayment (Microfinance.com, 2016). A couple of cell phone can operate mobile payments through direct mobile billing schemes. This requires the co-operation of manufacturers, network operators and retail merchants to enable contactless payments (Poulter, 2016).

### **2.1.2 Mobile Phone Technologies Available for Mobile Learning**

The benefits of mobile phones integration into student learning on campus are useful with the mobile phone capabilities that are easily supporting learning. Text messaging (SMSs): Short Message Services allow users to send/receive messages of up to 160 characters between mobile phones. MMSs: Multimedia Messaging Services serves the same purpose as SMSs, but it allows the inclusion of graphics. GPRS (General Packet Radio Service): This mobile data service is available to users of specific phone types; it can be used for WAP service, SMS, MMS, email, and access to the World-Wide Web. Wireless access points WAPs: There are two types of

wireless standards: Wireless Fidelity: (Wi-Fi) and WAP (Wireless Application Protocol). They are primarily for internet access on mobile phones (Etoekleous & Ktoridou, 2017).

## **2.2 Time Students Spend on their Mobile Phones**

Mobile phone is an anytime and anywhere tool, boosting the tendency to do things discreetly as well as openly. This has made most of students in higher learning institutions (Holy Family Nursing and midwifery training college -Berekum) to use a lot of time in browsing to find either academic or social information's in their smart phones (Kibona & Rugina, 2015). It is estimated that 95 per cent of young people use web based enabled mobile phones in Japanese societies with voice calling being the commonly used and brings about 80 per cent revenue. This growth is not limited to Japan, but has been observed in African countries (Mwilima & Hangula, 2017).

A study conducted by the International Center for Media & the Public Agenda (ICMPA) asked two hundred students at the University of Maryland, College Park to abstain from using all media for twenty- four hours. The students were then asked to post on private class websites about their experiences to report their successes and admit to any failures. The students wrote over 110,000 words, an indication of the severe addiction to mobile phone usage. (ICMPA, 2018). In a study titled "Smartphones: Fulfilling the Need for Immediacy in Everyday Life, but at What Cost?" it was stressed that smartphones fulfill the demand for immediate access to the worlds. They conducted focus groups of college students to explore their perceptions and attitudes regarding uses and abuses of Smartphone technology. Overall, respondents believe more negatives than positives exist and the positiveness of "being in the loop" keeps them "attached" to their devices (Lundquist, Lefebvre, & Garramone, 2017).

Psychiatrist considered mobile phone addiction to be an obsessive-compulsive disorder (OCD). Mobile phone addiction can totally isolate its victims, ruin them economically and even

turn them into criminals. Mobile addicts can easily run up the phone bills, and, like drug addicts, can turn adolescents to crime to pay their bills (Nishad & Rana, 2016).

Mobile phone usage pattern and ringxiety (the anxiety resulting from ringing and vibrating) there was a study conducted at Kasturba medical college Mangalore, South India Which was concluded that about 34.5% students experienced ringxiety and they used their phones at restricted places like classrooms (99%) and libraries (60%). The students of Holy family Nursing and Midwifery Training College- Berekum, complained of the usage of mobile phones negatively affecting their study. The use of mobile phones among medical students appeared to be a problem (Aman, et al., 2015).

A study showed that students who have smart phones were more likely to both access social media tools and spend time engaging with others. From an educational perspective, this means there may very well be a “digital device” between those who are making connections with others, and those who might be left behind. Similarly, Tutors may have to be careful of assigning projects involving the use of the internet to students as some may have an advantage in completing the work than others (Stollak, Vandenberg, Burkland, & Weiss, 2016).

As it is demonstrated by survey done by Economides and Grousopoulou (2018), gender differences exist. Females appear to make more phone calls than male. They take more photos and record more videos than their male peers.

In addition, they spend more hours in listen to audios than men and they tend to send and receive more messages from friends. On the other hand, males tend to use more of the computers and Internet, but they do not access the Internet via their mobile devices (Economides & Grousopoulou, 2016).

Furthermore, both groups find reasons in order to reduce the usage of their mobiles, but males mentioned more reasons than the females. They believe that time and addiction are reasons of decreasing the use of the devices (Selwyn, 2017). A quantitative study concluded that graduate students combine their social lives with their academic lives influenced by the use of smartphones (Jubien, 2018). This finding can be understood as a statement that students can have a classroom at home or wherever making use of communication and educational applications offered by smartphones. In addition, Jubien (2018) mentions another finding about how smartphones influencing and changing educational practices. For example, changes in the way to gather information, to receive instructions from teachers, to do homework, to collaborate with classmates, among others.

A study found that students using a smartphone application enjoyed and performed very well in a course, so they exceeded their performance of a comparison group (traditional course) with statistically significant differences (Sykes, 2019). Nevertheless, one of the most important concerns associated with mobile phone use is that it may become uncontrolled or excessive, which has an impact upon daily living. Among the most common negative outcomes resulting from overuse of the mobile phone, one could cite financial problems or sleep disturbance (Thoméé, Harenstam, & Hagberg, 2016).

Nowadays, excessive use of the mobile phone is often considered a behavioral addiction such as pathological gambling, compulsive shopping or video-game addictions (Chóliz, 2016).

