

University Student's Perspectives on Using Cell Phones in Classrooms - Are They Dialing up Disaster?

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ABSTRACT

Mobile phones are one of the fastest growing technologies in this century all over the world and these devices are extremely influencing the adolescents. The present study was sought to establish students' views on cell phones usage in university classrooms in an educational district in the Eastern Cape Province of South Africa. The study employed a quantitative approach and the design was a survey. A purposive sample of 179 National Diploma: Information Technology students learning in the year 1, year 2 and year 3 participated in the study. The data were collected through a 5-point Likert scale questionnaire and they were captured manually into Microsoft Excel 2013 and were analysed. The findings of the study show that students were motivated by the cell phone's use in learning. Even though, cell phones when used rarely for personnel use are causing distraction to the classmates, majority of the students believed that mobile phone usage in learning is very effective. The lecturers discourage students to use mobile phones in classrooms; however students still use it to enhance their studies. The researcher concluded that the university students are matured enough to understand that the mobile phones should be used for boons rather than letting themselves into disaster.

Keywords: mobile phone, cell phone, benefits of cell phone, higher education, views of university students

INTRODUCTION

The communication and information age of people has advanced tremendously in work stations, schools and colleges and all over the place through the use of digital devices such as iPhones, iPods, iPads and laptops which has highly motivated the young students to explore their potential in the universal market place and thereby increasing the demand of technology (Joseph, 2012). Recent research on communication technology (Internet seen as positive, 2015) reports that smart phones plays a significant role in all kinds of people in order to be online in the internet instead of using old fashioned fixed landline connections and computers. People all over the globe take pictures, send messages and make calls using smart phones as well as the basic feature phones. In some countries, mobile phones are sometimes referred to as cell phones which is considered as the fastest developing technologies in communication that has been ever seen with subscriptions shooting up from zero to five million through 1990s (ITU, 2002), over twenty millions in 2005 (Market data, 2014) and currently reaching to around 7.5 billion (GSMA Intelligence, 2014) internationally.

The people's craze of cell phone which started after 1980s has now been considered as an inevitable device. Shanti and Babu (2013) concurred that cell phones were used earlier for a sign of status however now it has become a necessity for the day today life and can be used by everyone. Mobile phones are used more in our society due to the influence it is making in people to communicate on a daily basis. Researches show that mobile phones can be used in any places such as movie theatres, grocery stores, restaurants, buses and trains to message someone, make a call, email, search information, take photos, use map etc. (Ling, 1997; Murtagh, 2002; Campbell & Russo, 2003; Rice & Katz, 2003; Campbell, 2004) whenever you want and wherever you need.

According to Ling (2003), the impact of cell phones has highly affected our society, people's safety, availability, security and mixing the social activities with business activities and this device has become a part of culture for everyone all over the world. The advantages of using technology for the purpose of learning has been extremely praised always (Israel, 1998). Engel and Green (2011) reported that the purchase and use of mobile phones among K-12 students is rapidly increasing and the proportion of students owning the mobile phones is at the peak point among high school students with 84% signifying the cell phone ownership to 60% of middle school students.

In the United Kingdom, cell phones were not banned in any schools in 2001. However, within a short period of six years, this device has been expelled in 50% of the schools. In 2012, this total has increased again to 98%

(Doward, 2015). In 2015, CNN reported that the academic skills of students have been risen up after banning cell phones in schools. All schools that prohibited the students to carry cell phones has assisted students to achieve well on exams and decreased the enticements of students to use cell phones for the purposes which are not related to academic (Kottasova, 2015).

A study conducted in the US reveals that the tertiary students play games on their cell phone while the lecture was going on (Gillroy, 2004). Wash (2009) finds that Mt. Spokane High School in the state of Washington implemented a jammer to keep a barrier among students from making calls and messaging. However, they later removed jammer as it is not legal under federal law. In 2015, a school has suspended a science teacher in Florida for implementing a jammer in his classroom (Fla, 2015). In 2005, the department of education in New York declared a ban on using mobile phones for all public schools in the city. But the ban was inconsistently enforced as there were few schools that permitted students to carry phones in school as long as the teachers do not hear or see them using the cell phone in the classroom. There were some other schools where they use metal detector at the entrance to maintain a strict ban. In March 2015, the mayor of the city Bill de Blasio removed the ban for the parents to easily get connected with their children particularly in case of emergency (Sandoval, Eisinger, & Blau, 2015).

