

## **Level of Cellphone Usage and Academic Performance**



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**ABSTRACT:** This descriptive research paper was conducted to find out the level of cellphone usage and the English academic performance of the AB English students of the Northern Iloilo Polytechnic State College, Estancia, Iloilo. The respondents were the 46 AB English students, 16 of which were the first year and 30 were the fourth year AB English students enrolled in the first semester AY 2018-2019, classified according to sex and year level. The statistical tools used were mean, frequency counts and percentage, t-test, Pearson r. The researcher made questionnaire underwent the validity and reliability testing. Researcher made questionnaire were classified into two parts: Part I, the personal data sheet which include the questions name, sex and year level. Part II has 30 item-cellphone usage questionnaire. It was generally found out that AB English students have always level of cellphone usage. In view of these findings, it can be concluded that the level of cellphone usage of the AB English students when taken as an entire group was always but when classified as to sex, female always used their cellphone while males used their cellphones sometimes. The study also showed that first year AB English students have sometimes level of cellphone usage while the fourth year AB English students always used their cellphones.

The study further revealed that both male and female including the first and fourth year AB English students was good in their academic performance. Thus, no significant differences existed in the level of cellphone usage and academic performance; however significant difference existed in the level of cellphone usage and academic performance of AB English students when they were classified as to year level. Finally, study revealed that no significant relationship between the level of cellphone usage and English academic performance of the AB English students of the Northern Iloilo Polytechnic State College.

**KEYWORDS:** Development, enhancement, level, performance, proficiency

### **1. INTRODUCTION**

Nowadays, almost everyone has a cell phone. It makes the communication faster and easier. Like any gadget, the cell phone has evolved overtime and each stage or era was certainly interesting. It keeps with the on-going changes and demands of the people who use it (Barba et al., 2013).

People from all walks of life use cell phones. Texting has come along with flourish, making a big impact among students. This habit-forming menace can influence students to spell incorrectly or get confused about the correct usage (Barba et al., 2013).

Texting feature in mobile phones has become a “God’s gift” for most of the people. This feature made this communication very convenient to everyone. It’s has become an important part of the daily lives of people, especially to the Filipinos. According to AHN Media Corp 2010, Philippines have been tagged as the “texting capital of the world”. Many Filipinos exchange text messages with the use of their mobile phones. People have become frequent texters, and they have started sending messages in shortened ways. This problem cropped up with the innovation of this new technology, and its possible effects on the student’s language proficiency.

This study was anchored on Cattell’s Theory where he attempted to bring together personality changes includes learning, as due to environmental influence. According to him, personality changes include change in learning as well as other changes. Lewin’s topographical theory is also considered wherein the ideas, expectation, feelings, attitudes and needs of the individual constitute the internal forces while everything in physical world including other human beings with which the external forces interact in his/her life. Space changes and any of these forces are likely to result in changes of behavior or attitudes (Apocay J., et. Al, 2016).

The paradigm of the study includes the independent variables which includes the sex, and year level while the dependent variables were the level of cellphone usage and academic performance in English. The dependent variable of the study which was the level of cellphone usage and academic performance in English is dependent on the sex and year level of the AB English students of the Northern Iloilo Polytechnic State College A.Y. 2018-2019.

This study aimed to determine the Level of Cell phone Usage and the English Academic Performance among the Bachelor of Arts Students of NIPSC. Furthermore, the researcher explored the level of cell phone usage of the AB English Students of NIPSC

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when taken as a whole and when classified according to sex and year level. Moreover the researcher tried to find out the significant relationship between the Level of Cell phone Usage and English Academic Performance among the AB English Students of NIPSC.

### 2. METHOD

#### A. *Research Design*

The descriptive research design was used in this study. According to Ardales (2001), descriptive research is appropriate for studies that aimed to find out what prevail at present conditions, opinions or beliefs and developing trends. This study will be concerned with the Levels of Cell phone Usage and English Academic Performance among the AB English Students of NIPSC.

Descriptive research design was used in this study, for it determined the relationships among variables which are the sex, year level, level of cell phone usage and academic performance.

#### B. *Participants of the Study*

The participants of the study were the 46 AB English students of NIPSC during Academic Year 2018-2019.

The selection was done by classifying the students according to their sex and year level, 30 students were taken from the fourth year and 16 were taken from the first year.

#### C. *Data Gathering Instrument*

In this study, the researchers constructed questionnaire to gather data on the level of cell phone usage of the AB English students of NIPSC.

The researchers used the validated researchers-made questionnaire which consisted of two parts:

Part I, dealt with the respondents' personal data information including the name, sex and year level.