### **2.3 Mobile Phone Use on Learning Activities**

Apart from the negative effect through the usage of these phones by the students, it also has some other effects; which maybe psychological. The addictive nature of cell phones has concerned psychologists for years. Recently, psychologists have warned that phone users are especially at risk of becoming addicted to their devices.

In a recent study by Wargo, the subjects checked their phones 34 times a day. People may check their phones out of habit or compulsion. Some people can experience withdrawal symptoms typically associated with substance abuse, such as anxiety, insomnia, and depression, when they are without their phones and all these are embedded to the course of academic relapse of students who fall into this category. Surprisingly, these addictions course damage on the students of Holy Family Nursing and Midwifery Training College- Berekum without them noticing it and some of them find it hard to believe that they are addicted to their phones. Thus, giving more credence to the amount of time meted out to these phones than academics (Wargo & Wargo, 2017). Chóliz, (2016) pointed out that excessive use of and dependency on the cell phone may be considered an addictive disorder. In order to address some of the issues attached to cell phones researchers chose different area of interest to find information

Mobile phones easily promote collaborative and different types of learning through their wireless connection to the internet. Their adoption in learning processes by the higher institution management as student - learning and communication device tools is useful. In the classroom mobile phones motivate students to be more engaged to the lesson promoting learner-centered participation. This indicates the dynamic support that the mobile phone has brought to students'' learning practice. According to Barker, Krull, and Mallinson (2016), the impacts of mobile

phone technologies on learning are portability, collaboration and motivation enhancing students, parents and teachers' education system.

The mobile phone portability enables student to learn anywhere, obtaining or retrieving course information through their mobile phones as they are carried from class to class. Their portability can improve a wide variety of learning settings, namely a field trip, the classroom, or outside the campus (Frimpong et al., 2016). Collaboration Social networks such as Facebook and Twitter accessed on student's mobile phones allow them to form groups to distribute knowledge, and share information with ease, and this could result in a more successful collaborative learning.

A study point out that even though cell phones are popular their use in the learning environment has been met with some resistance from students and educators mainly based on the fact that they are "a source of irritation, delinquency and even crime" (Katz & James, 2018). The West African Examination Council WAEC Chief Examiner Report, 2017 has shown the data from the Taraba State that most of the students fail English Language and Mathematics. This may be partly attributed to high usage of Mobile Phone telecommunication gadgets and student spend more time in mobile phone usage instead of concentrating their classroom work. The free night calls, chatting, instant messaging, social networking and exam malpractices etc are greatly influencing the student's academic performance.

A research article titled "Social Network Academic and Social Impact on College Students'" and found that there is a correlation between the student's GPAs and their frequent usage of social networks like twitter, face book. They discovered that any of their respondents do not use social sites to look for academic related information; however, many of them support the idea of having online learning. They also found that the students tend to use social networks like

Face book and Twitter in social purposes rather than the academic ones (Tayseer, Zoghieb, Alcheihk, & Awadallah, 2018).

Students who have smartphones on campus were more likely to both access social networks and spend time in chatting with others. From an educational point of view, student can enhance their academic performance level by watching online resources, professors may have to be careful of assigning project works involving social media to students as some may have an advantage in completing the work than others (Sumathi, Lakshmi, & Kundhavi, 2018).

Modern cell phones enable users to access a variety of electronic media at a time and anywhere. Popular activities such as playing video games, surfing the Internet, and monitoring social media sites are now all easily accomplished with most cell phones. Researchers have linked each of these activities, independent of cell phone use, to academic performance. For example, heavy video game playing has been associated with lower GPAs (Jackson, Von Eye, Fitzgerald, Witt, & Zhao, 2016). Low levels of Internet use have been associated with improved academic performance (Chen & Peng, 2017). Heavy Internet user's information seeking was associated with better academic performance, while video game playing was associated with lower levels of academic performance (Chen & Tzeng, 2016). Several recent studies have identified a negative relationship between social networking site use ( Facebook, Myspace, WhatsApp, Twitter) and academic performance (Rosen, Carrier, & Cheever, 2018). Facebook users have a lower self-reported GPA and spend fewer hours per week studying than those who don't use Facebook (Kirschner & Karpinski, 2018).

In the study conducted by Aman et al., (2015), it was observed that students spend more time on Social Networking Sites (SNSs) for other purposes apart from educational use, thus affecting their academic performance. In another study Yeboah and Ewur, (2016) shows that

students like to use internet for their own reasons and this affects their academic performance. However, there are general benefits associated with users of SNSs. Kirschner and Karpinski, (2018) explained that SNSs are sources of communication among students and lecturers in their respective faculties. Furthermore, a study resolved that users of SNSs who are students have no effect whatsoever with their academic performance (Boyd & Ellison, 2019).

The increase in most of the unacceptable, immoral, and social behaviors by students in secondary schools today, which include truancy, massive failures, exam malpractices, improper dress codes, indiscriminate sexual relationships with opposite as well as same sex and most violent behaviors, can mainly be attributed to the influence of the mobile phone (Rabiu, et al., 2016).

Cell phones as communication devices serve a very potent and imperative role in the academic settings. Mwilima and Hangula, (2017) carried out a study on the effects of SMS on distance student's performance at the University of Pretoria, South Africa. The findings of this survey show that distance students who had academic rapport with their lecturers via SMS performed much better than those that did not use this platform. The finding of this study is significant in that it shows that cell phone use can aid the learning processes by simplifying the communication between students and their lecturers.