Cell phones were firstly restricted for students to use in school campuses as there was a high worry that students will involve in criminal activities such as connection with drug dealers and gangs. Later, many schools surrendered to the pressure of parents for allowing their children to use cell phones in schools for the parents to contact them (Dounay, 2004; St. Gerard, 2006). Interestingly, a study conducted by Fasae and Iwari (2015) found that 87.3 % of the students in a Nigerian university use smartphones than mobile devices. 77.5% of the students use mobile devices for educational purposes and 72.5% use it to chat with people. Findings of North, Johnston, and Ophoff (2014) brought evidence that students at a university in South Africa are mostly used cell phones for the purpose of privacy, safety and social life. Furthermore, the result shows that there are some students who are even addicted to cell phones.

Conversely, Ugur (2015) argues that not all cell phones use for the purpose of education is offensive. Katz (2005) suggested that technology can be used for various needs such as browsing internet sources, teaching and assisting students in performing school related activities. Smart phones are small in size, less expensive, portable device, have internet accessibility and are used for communication (Thomas & Bolton, 2012). Students and teachers use smart phones to receive and send messages as well as to communicate at all times. Thomas and Bolton (2012) further added that there are many features for cell phones such as recording audio and video, high pixel camera, calculators, GPS facility and texting messages. Mifsud (2013) have articulated that technology has a high potential feature to use it for learning at any time anywhere. It also helps to collaborate among students in distance education (Milrad, 2003). Furthermore, new apps and updates for apps for smart phones are releasing daily which makes common people especially the students more fascinating to cell phones.

Many researches have taken place all over the world on the usage of cell phones by the university students in classrooms. Some of the examples are study conducted by Walsh, White, and Young (2010) in Australia, Ogunyemi (2010) in England, Beaver, Knox and Zusman (2010) in North Carolina, Baron and Campbell (2010) in Sweden, the US, Italy, Japan and Korea, Balakrishnan and Raj (2012) in Malaysia, Hong, Chiu, and Huang (2012) in Taiwan, Lobo and Joshma (2013) in Mangalore, Suominen, Hyrynsalmi, and Knuutila (2014) in Finland. However, research based on the same is inadequate in a developing country like South Africa (Kreutzer, 2009, North, Johnston and Ophoff, 2014). This clearly shows that even though cell phones are rapidly developing all over the globe, the questions of how well students are using cell phones in a South African university classroom is still pending which is a serious gap that needs to be addressed in this research. This research has been done in a South African University of the Eastern Cape Province. It investigated the impact of cell phones that are falling on students. This study sought to understand the issues students experienced and the thoughts they perceived from educational or learning perspective. The aim was to study the behaviour and perspective of university student's cell phone usage in learning. Finally to provide the recommendations to the management or Educators who are consenting the students to use cell phones in an academy. The key question of the study is: What are the views of university students' on the usage of Cell Phones in class room for learning purposes?

LITERATURE REVIEW

This section will briefly review some researches, implementation and experiences of Cell phone usage in Higher Education which supports the background of the proposed study. Belwal and Belwal (2009) conducted a research in Muscat and Sohar cities of Oman to determine the attitude of cell phone usage of the university students. 200 students participated in this survey and the findings shows that most of students use SMS service

more than 10 times per day but calls less than 10 times a day. Their cell phones will be active for the whole day and they were restless if they do not have cell phones with them. The results show that students used cell phones during lecture time as well. Additionally, a case study conducted by Jumoke, Oloruntoba, and Blessing (2015) to scrutinize the relationship between the usage of cell phones in classroom and the academic performance of students. A sample of 45 questionnaires was distributed to the computer science students of Federal Polytechnic tertiary institution, Ilaro, Ogun State in Nigeria. However, only 40 students have answered and the response rate was 88.9%. Moreover, 15 students were interviewed concurrently to acquire a deep knowledge along with the data gathered through the quantitative method. This research came up with the evidence that cell phones are providing a negative influence on students due to the focus on texting and playing music and others by leaving academic activities aside. This study also pointed out that usage of cell phones are leading the students to an irrepressible stage that results in poor academic performance. Also, Javid, Malik and Gujjar (2011) conducted a research at Islamia university of Bahawalpur, Bahawalnagar Campus, Pakistan to examine the effects of academic performance of students due to the usage of cell phones in university classroom. A five point likert scale questionnaire was used to collect the data. The findings show that majority of the students were of the view that the device was wasting their time and money and it also increased the rate of telling lies among students which made an impact on their culture.

Similarly, a survey was conducted at Sultan Qaboos University to explore the attitude and perspectives of students using mobile phone in learning English language. A sample of 100 students responded to a five point likert scale questionnaire and the results specified that usage of mobile phones in learning is still inadequate. Even though, students like to use the device, lecturers do not entertain due to the worry that it will make distraction to both lectures as well as students (Aamri & Suleiman, 2011).