Part II is the Questionnaire on Level of Cell Phone Usage which consisted of 30 items. The scoring: 3-always, 2-sometimes, and 1-never. For the purpose of statistical treatment, numerical weights were assigned to respective responses.

#### D. *Validity and Reliability of the Instrument*

The thesis adviser reviewed and improved the initial draft of the questionnaire on the "Level of Cell Phone Usage of the AB English Students" of NIPSC. Upon the advice of the thesis adviser, the questionnaire was presented to the panel of experts jurors for validation. There were 3 jurors who evaluated each item on the appropriateness of suitability, relevance, clarity of language and for other suggestions. It was agreed that 75% of items was considered to be acceptable.

Upon the approval of the thesis adviser, the questionnaire was trial-tested to the thirty students from the Institute of Computer Studies of NIPSC to determine and to gather the scores needed for reliability testing. According to Best and Kahni (1989), thirty (30) is considered an ideal number of respondents to serve as representative for the sample of the instrument. There were 30 items of the questionnaire underwent reliability through the Cronback alpha method of .884. Hence, the questionnaire was found to be reliable and was then administered to the respondents.

#### E. *Data Gathering Procedure*

Before the study was conducted, a written permit was secured from the Dean of the School of Arts and Sciences as well as to the Chairperson of the AB English department after the questionnaire passed its validity and reliability tests. The questionnaire was personally administered by the researchers among the first year and fourth year AB English students. The respondents were closely monitored to ensure that no item in the questionnaire was left unanswered. Then the response of the students were coded, computed, analyzed and interpreted.

The following statistical tools were used in the interpretation of the data for this study: **frequency Counts, Percentage Means, t-test** and **Pearson's r**.

### 3. RESULTS AND DISCUSSION

#### Level of Cellphone Usage and English Academic Performance among AB English Students

The Level of Cell phone Usage among AB English students when taken as an entire group obtained "always" (M= 2.34). This simply implies that the Level of Cell phone usage of the AB English students was "always" whether they used their cellphone in educational purposes, research, calling or by texting.

When classified according to sex, females "always" (M = 2.35) used their cellphones while males had "sometimes" (M= 2.31) level of cellphone usage. This implies that females always used their cellphones compared to males.

When classified according to year level the First year AB English students "sometimes" (M= 2.27) used their cellphones while fourth year or graduating AB English students had "always" (M= 2.38) level of cellphone usage.

This explains that graduating AB English students always used their cellphones compared to first year.

Table 2 shows the data

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**Table 2. Level of Cellphone Usage of the AB English Students When taken as a Group and When Classified According to Sex and Year Level**

Categories	N	Mean	Description
A. Entire Group	46	2.34	Always
B. Sex			
Male	8	2.31	Sometimes
Female	38	2.35	Always
C. Year Level			
First Year	16	2.27	Sometimes
Fourth Year	30	2.38	Always

  

Arbitrary Scale	
Mean	Description
2.34-3.00	Always
1.67-2.33	Sometimes
1.00- 1.66	Never

### English Academic Performance of the AB English Students

#### When taken as a Group and When Classified According to Sex and Year Level

The English academic performance of the AB English students when taken as an entire group were described as “good”(M = 2.1065). When classified according to sex both male (M = 2.05) and female (M = 2.12) have “good” academic performance.

When classified according to year level, first year (M=2.0958) and fourth year (M = 2.1122) AB English students have “good” Academic performance.

Table 3 shows the data.

**Table 3. English Academic Performance of the AB English Students When taken as a Group and When Classified According to Sex and Year Level**

Categories	N	Mean	Description
A. Entire Group	46	2.1065	good
A. Sex			
Male	8	2.05	good
Female	38	2.12	good
C. Year Level			
First Year	16	2.0958	good
Fourth Year	30	2.1122	good

  

Arbitrary Scale	
Mean	Description
1.1 - 1.5	Always
1.6 - 2.0	Very Good
2.1 - 2.5	Good
2.6 - 3.0	Passing

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### Significant Difference in the Level of Cellphone Usage of the AB English Students According to Sex and Year Level

The significant difference in the level of cellphone usage of the AB English students was determined using the t-test and was set at 0.05 alpha level. The result showed no significant difference in the level of cellphone usage when AB English students was classified as to sex

(t = -.714, sig = .479) but showed significant difference when AB English students when classified as to year level

(t = -2.414, sig = .020).

Table 4 shows the data.