Mobile phones have a double effect on students which consist of the good and the bad. A great number of students tend to fall victims of their own privilege as they end up hooked to harmful sites which swerve them from their academic commitment (Jones, 2015).

Study shows that a mobile phone is a total blessing to human life as it provides a collection of communication media which add value to the quality of human life. A mobile phone has an

application such as clock for time management, a calendar to manage daily activities, a camera to take pictures and build memories, music player for entertainment, a radio to keep one informed of the latest happenings and an Internet device to surf and download items and therefore, it is perceived as a mobile library (Mwilima & Hangula, 2017).

Cell phone use in classroom situations can cause distractions and affect the attention of students during lectures (End, Worthman, Matthews, & Wetterau, 2020).

The study conducted by Owusu and Agatha (2015), titled “use of social media and its impacts on academic performance of tertiary students” revealed that majority of students in Ghana were engrossed in social networking sites.

It also brought to light that most users utilized these sites for chatting and downloading purposes only which affected their academic performance negatively (Owusu & Agatha, 2015). This finding confirm the revelation of Mingle and Musah (2015), that most respondents in their study experienced negative effects such as poor grammar spelling, late submission of assignments, less study time and poor academic performance.

Though part of these studies affirmed some benefits of social media usage in the academic life of students, it is necessary as educators to be concerned about its negative effects which seem to be outweighing the advantages as far as education is concerned in Ghana (Mingle & Musah, 2015).

#### **2.4 Mobile Phone Application Usage**

Today there is a more complete, intricate, and accessible web of information in the world than ever has existed before – an “Age of Information,” as it has been called. Technology is developing at an astonishing rate, facilitating new kinds of utility and entertainment that were

unimaginable ten years ago. The smartphone is doubtless a tool that has the power to make its user master of his or her own sector of the digital world. But, as is true for most tools, the smartphone is a dual-sided blade, and it can cut its consumer as much as it can help them (Kibona & Rugina, 2015).

There is a correlation between the student's GPAs and their usage of social networks. An interesting finding was that many of our respondents do not use social sites to look for college-related information; however, many of them encourage the idea of having online study groups. Another finding showed that the students tend to use social networks for social purposes more than the academic ones (Kibona & Rugina, 2015).

A showed some startling statistics about the use of smartphones for cheating in the classroom. This could be through the use of text exchanges with other students, using the Internet to find answers, using advanced calculators and phone applications, taking snapshots of an exam, or reading notes that are saved on the phone to help on the test (Mwilima & Hangula, 2017). The study of Lane and Manner, (2016) found that while introverted people are more likely to use texting applications when communicating with friends or family members, extroverted and more agreeable people are more likely to use call applications while placing less importance on text application.

This indicates that social and psychological factors play significant role in the choice of smartphone application usage among students (Lane & Manner, 2016). In supporting this claim, the *Uses and Gratifications Theory* by Jay Blumler and Elihu Katz argues that people's differences causes smartphone users to seek out different applications and use them differently (Leung & Wei, 2016). According to this claim, the theory shows that the way smartphone users

actively select and use applications depend on their social and psychological needs and gratification-seeking motives.

“Smartphone users feel they’ve got more control to communicate with whoever they want, whenever they want. But ironically, it is that sense of control that creates the anxiety. It is made younger people more reliant on maintaining those contacts – which can create issues from bullying, to being marginalized and excluded. Not having your phone makes you feel uncomfortable begins to think you are not complete. These symptoms are almost identical to alcoholism or addiction to gambling, food or drugs” (Nishad & Rana, 2016).

As revealed by Yeboah and Ewur, (2016) Technology is evolving at a very fast rate, and what most people did not even think could be real a few years ago, is now becoming a reality. WhatsApp is one of the changes in technology that is commonly used on specific mobile phones and computers.

The service is free for one year and after that a very small amount is charged yearly. Besides all, this Application is highly addictive and can create a great impact on regular users, and apart from that it can leave a trace that becomes difficult to control and cure (Yeboah & Ewur, 2016).

## **CHAPTER THREE**

### **MATERIALS AND METHODS**

#### **3.0 Introduction**

This chapter talks about the study area and population, the study design, sampling techniques, data collection method and instrument, data analysis techniques, ethical consideration and limitations encountered during the study.

#### **3.1 Study area**

The study was conducted in the Holy Family Nursing and Midwifery Training College, Berekum located at Biadan in the Bono Region of Ghana. The school shares boundary with the Holy Family Hospital, Berekum and Freeman Methodist School. The college was established in the year 1957 by Sr. Catherine (Patrick) Shean of the Medical Mission Sisters. The major inhabitants of the College are the Staffs, Nursing and Midwifery trainees. The college comprises of both males and females' trainees. The College has a student population of six hundred and ten (610), thirty-one teaching staffs and fifty non-teaching staffs. The college runs three Diploma programs: Registered General Nursing (RGN) Diploma, Registered Midwifery (RM) Diploma and a two-year post basic midwifery (NAP/NAC). The college has a nice auditorium for entertainment activities, one story building which contains all classes for various lectures, a football pitch for games, an electronic library which opens at 8:00am and closes at 10:00pm, a computer lap which opens at 8:00am and closes at 4:00pm, various hostels that contains students of different courses, a summer hurts for group discussions and peer tuition. A saloon for the female students.