Halder, Halder, and Guha (2015) conducted a study to investigate whether mobile phones are useful for students for educational activities and whether it makes any change in the attitude for the use of study in terms of gender, level of study, academic area and place of stay. An overall total of 100 undergraduate students from arts (B.A.) and science (B.Sc.) streams were considered as the sample for the study. A five point likert scale questionnaire that consists of 28 items were used for the data collection. The findings revealed that the difference in the attitude of students were insignificant in terms of academic discipline in the classroom. However, the study noticed that there were significant differences in the attitude of students with respect to gender, level of study, academic area and place of stay. A pilot study conducted by Olufadi (2015) in a Nigerian university investigates the different reasons of student's regular use cell phones in lecture classes. 214 students responded to a five point likert scale questionnaire for self-control, 7 point likert scale for engagement and another five point likert scale for internal addiction. The researcher executed a confirmatory analysis and the findings revealed that there were various dimensions such as class related use, addiction, emergency, boredom and social connection that are considered as a gravitational force towards cell phone.

A pilot study was conducted to examine the views of lecturers on the student's usage of cell phones during the class hours. The researchers have used a five point likert scale questionnaire to collect data through online from 32 lecturers from higher education institution and a university in Oman. This study came up with the evidence that the cell phones are leading the students to misconduct and making serious distraction in learning and teaching environment. Majority of the lecturers responded that cell phones are causing serious issues among faculty and deviating student's focus from studies (Shrivastava & Shrivastava, 2014).

The purpose of Ugur's (2015) study was to examine students' use of cell phones to feel safe, for cheating or phubbing during lecture hours. A sample of 349 higher education students from the faculty of business administration at Sakarya University in Turkey was used for data collection. This quantitative research study shows that only few students are using the mobile phones positively to develop learning such as gathering information for the lesson through internet, use their digital cameras to take pictures of the lecture points written on the blackboard or screen, use the feature of calculator to calculate some values and so forth. However, most of the students used the mobile phones for activities which are not part of the studies. The researcher also noticed that majority of the students distracted others and this process continues until the administrator finds a solution. Finally, Gikas and Grant (2013) conducted a research on students from three universities in the Unites States. A qualitative method was used to collect the data. The objective of the study was to investigate the effects of learning and teaching when mobile devices such as smart phones, cell phones were integrated in higher education. A focus group interview was held to obtain a grounded data from students. The findings revealed that cell phones are creating chances for the students to collaborate among each other as well as to interact and engage using social media and Web 2.0 tools with the help of device being connected online always.

RESEARCH METHODOLOGY

Research design

This research adopted a descriptive research design. This research was conducted through a quantitative survey methodology in which the researcher himself administered the questionnaires and issued out to 179 university students who had been carefully sampled. According to Ary, Jacobs, Razavieh, and Sorensen (2006) survey or descriptive research is used to collect the information from a set of participants. “Surveys permit the researcher to summarize the characteristics of different groups or to measure their attitudes and opinions towards some issue” (Ary, Jacobs, Razavieh, & Sorensen, 2006, p. 31). The participants in this study were the registered students in National Diploma: Information Technology who had cell phones. The reason for choosing these students is due to the convenient accessibility of the researcher as he is working in the same department of the university. The research site, participant’s stream and participant’s level have been described below.

Arrangement for conducting the study

Eastern Cape Province is a province which has so many rural places from where the students have no access to move to cities and study in highly reputed universities due to the poor financial background. The present study was conducted at a university in the Eastern Cape Province of South Africa. This university was mainly started with an aim of delivering quality education to the students who are around this area. The university does not have any policy that restricts the students from using cell phones in classroom.

Entrance into the diploma course is based on grade 12 results and Standardised Assessment Test for Access and Placement (SATAP). The scores in the SATAP are used to group entrants into extended and main streams. The level of students in the department is categorized into five. They are Diploma Extended Stream year 1, Diploma Extended Stream year 2, Diploma Main Stream year 1, Diploma Main Stream year 2 and Diploma Main Stream year 3.

Students who have less score will be registered for Diploma Extended Stream year 1 and high score for Diploma Main Stream year 1. The first half of course topics, in Diploma Main Stream year 1 is included in Diploma Extended Stream year 1 and second half in Diploma Extended Stream year 2 as Diploma Extended Stream students are considered as slow students.

Those who begin in the extended stream year 1 have to complete the extended stream year 2 and then they proceed to the main stream year 2 which is their third year of study in the institution. In the third year, they are mixed with main stream students who are in the second year of study in one class. Then those in the third year from the extended stream and those in the second year of main stream proceed to the final year. Therefore the population of the participants in this study are, all students who are registered for National Diploma: Information Technology that comprises of all the year levels of both streams mentioned above which makes a grand total of 479.