**Table 4. Significant Difference in the Level of Cellphone Usage of the AB English Students When classified According to Sex and Year Level**

Categories	df	t	Sig. (2-tailed)
Level of Cellphone Usage			
Sex	44	-.714	.479
Year Level	44	-2.414	.020

\*Sig at .05 alpha level

### Significant Difference in the English Academic Performance of the AB English Students When classified According to Sex and Year Level

The significant difference in the English academic performance students was determined using the t-test and was set at 0.05 alpha level. The result showed no significant difference in the academic performance of the AB English students when classified as to sex

(t = -.950, sig = .347), and to year level (t = -.306,

sig = .761). Therefore the null hypothesis which states that there is no significant differences on the English academic performance of the AB English students when classified according to sex and year level is accepted.

Table 5 shows the data.

**Table 5. Significant Difference in the English Academic Performance of the AB English Students When classified According to Sex and Year Level**

Categories	df	t	Sig. (2-tailed)
Academic Performance			
Sex	44	-.950	.347
Year Level	44	-.306	.761

\*Sig at .05 alpha level

### Relationship on the Level of Cellphone Usage and English Academic Performance of the AB English Students

The significant relationship between the Level of Cellphone Usage and English Academic Performance was determined using the Pearson's r set at 0.05 alpha level.

The result of the study revealed that there was no significant relationship between the level of cell phone usage and English academic performance of AB English students (r = -.057, sig = .704). Therefore, the null hypothesis which states that there was no significant relationship between the level of cellphone usage and the English academic performance of the AB English students is accepted.

Table 6 shows the data

**Table 6. Relationship between the Level of Cellphone Usage and English Academic Performance of the AB English Students**

Categories	diff.	r	Sig. (2 tailed)
Cellphone Usage VS. Academic Performance	4	-.057	.704

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### 4. CONCLUSION

This study was conducted in order to determine the level of cell phone usage and the English academic performance of the AB English students.

Specifically, it sought to answer the following questions:

1. What is the Level of Cell phone Usage of the AB English Students of NIPSC when taken as a whole and when classified according to sex and year level?
2. What is the English Academic Performance of the AB English Students of NIPSC when taken as a whole and when classified according to sex and year level?
3. Is there a significant difference on the level of cellphone usage of the AB English students when classified according to sex and year level?
4. Is there significant difference on the English Academic Performance of the AB English students when classified according to sex and year level?
5. Is there significant relationship between the Level of Cell phone Usage and English Academic Performance among the AB English Students of NIPSC?

The researchers used the validated researcher-made questionnaire which consisted of two parts. Part I consisted of the respondent's Profile and Part II was the Questionnaire on the Level of Cellphone Usage

The data were statistically processed using the frequencies, percentages and mean, t-test, and Pearson's r. All inferential tests were set at 0.05 alpha level of significance. The data gathered from the study were subjected to computer-processed statistics using the Statistical Package for Social Sciences (SPSS) software.

The respondents of the study were the first year and fourth year AB English students enrolled in the school year 2018-2019 of Northern Iloilo Polytechnic State College, Estancia, Iloilo.

The result of the study shows the following:

The level of cellphone usage of the AB English students when taken as a whole was "always" and when classified as to sex, females "always" used their cellphones while males "sometimes". When classified as to year level first year "sometimes" used their cellphone while the fourth year or graduating AB English students "always" used their cellphones.

The academic performance in English of the AB English students when taken as a whole was "good".

When classified as to sex and year level both first year and graduating AB English students had "good" academic performance.

No significant differences were noted when classified as to sex, but significant differences were noted when classified as to year level.

No significant relationship was noted between the level of cellphone usage and the academic performance in English of the AB English students.

Based on the findings of the study, the following conclusions were drawn:

Since the findings of the study revealed that respondents when taken as a whole and when classified as to male and female were "always" using their cellphones, it can be concluded that both male and female "always" used their cellphones and do not affect their academic performance since students' academic performance was "good".

As the results revealed no significant differences existed in the level of use of cellphone usage when classified as to sex, therefore, it can be concluded that variable has nothing to do with the level of use of cellphone usage.

However, significant differences existed in level of use of cellphones when the respondents were classified as to year level, therefore it can be implied that fourth year or graduating AB English students always used their cellphones compared to first year.

Lastly, no significant relationship was noted between the level of cellphone usage and academic performance in English of the AB English students. It can be inferred that the academic performance of the AB English students is not affected whether they sometimes or always used their cellphones; still they can perform well in their English subjects.

Based on the findings and conclusions, the following recommendations are advanced:

The Dean of the School of Arts and Sciences may establish rules and regulations on the proper use of cellphones inside the school campus particularly inside the classroom.

Teachers may set rules on the use of cellphones inside the classroom. Students who do not abide by such rules set by the teachers will have punishment.

Parents may also be encouraged to set rules at home in using cellphones of their children.

The students themselves may minimize the use of cellphones, if cannot be avoided students may set it in silent mode or switch it off.

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