#### **3.2 The study population**

The target population of the study were all trainees of the College. The accessible population however, were all 3<sup>rd</sup> year Nursing trainees of the college.

### **3.3 Study design**

A descriptive study thus one which tends to describe the characteristics of a phenomenon being studied. The design was adopted because participants or subjects are observed in their natural and unchanged environment. The data collection of in descriptive research allows for gathering in-depth information. Descriptive research may be a precursor to future research because it can be helpful identifying variable that can be tested.

### **3.4 Sampling technique and Size**

The sample population was obtained using a convenience sampling technique. This method was chosen because is it extremely speedy, easy, reading available and cost-effective sampling method. Out of the total number of students in the college, eighty (80) students were chosen for the study.

### **3.5 Data collection methods and instruments**

Data collection was done through the use of structured and semi structured questionnaires consisting of both closed ended and open-ended questions for easy expression of views and ideas. It was chosen as method of data collection because it covered a half number of the population, relatively cheaper, avoided embarrassment on the part of the respondents, possible anonymity of respondents and no user bias.

### **Data analysis techniques**

Data was analyzed using Microsoft excel software and presented in the form of tables or figures.

### **3.7 Ethical consideration**

An introductory letter was obtained from the school and the consent of the administrator of Holy Family Nursing and Midwifery Training College was sought. The respondents were well informed about the purpose of the study. The right of each respondent was respected and their personnel integrity safe-guarded. The respondents were allowed to participate and withdraw from the study if they felt like. The study was also carried out with no physical or psychological harm on the respondents. Since matters of stress are very sensitive but neglected on the part of the individual and the college as a whole, none of the respondent's names were said and answers was not discussed with other people in order to ensure confidentiality.

### **3.8 Limitation of the study**

These are sectors inherent with the study that might affect the result which must be recognized and acknowledged.

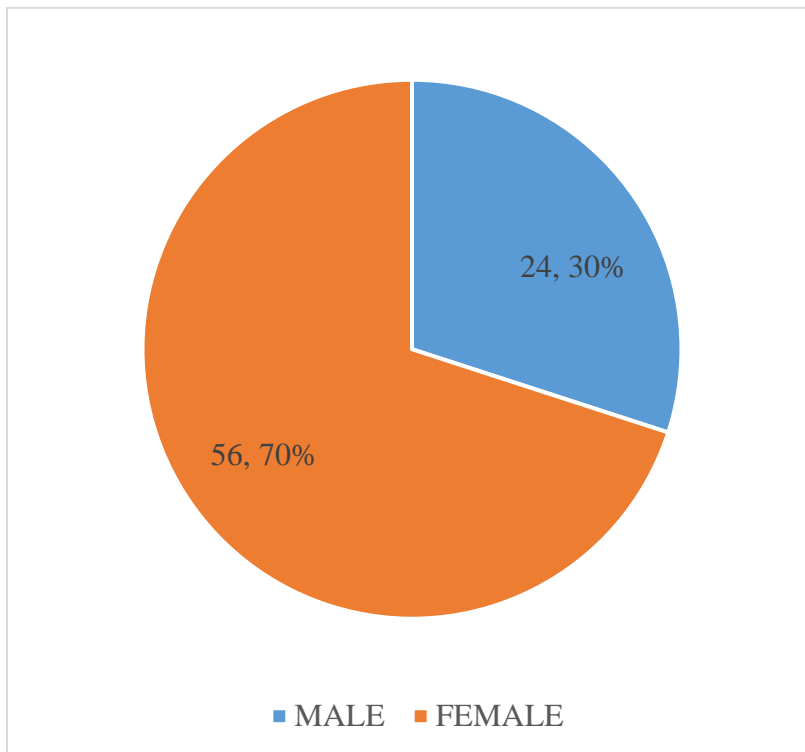
First of all, the time and nature of our academic program called for the use of convenience sampling. The period which was allowed for the research also coincided with lectures which reduced the concentration of the work. Limited resource, especially financial constraints since no sponsorship was obtained also accounted for the small sample size.

## CHAPTER FOUR

### ANALYSES OF DATA

#### 4.0 Introduction

A detailed discussion of the analyzed results is presented in this chapter. The data collected was coded and analyzed with the help of a statistician, using the computer software called Microsoft excels. Descriptive statistical measures, such as tables with averages and percentages, along with graphs are used to show the occurrence of different observations as investigated in the study.



#### 4.1 Socio-Demographic Characteristics of Respondents

##### 4.1.1 Gender of Respondents

From figure 4.1, majority (56; 70%) of the respondents were females.

#### 4.1.2 Age of Respondents

Figure 4.2 depicts the ages of respondents in details. Majority 45(56%) of respondents were between the ages of 18-23 years followed by 24-29 years 34(42%) while 30-35 years had 10(12%).