Data collection instruments

The 5-point Likert-scale was used for the collection of quantitative data and the survey questions were categorized into two ways. The first category was to put the items ranging from strongly agree = 5, agree = 4, no opinion = 3, disagree = 2, strongly disagree = 1 and it includes 23 items. The second was Always = 5, frequently = 4, sometimes = 3, few = 2, never = 1 and it includes 10 items. The Likert-scale was validated for content validity by few experts who are in this area and the reliability was calculated and found to be 0.71. The quantitative data analysis involved a process of data cleaning and data entry. The researcher manually entered the data into Microsoft Excel 2013. The researcher used descriptive statistics to calculate Percentages to analyse the data. Tables were used to sum up the indicators. Descriptive statistics are used to arrange, classify and formulate the information directly (Shepherd, 2002).

The questionnaire items were developed and were distributed to the students by the researcher himself by visiting them in the classroom. A brief idea about the questionnaire such as general purpose of survey, how to use and the questions related to the data collection tools were described in the questionnaire and given to all the participants. In addition, the researcher emphasized that the participation was voluntary and the responses of the participants will remain anonymous and confidential, no information that could reveal their identity will be used and participation of students had no bearing on their status in the course and in no ways it will affect their marks for any courses. All data collection and analysis procedures were performed in accordance with the permission received from the department of the university. The surveys given to students consist of questions focussing on their perception about the Cell phone usage in a classroom. In addition, all students were asked to answer questions about their age, gender, stream and year of study.

The researcher adapted seven items from Aamri and Suleiman (2011) and twelve items from Olufadi (2015), to measure the participants' level of perception on cell phone usage with regards to their study and how frequently they use their mobile phones during lecture hours in classrooms.

FINDINGS, REMARKS AND RESULTS

Profile of participants

The targeted participants for this research were students. The researcher did the survey to study the impressions of students, using cell phones for the purpose of learning. The following tables shows the demographic information of students. The researchers collected students' details by gender, age, stream and level.

Table 1: Students information by gender

Gender	Total	Percentage
Male	106	59%
Female	71	40%
Did not identify	2	1%
Grand total	179	100.00%

Table 2: Students information by age

Age	Total	Percentage
18 – 28	175	98%
29 – 45	2	1%
Did not identify	2	1%
GRAND TOTAL	179	100.00%

Table 3: Students information by stream

Stream	Total	Percentage
Extended	116	65%
Main	61	34%
Did not identify	2	1%
Grand total	179	100.00%

Table 4: Students information by level

Level	Total	Percentage
Year 1 ex	85	47%
Year 2 ex	26	15%
Year 3 ex	4	2%
Year 4 ex	1	1%
Year 1 main	20	11%
Year 2 main	35	20%
Year 3 main	6	3%
Did not identify	2	1%
Grand total	179	100.00%

A Total of 179 National Diploma: Information Technology students from extended stream and main stream were part of the study which is the sample. Survey responses were manually scored and entered into an Excel spreadsheet. Any case with a missing value for any question was not included in the percentage calculation.

Quantitative Analysis
Table 5: Perceptions of university students on cell phone usage for education / learning

Statements	SD	D	NO	A	SA	NA	SD +D	A +SA
Mobile phone has assisted my overall learning process in this year.	3 (2%)	7 (4%)	23 (13%)	103 (58%)	39 (22%)	4 (2%)	10 (6%)	142 (80%)
I plan better for my learning with mobile phone than without it.	12 (7%)	32 (18%)	22 (12%)	81 (45%)	31 (17%)	1 (1%)	44 (25%)	112 (62%)
The use of mobile phone in learning makes me more productive.	3 (2%)	18 (10%)	27 (15%)	87 (49%)	39 (22%)	5 (3%)	21 (12%)	126 (71%)
I find the use of mobile phone enhancing the learning process.	2 (1%)	18 (10%)	19 (11%)	97 (54%)	41 (23%)	2 (1%)	20 (11%)	138 (77%)
My vocabulary acquisition has increased because of text messages written in English.	10 (6%)	19 (11%)	18 (10%)	70 (39%)	60 (34%)	2 (1%)	29 (17%)	130 (73%)
My vocabulary acquisition has increased because of my mobile phone dictionary.	2 (1%)	21 (12%)	24 (13%)	68 (38%)	58 (32%)	6 (3%)	23 (13%)	126 (70%)
My motivation has been enhanced by the use of mobile phone in and outside the classroom.	6 (3%)	38 (21%)	42 (23%)	74 (41%)	16 (9%)	3 (2%)	44 (24%)	90 (50%)
Overall I believe using mobile phone in learning is very effective.	2 (1%)	22 (12%)	28 (16%)	77 (43%)	45 (25%)	5 (3%)	24 (13%)	122 (68%)
My Lecturers encourage me to use mobile phone in and outside the classroom.	33 (18%)	64 (36%)	50 (28%)	21 (12%)	7 (4%)	4 (2%)	97 (54%)	28 (16%)
I find the use of cell phones by other students in the class which are not related to studies causing me distraction	32 (18%)	21 (12%)	33 (18%)	52 (29%)	39 (22%)	2 (1%)	53 (30%)	91 (51%)
I use mobile phones in the classroom when I get bored with the lecture.	77 (43%)	32 (18%)	23 (13%)	28 (16%)	18 (10%)	1 (1%)	109 (61%)	46 (26%)
I can't control myself without being connected to social networking sites such as Facebook, twitter etc during the lecture time.	111 (62%)	40 (22%)	13 (7%)	8 (4%)	7 (4%)	0 (0%)	151 (84%)	15 (8%)
I am addicted to my mobile phones.	48 (27%)	58 (32%)	22 (12%)	32 (18%)	18 (10%)	1 (1%)	106 (59%)	50 (28%)
I feel pressure to read or reply new message(s)	56 (31%)	59 (33%)	19 (11%)	28 (16%)	17 (9%)	0 (0%)	115 (64%)	45 (25%)
I feel distressed when my phone is not with me.	29 (16%)	31 (17%)	20 (11%)	57 (32%)	41 (23%)	1 (1%)	60 (33%)	98 (55%)
I feel pressure to respond to incoming phone calls.	28 (16%)	68 (38%)	19 (11%)	39 (22%)	21 (12%)	4 (2%)	96 (54%)	60 (34%)