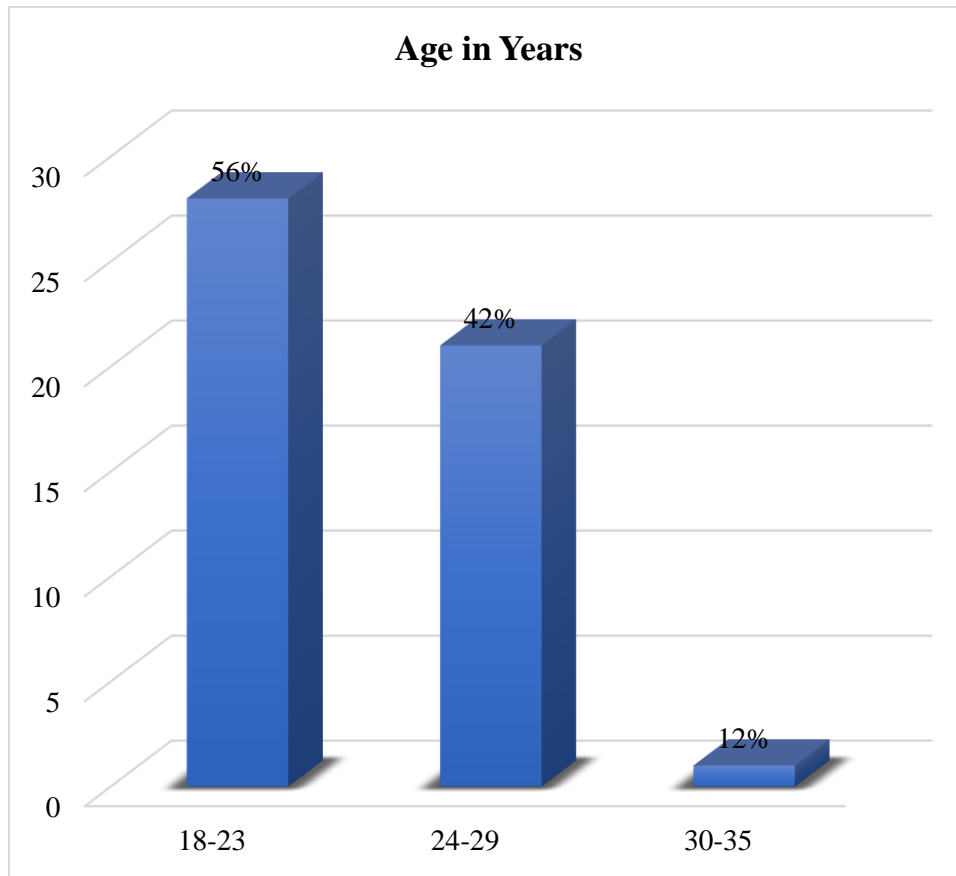


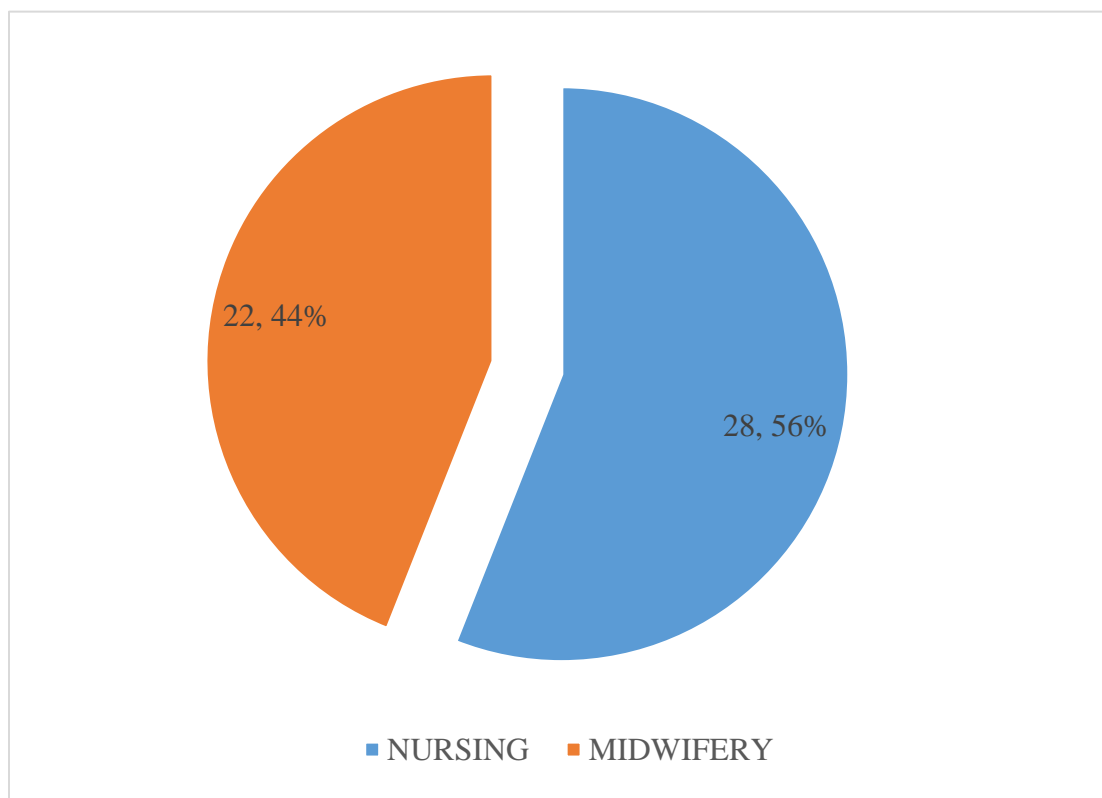
Figure 4. 1: Age of respondents

#### 4.1.3 Marital Status of Respondents

Table 4.1 depicts the marital status of respondents in details. Majority 38 (76%) of students were single followed by 7 (14%) who were in a relationship. A few 4 (8%) students were married with 1(2%) student divorced.

Table 4. 1: Marital Status of Respondents

Variable	Frequency	Percentage
Married	4	8%
Single	38	76%
9Divorced	1	2%
In a relationship	7	14%



#### 4.1.4 Program of Respondents

More than half 28 (56%) of the students were nurses while 22 (44%) were midwives.

## Figure 4. 2: Program of respondents

### 4.2 Amount of Time Students Spend on their Mobile Phones

The frequency distribution given in table 4.2 depicts the time students spend on mobile phone in a week. Majority 34 (68%) of students spend less than 10hours on their mobile phones in a week followed by 10-19 hours 11(22%). However, 30-39 hours and 40-49 hours had the same number of respondents 1 (2%) each. 3 students said they spend more than 50+ hours on the phone in a week representing 6% of the entire respondents.

Table 4. 2: Time Students Spend on their Mobile Phones

Time spent in a week (hours)	Frequency	Percentage
less than 10 hours	34	68%
10-19 hours	11	22%
20-29 hours	1	2%
30-39 hours	1	2%
40-49 hours	0	0
50+ hours	3	6%

### 4.3 Effect of Mobile Phone Use on Academic Performance

Details of the effect of mobile phone use on academic performance is presented in table 4.3, figure 4.4 and figure 4.5. Majority 27(54%) of respondents says that frequent use of mobile phone sometimes interferes their learning whereas 22 (44%) are of the agreement that mobile phone during study time always assist them in learning. Also, 26 (52%) said that calls/messages received just before class sometimes impact their ability to concentrate.

Moreover, 17 (34%) indicated that use of mobile phone in class always assist them in learning and 19 (38%) said it sometimes assist them learning.

**Table 4. 3: Effect of Mobile Phone Use on Academic Performance**

Variables		Never	Seldom	Sometimes	Often	Always
How often does the use of Mobile Phone in class interfere your learning?	N	13	8	27	1	1
	%	26	16	54	2	2
How often does the use of Mobile Phone in class assist your learning?	N	3	3	19	8	17
	%	6	6	38	16	34
How often do the calls/messages received just before class impact on your ability to concentrate?	N	11	10	26	2	1
	%	22	20	52	4	2
How often does the use of Mobile Phone during your study time distract you?	N	7	7	24	4	8
	%	14	14	48	8	16
How often does the use of Mobile Phone during your study time assist you in learning?	N	1	2	13	12	22
	%	2	4	26	24	44