I believe that I have the ability to use my phones yet listen to the lecture in the class.	67 (37%)	66 (37%)	20 (11%)	17 (9%)	4 (2%)	5 (3%)	133 (74%)	21 (11%)
I play games during lecture periods.	125 (70%)	33 (18%)	15 (8%)	3 (2%)	1 (1%)	2 (1%)	158 (88%)	4 (3%)
My hand writing is becoming bad because of clicking photo always of the illustrations on the board.	79 (44%)	64 (36%)	24 (13%)	9 (5%)	1 (1%)	2 (1%)	143 (80%)	10 (6%)
The Lecturer has a policy that students should not use cell phones in the classroom.	15 (8%)	14 (8%)	37 (21%)	55 (31%)	56 (31%)	2 (1%)	29 (16%)	111 (62%)
Cell phones should be banned in classrooms.	43 (24%)	36 (20%)	43 (24%)	27 (15%)	29 (16%)	1 (1%)	79 (44%)	56 (31%)
I use my phone to call or receive urgent calls only.	34 (19%)	43 (24%)	24 (13%)	49 (27%)	27 (15%)	2 (1%)	77 (43%)	76 (42%)
I use my phone to send an urgent message only.	46 (26%)	45 (25%)	24 (13%)	43 (24%)	21 (12%)	0 (0%)	91 (51%)	64 (36%)

Where SD = Strongly Disagree, D = Disagree, NO = No opinion, A = Agree, SA= Strongly Agree, NA = No Answer

When the SD and D columns were collapsed into disagree, the percentage of student response for the item “Mobile phone has assisted my overall learning process in this year” was 6%, “I plan better for my learning with mobile phone than without it” was 25%, “The use of mobile phone in learning makes me more productive” was 12%, “I find the use of mobile phone enhancing the learning process” was 11%, “My vocabulary acquisition has increased because of text messages written in English” was 17%, “My vocabulary acquisition has increased because of my mobile phone dictionary” was 13%, “My motivation has been enhanced by the use of mobile phone in and outside the classroom” was 24%, “Overall I believe using mobile phone in learning is very effective” was 13%, “My Lecturers encourage me to use mobile phone in and outside the classroom” was 54%, “I find the use of cell phones which are not related to studies by other students in the class causing me distraction” was 30%, I use mobile phones in the classroom when I get bored with the lecture” was 61%, “I can’t control myself without being connected to social networking sites such as Facebook, twitter etc during the lecture time” was 84%, “I am addicted to my mobile phones” was 59%, “I feel pressure to read or reply new message(s)” was 64%, “I feel distressed when my phone is not with me” was 33%, “I feel pressure to respond to incoming phone calls” was 54%, “I believe that I have the ability to use my phones yet listen to the lecture in the class” was 74%, “I play games during lecture periods” was 88%, “My hand writing is becoming bad because of clicking photo always of the illustrations on the board” was 80%, “Cell phones should be banned in classrooms” was 44%, “The Lecturer has a policy that students should not use cell phones in the classroom” was 16%, “Cell phones should be banned in classrooms” was 44%, “I use my phone to call or receive urgent calls only” was 43% and “I use my phone to send an urgent message only” was 51%.