**N.B.** Second row of each variable indicate percentage

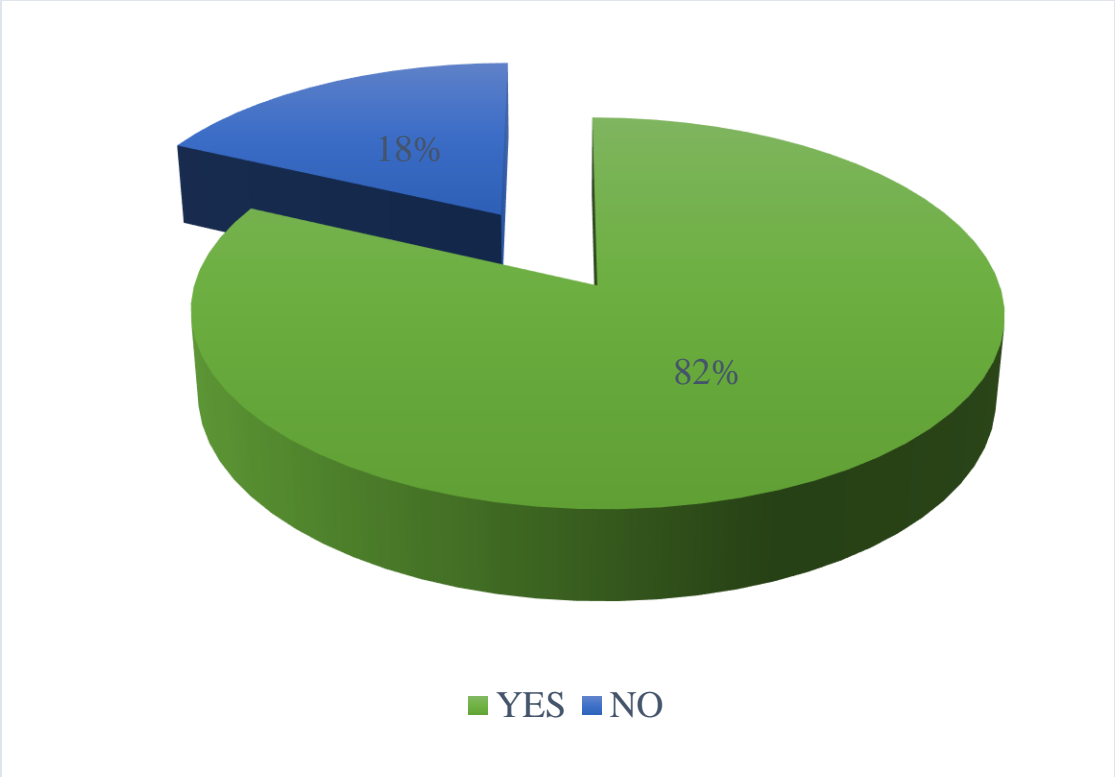
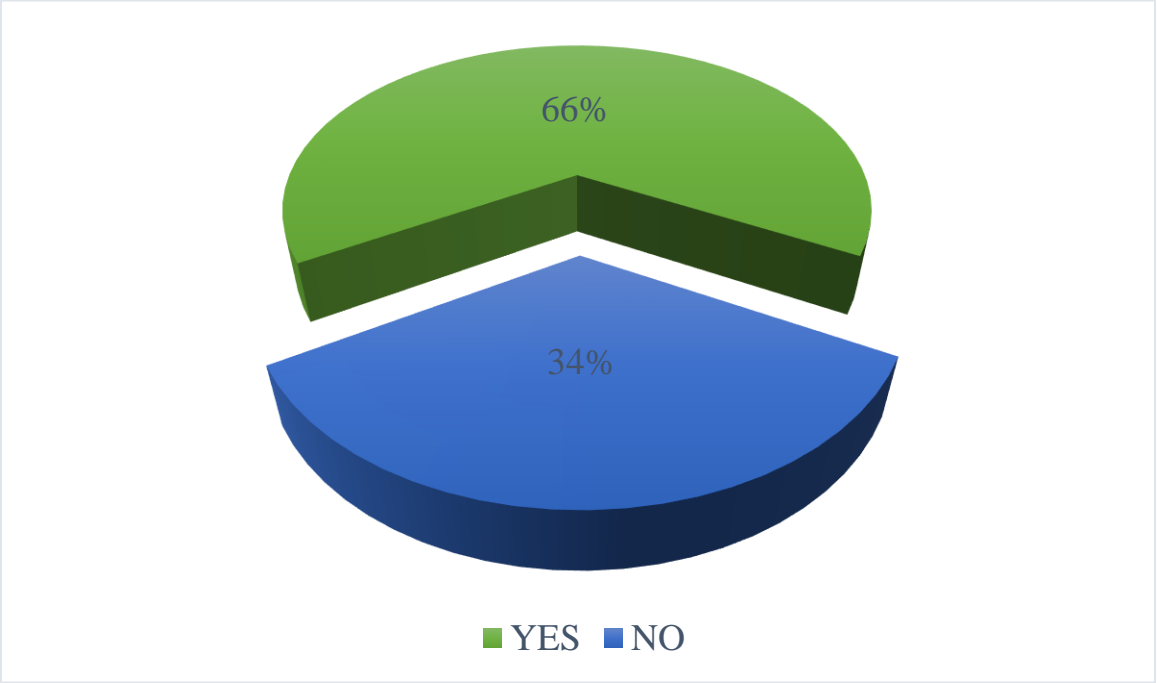


Figure 4. 3: Respondents opinion on positive effect of mobile phones on studies



**Figure 4. 4: Respondents usage of mobile phone during class hours**

The frequency distribution given in table 4.4 shows the respondents usage of mobile phone and how it influences the GPA. Half 50 (50%) disagreed that mobile phone usage can lead to the drop of GPA with 4 (8%) respondents strongly disagreeing. On the other hand, 40 (40%) agreed that mobile phone usage can lead to increase in GPA with 10 (22%) strongly agreeing.

**Table 4. 4: Respondent Mobile Phone Usage and GPA**

Variable		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Mobile phone usage can lead to the drop of GPA?	n	10	25	16	30	19
	%	10	25	16	30	19
Mobile phone usage can lead to increase of GPA?	n	11	20	17	0	2
	%	22	40	34	0	4

**N.B.** Second row of each variable indicate percentage

**4.4 Mobile Phone Application Usage While Studying**

The frequency distribution table given in 4.5 shows respondents mobile phones application usage while studying. Generally, a few respondents indicated always using the camera, voice calls and playing games on their mobile phones while studying since 25 (50%), 24 (48%) and a whopping 33 (66%) students respectively said they had never used the above-mentioned applications while studying. Majority 27 (54%) of students indicated they always use the internet while studying with 18 (36%) indicating they often use the internet while studying. Surprisingly, only 9 (18%) students indicated they always use the various social media platforms while studying with 19 (38%) indicating the use the social media platforms often with 8 (16%) indicating they had never used social media while studying. Regarding text messaging (SMS) 17 (34%) students indicated they had never used SMS while studying with 14 (28%) choosing

seldom, 18 (36%) going for often and 1(2%) indicating always using text messaging while studying.

**Table 4. 5: Respondents mobile phone Application Usage While Studying ( Both Male And Female)**

Applications		Never	Seldom	Often	Always
Text messaging (SMS)	N	17	14	18	1
	%	34	28	36	2
Voice calls	N	24	11	9	6
	%	48	22	18	12
Camera	N	25	16	7	2
	%	50	32	14	4
Games	N	33	10	6	1
	%	66	20	12	2
Social media apps (Watsapp, Instagram, Twitter, Facebook)	N	8	14	19	9
	%	16	24	38	18
Internet	N	3	2	18	27
	%	6	4	36	54

**N.B.** Second row of each variable indicate percentage.

## **CHAPTER FIVE**

### **DISCUSSION OF THE RESULTS**

#### **5.0 Introduction**

In this chapter, the data analyzed in chapter four were interpreted based on scientific evidence. The findings are briefly discussed with references to support the study.

#### **5.1 Discussions**

The main focus of this study was to assess the impact of mobile phone usage on academic performance of students at Holy Family Nursing and Midwifery Training College, Berekum. The discussion is based on the specifics of this study.

##### **5.1.1 Amount of Time Students Spend on their Mobile Phones**

The study revealed that vast majority 34 (68%) of students spend less than 10hours on their mobile phones in a week. A study conducted by Hossain (2019) contradicts this finding as Hossain reported that just one third (33.2%) of students pointed out that they spend less than 10 hours on their phones in a week. However, in a study by Aman et al., (2015) vast majority (70%) of respondents said they spend less than 10hours on their mobile phones in a week.

Some 11(22%) students spent 10-19 hours on their mobile phones in a week. Hossain (2019) supports this assertion as his study revealed that just over twenty percent (21%) of respondents said they spend 10-19 hours on their mobile phones in a week.

##### **5.1.2 Effect of Mobile Phone Use on Academic Performance**

The findings of the study revealed that majority 27(54%) of respondents were in agreement that frequent use of mobile phone sometimes interferes their learning. This contradicts the findings of Ayer and Thakur (2019) which reported that a vast majority 173 (61.7%) of respondents revealed that cell phones use in class always interfere their academic activities.

However, the findings of the study are in line with Hossain (2019) where majority of the respondents said use of mobile phone sometimes interfere with their learning activities.

The study revealed that 22 (44%) were of the agreement that mobile phone during study time always assist them in learning. Hossain (2019) has similar assertion.

Moreover, more than half 26 (52%) of the respondents said that calls/messages received just before class sometimes had an impact on their ability to concentrate. This contradicts the findings of Ayer and Thakur (2019) which revealed most (70%) of the respondents agreed that calls/messages received just before class always had an impact on their ability to concentrate. Nevertheless, Hossain (2019) shared similar view in the study conducted where majority 80 (29%) of respondents said calls/messages received just before class sometimes had an impact on their ability to concentrate.

These findings have brought to light that mobile phones are a source of distraction during study time as majority 48 (24%) of respondents said mobile phone during their study time sometimes distracted them. This is in line with Hossain (2019), which revealed that majority 101 (56%) of respondents said mobile phone distracted them during study time.

The findings revealed that the overall opinion on positive effect of mobile phones on studies was very high (82%). As reported by Mwilima and Hangula (2017), students indicated that cell phones really contribute meaningfully towards their academic performance as long as they are used responsibly.

Majority (66%) of students were in agreement on the usage of mobile phones during class hours. As reported by Ayer and Thakur (2019), majority (59%) of respondents were in agreement with smart phone use in class.

As reported by Ayer and Thakur (2019), majority (64.1%) of respondents agreed that mobile phone can increase academic performance of students with just (11%) who strongly agreed. The findings of the study share similar view as majority 20 (40%) of respondents agreed that mobile phone can lead to an increase in GPA. Only 11 (22%) strongly agreed to this avowal.

### **5.1.3 Mobile Phone Application Usage While Studying**

According to Hossain (2019), a few respondents indicated using the camera and video recording application on their cell phones for educational purposes. The study showed similar results, revealing few respondents indicated always using the camera 2 (4%), voice calls 6 (12%) and playing games 1 (2%) on their mobile phones while studying.

The study revealed that Majority 27 (54%) of students indicated they always use the internet while studying with 18 (36%) indicating they often use the internet while studying. This is in line with a study conducted by Hossain (2019) which reported that 146 (53.3%) of students always use the internet while studying with 62 (22.6%) saying they often use the internet while studying.

Davis et al. (2012), refer to social media technology (SMT) as “web-based and mobile applications that allow individuals and organizations to create, engage, and share new user generated or existing content, in digital environments through multi-way communication”. Students were asked about the usage of popular social network platforms on mobile and web applications such as WhatsApp, Instagram, Twitter and Facebook while studying. The findings of the study revealed only (n9; 18%) students indicated they always use the various social media platforms while studying. This contradicts the study conducted by Mingle and Adams (2015) where there was a whopping 85% level of agreement on the part of the respondents regarding the use of social media platforms while studying.

In addition, the study revealed that 17(34%) students had never used SMS while studying. This contradicts the study conducted by Ayer and Thakur (2019) which revealed that more than half 154 (54%) of the respondents uses SMS service during class work.

## **5.2 Conclusions**

Based on the analysis of data obtained from the field, the following conclusions were drawn.

1. Mobile phone is a very important tool for study as most of the respondents used their phones for study purposes.
2. Mobile phones are beneficial for learning but learners have a tendency to abuse them.
3. Despite the benefits that students can harness from mobile phones such as sharing of information, partaking in group discussions from near and far among others, there is to some extent of distraction of attention caused by the use of mobile phones which could have serious consequences on the academic life of students.
4. Mobile phones make communication easier and faster thereby enhancing effective flow of information and idea sharing among students

## **5.3 Recommendations**

In the light of the findings, the following recommendations are made;

1. The college should give massive education to students on the advantages and disadvantages of using mobile phones as well as how best to use it.
2. The institution should lay down specific rules and regulations to limit the use of mobile phone during classes hours.
3. Students must minimize the time they spend on mobile phones to avoid being obsessed with unnecessary chatting.

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