It was observed that a majority agreed on 11 views when SA and A columns were collapsed into agree. The percentage of student response for the item “Mobile phone has assisted my overall learning process in this year” was 80%, “I plan better for my learning with mobile phone than without it” was 62%, “The use of mobile phone in learning makes me more productive” was 71%, “I find the use of mobile phone enhancing the learning process” was 77%, “My vocabulary acquisition has increased because of text messages written in English” was 73%, “My vocabulary acquisition has increased because of my mobile phone dictionary” was 70%, “My motivation has been enhanced by the use of mobile phone in and outside the classroom” was 50%, “Overall I believe using mobile phone in learning is very effective” was 68%, “I find the use of cell phones which are not related to studies by other students in the class causing me distraction” was 51%, “I feel distressed when my phone is not with me” was 55% and “The Lecturer has a policy that students should not use cell phones in the classroom” was 62%.

From table 5, it has been clear that, above 80% of the students supported to the fact that they can control themselves without being connected to social networking sites such as Facebook, twitter etc during the lecture time, they don’t play games during lecture periods, clicking photo always of the illustrations on the board is not affecting their hand writing and usage of mobile phone has assisted their overall learning process in this year.

While around 65% of the students disagreed and strongly disagreed with the statements such as “I use mobile phones in the classroom when I get bored with the lecture”, “I am addicted to my mobile phones” and “I feel pressure to read or reply new message(s)”, around 75% of the students agreed and strongly agreed on “The use of mobile phone in learning makes me more productive”, “I find the use of mobile phone enhancing the learning process”, “My vocabulary acquisition has increased because of text messages written in English” and “My vocabulary acquisition has increased because of my mobile phone dictionary”.

Approximately half (50%) of the total participants says that their Lecturers did not encourage them to use mobile phone in and outside the classroom, students did not feel pressure to respond to incoming phone calls, they did not use their phones only to send urgent messages, their motivation has been enhanced by the use of mobile phone in and outside the classroom, they found the use of cell phones which are not related to studies by other students in the class caused them distraction and they even felt distressed when their phone is not with them. 74% of the students did not believe that they have the ability to use both phones and listen to the lecture at the same time. However, above 60% of the students believed that using mobile phone in learning is very effective and they agreed that the Lecturer has a policy that students should not use cell phones in the classroom.

6 students did not attend the statement “My vocabulary acquisition has increased because of my mobile phone dictionary”. 5 students did not attend the statements “The use of mobile phone in learning makes me more productive”, “Overall I believe using mobile phone in learning is very effective” and “I believe that I have the ability to use my phones yet listen to the lecture in the class”. 4 students did not attend “Mobile phone has assisted my overall learning process in this year”, “My Lecturers encourage me to use mobile phone in and outside the classroom” and “I feel pressure to respond to incoming phone calls”. 3 students did not attend “My motivation has been enhanced by the use of mobile phone in and outside the classroom”. 2 students did not attend “I find the use of mobile phone enhancing the learning process”, “My vocabulary acquisition has increased because of text messages written in English”, “I find the use of cell phones which are not related to studies by other students in the class causing me distraction”, “I play games during lecture periods”, “My hand writing is becoming bad because of clicking photo always of the illustrations on the board”, “The Lecturer has a policy that students should not use cell phones in the classroom” and “I use my phone to call or receive urgent calls only”. 1 student did not attend “I plan better for my learning with mobile phone than without it”, “I use mobile phones in the classroom when I get bored with the lecture”, “I am addicted to my mobile phones”, “I feel distressed when my phone is not with me” and “Cell phones should be banned in classrooms”

Table 6: Following table shows how often students use their mobile phones during lecture periods in classrooms

Items	N	F	S	FR	A	NA	N+F	FR+A
Search or get information about classwork	23 (13%)	19 (11%)	74 (41%)	33 (18%)	26 (15%)	4 (2%)	42 (23%)	59 (33%)
I use mobile phones to use as a calculator.	45 (25%)	34 (19%)	61 (34%)	25 (14%)	10 (6%)	4 (2%)	79 (44%)	35 (20%)
Checking the meaning of a difficult word/concept used during lecture period in the mobile dictionary App of my phone	22 (12%)	18 (10%)	56 (31%)	37 (21%)	42 (23%)	4 (2%)	40 (22%)	79 (44%)
To record audio or video lectures	99 (55%)	21 (12%)	30 (17%)	17 (9%)	7 (4%)	5 (3%)	120 (67%)	24 (13%)
To take the photo of illustrations on the board.	38 (21%)	32 (18%)	54 (30%)	31 (17%)	18 (10%)	6 (3%)	70 (39%)	49 (27%)
Flirt with someone in class or outside.	132 (74%)	16 (9%)	18 (10%)	3 (2%)	6 (3%)	4 (2%)	148 (83%)	9 (5%)
Chat with family and friends	59 (33%)	31 (17%)	38 (21%)	22 (12%)	23 (13%)	6 (3%)	90 (50%)	45 (25%)
Check the current update of my friends Facebook page.	81 (45%)	32 (18%)	32 (18%)	19 (11%)	10 (6%)	5 (3%)	113 (63%)	29 (16%)
I use cell phones during lecture time for the activities which are not related to studies.	107 (60%)	33 (18%)	24 (13%)	11 (6%)	0 (0%)	4 (2%)	140 (78%)	11 (6%)
Watching videos on the internet.	89 (50%)	26 (15%)	30 (17%)	22 (12%)	8 (4%)	4 (2%)	115 (64%)	30 (17%)

Where N = Never, F = Few, S = Sometimes, FR= Frequently, A = Always, NA = No Answer

When the N and F columns were collapsed into never and few, the percentage of student response for the item “Search or get information about classwork” was 23%, “I use mobile phones to use as a calculator” was 44%, “Checking the meaning of a difficult word/concept used during lecture period in the mobile dictionary App of my phone” was 22%, “To record audio or video lectures” was 67%, “To take the photo of illustrations on the board” was 39%, “Flirt with someone in class or outside” was 83%, “Chat with family and friends” was 50%, “Check the current update of my friends Facebook page” was 63%, “I use cell phones during lecture time for the activities which are not related to studies” was 78% and “Watching videos on the internet” was 64%.

When FR and A columns were collapsed into agree, it was observed that a majority agreed that they have used their mobile phones during lecture periods in classrooms for 2 views. The percentage of student response for the item “Search or get information about classwork” was 33% and “Checking the meaning of a difficult word/concept used during lecture period in the mobile dictionary App of my phone” was 44%.

As can be seen from Table 2b, approximately 80% of the participants responded that they never and few times flirted with someone in class or outside during lecture time and used cell phones during lecture time for the activities which are not related to studies. More than 60% of the students never and few times recorded audio or video lectures, checked the current update of their friends Facebook page and watch videos on the internet. While nearly 40% never and few times used mobile phones to use as calculator and to take the photo of illustrations on the board, 44% of the students frequently and always checked the meaning of difficult words/concepts used during lecture period in the mobile dictionary App of their phone. Exactly half of the participants never and few times chatted with family and friends in lecture time. 33% frequently and always search or get information about classwork.

4 students did not attend the statement “Search or get information about classwork”, “I use mobile phones to use as a calculator”, “Checking the meaning of a difficult word/concept used during lecture period in the mobile dictionary App of my phone”, “Flirt with someone in class or outside”, “I use cell phones during lecture time for the activities which are not related to studies” and “Watching videos on the internet.”. 5 students did not attend “To record audio or video lectures” and “Check the current update of my friends Facebook page”. 6 students did not attend “To take the photo of illustrations on the board” and “Chat with family and friends”.

DISCUSSION

In an effort to measure the perception of students on the usage of Cell phones in a university class room, the researcher performed quantitative method and clearly confirms that overall, the purpose for learning or education has been exhibited in a positive way. In the present study, it shows that majority of the students have found that the use of mobile phone has enhanced the learning process and vocabulary acquisition because of the mobile phone dictionary. They also plan better for their learning with mobile phone than without it. These are corroborating with the findings by Aamri and Suleiman (2011) and Javid, Malik, and Gujjar (2011). It emerged from the study that usage of Cell phones has boosted their motivation and vocabulary acquisition because of text messages written in English in and outside the classroom. As a whole, students believed that the mobile phone use in learning is very effective which has made them more productive. These results agree with the findings by Aamri and Suleiman (2011). More than 50% of the participants in this study agreed that that the use of cell phones which are not related to studies by class mates in the classroom has caused distraction to students. This statement coincides with the findings of Ugur (2015) and Aamri and Suleiman (2011). The participants in the study conducted by Ugur (2015) observed that some offending students are phubbing in class that leads to distraction for other students or instructor in classroom. Aamri and Suleiman (2011) also concurred that the use of cell phones creates distraction among students and lecturers.

The present study further established that students do not use mobile phones in the classroom when they get bored with the lecture which is similar to the finding by Aamri and Suleiman (2011) as they states that “We the students do not use mobile phones in lecture at all” (p.149). However, these results does not corroborates with Olufadi (2015) and Ugur (2015). Ugur (2015) states that “the greatest portion with 60% said they start phubbing because they get bored during courses” (p. 62). Jumoke, Oloruntoba, and Blessing (2015) specified that “most of the respondent believed that the biggest issue in mobile phone usage is the addiction to usage of social network” (p. 366). They further continued and concluded that the use of social networks is a main reason for the poor academic performance of students. Findings of Olufadi (2015) also support the same. Ugur (2015) revealed that “56.9% of them indicated that they check whatsapp, 41% send messages, 32,9% surf the web, 22% use facebook during courses” (p.61). Conversely, in the present study majority of the students believed that they can control themselves without being connected to social networking sites such as Facebook, twitter etc. during the lecture

time. Most of the students indicated that they are not addicted to mobile phones which contradict with the investigations by Halder, Halder, and Guha (2015), Olufadi (2015) and Jumoke, Oloruntoba and Blessing (2015). The study revealed that the students do not feel pressure to read or respond to new messages and incoming calls. They do not play games during lecture periods as well as do not have the ability to use phones and listen to lecture simultaneously. These findings are inconsistent with views of Olufadi (2015). Nevertheless, it is consistent in the case of using cell phones to send and receive only urgent messages and calls when compared with the current study. In the present study, students do not believe that their hand writing is becoming bad because of clicking photo always of the illustrations on the board which does not substantiate with the findings by Shrivastava and Shrivastava (2014). Most of the students in the current study feels that they become distressed when their phone is not with them which is similar to the results found by Olufadi (2015) and Belwal and Belwal (2009).

The current research shows that during lecture periods in classrooms, majority of the students never and few times flirt with someone in class or outside, use mobile phones as calculator, take the photo for illustrations on the board, record audio or video lectures, chat with family and friends, check the current update of their friends Facebook page, Watch videos on the internet and use phones for the activities which are not related to studies. On the other hand, Olufadi's (2015) research shows a negative impression on all of the mentioned above. The study found that students who frequently and always searches or gets the information about classwork and checks the meaning of a difficult word/concept in the mobile dictionary App from their cell phone are more which are in line with the investigations by Olufadi (2015). The study found that Lecturers do not encourage students to use mobile phone in and outside the classroom which is consistent with the investigations made by Aamri, Suleiman (2011), Shrivastava and Shrivastava (2014). Ugur (2015) concurs that "if college instructors knew about text messaging in the classroom, they would be shocked" (p. 62).

Majority of the students agrees that Lecturer has a policy that students should not use cell phones in the classroom. Shrivastava and Shrivastava (2014) revealed that "77% of respondent are agree and strongly agree that there should be instructor's guidelines restricting mobile phone during the class" (p. 640). Participants in the study conducted by Ugur (2015) claimed that "92% of the instructors, who care about phubbing, and have a set of rules during courses" (p. 62). As such, students do not want to confront with the instructor as there is a said policy. Findings of the present study were therefore consistent with the findings by Shrivastava and Shrivastava (2014) and Ugur (2015). Shrivastava and Shrivastava (2014) indicated that "81% Participants supported that there should be clear policies restricting mobile phones in college classrooms" (p. 640). Ugur (2015) observed that there are lot of support for mobile phones to be banned from colleges. The results obtained from the current survey showed that students do not feel that cell phones should be banned in classrooms as majority of them use this tool for learning purposes

Furthermore, this study shows that mobile phone has assisted students overall learning process which is stable with the investigations by Aamri and Suleiman (2011), Belwal and Belwal (2009), Javid, Malik, and Gujjar (2011) and Gikas and Grant (2013). Age, gender, level and stream did not affect students' perceptions of learning in the class room. Overall from the findings, it has concluded that the majority of the students' are utilizing this mobile tool effectively.

CONCLUSION, IMPLICATIONS, AND LIMITATIONS

The study could be concluded from the findings that students show positive attitudes about cell phones use in university classrooms during lectures. Their motivation to learn has been enhanced by the use of mobile phone in and outside the classroom. Even though, the Off-task behaviour of some students are causing distractions to the fellow classmates, majority of the students agreed that mobile phones have assisted in their overall learning process. Furthermore, this study has discovered that the university students are matured enough to handle this device excellently and not dialling "D" for disaster but "L" for learning. Ultimately, the current era is not in the world of mobile phone but in the world of smart phones which can be used not just for making calls but also for browsing and gathering information for the studies. If all the students are using this tool efficiently, the world can have not a better future but a best future. This study only covered views of students. It would be more beneficial to conduct a study to investigate the views of Lecturers on the cell phone usage of students in the classroom. It would also be interesting to conduct a comparative study on controlling the cell phones and teaching styles in other countries with the styles in South Africa.

In the light of conclusion, the researcher makes three recommendations to the Faculty or Educators of the university who are consenting the students to use cell phones in an academy. (1) faculty must describe the guidelines on the first day itself to all the students, (2) lecturer must list the educational apps that the students need to be installed on their phones which will enhance their learning, and (3) avoid enrolling large number of

students to a class which will help the lecturer to have a close contact with students in terms of using cell phone positively. This study is not without limitations. The students in the study were from the department of Information Technology. Thus, it would be beneficial to conduct a similar case study with the group of students from other departments too in the university and from the schools to find out whether it's the same opinion or a different one.

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