Academic Use of Smartphone among University Students.

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Abstract

This study was conducted to examine the academic use of smart phone among university students. The objective of the study was to study the effects of use of smartphone on academic performance. Academic use of smartphone effects on academic performance. This cross-sectional study was conducted in University of Sargodha sub-campus Bhakkar. The population of study was students of University of Sargodha sub-campus Bhakkar. The sample size was 250 students from different departments of University and it is selected by simple random sampling. A survey was conducted by using a questionnaire as tool for information gathering about academic use of smart phone among university students. Statistical analysis of data was done by using Statistical Package for Social Sciences (SPSS). One way ANOVA was performed to measure the relationship among variables. Results indicate that use of smartphone little effects on academic performance.

Index Terms: Smartphone, Students Learning, Technology, Newspaper.

1. Introduction

A smart phone is a cellular telephone with an integrated computer and other features not originally associated with telephone, such as an operating system web browsing and the ability to

run software application. A technology that has truly changed the way the world operates is the smartphone. It is not just a communication device; it is a handheld personal computer that has become an extension of peoples' lives. It is more than just a device to communicate with others; it is integrated into daily life as a communication tool and as a multimedia device (Oksman, 2010; Westlund, 2010).

Institute of International Education, Open Doors Report (2013) International students face many challenges when studying abroad. To counter these challenges, it is important for them to stay connected with their families, friends, and social groups (Scarpino&Alshif, 2013; Tas, 2013b). The use of technology has made this increasingly easy to do. By staying connected they retain a feeling and place in their community; this is a powerful antidote for homesickness and provides a potential "lifeline" in times of stress or difficulties (Scarpino&Alshif, 2013).

The smartphone can also help them to further connect with their host culture using an accessible technology to interact and communicate. This also creates a sense of welcome and well-being, which is a key to their personal and academic success while abroad. As a result, one of the aspects the researcher is examining is the students' use of technology, specifically smart phones and how it affects their ability to adapt and connect to their host culture.

 The smartphone has also become a mass communication device that keeps people connected with public and larger networks, organizations and communities (Oksman, 2010); this is a critical aspect the survey is examining. The use of mobile phones in social contexts is more than a communication tool; it is commonly adopted for entertainment, social contact, family relations, peer relations, and socializations (Nurullah, 2009; Wei & Lo, 2006). This is another important factor on which the researcher is seeking to collect data through pivotal survey questions.

2. Literature Review

Nurvitadhi (2003) in her study on mobile phone usage among adolescents in Japan and USA found that a large proportion (69.53%) of Japanese adolescents preferred using the text

messaging service while American adolescents (35.5%) favored the game features in the mobile phone. Japanese adolescents (40.21%) were also found to use more MP3 (MPEG-1 Audio Layer 3) features of mobile phones as compared to other features.

Weilenmann, Larsson (2001) conducted field studies on public use of mobile phones among teenagers in Sweden. Their study shed light on how the mobile phone has come to be used as a tool for local social interaction, rather than merely as a device for communication with dislocated others. Their observations pointed towards the collaborative nature of mobile phone use. The researchers examined how phones were shared and how their field data could be of use when designing new mobile technology and services for the youth.

Hofvenschiold (2003) studied the effect of cultural background and occupational status on the way people interact and perceive technology. She surveyed university students and young professionals from Germany and the United Kingdom to study the attitudes towards cell phones. She concluded that differences in attitudes were measurable when emotional and motivational aspects of mobile phone use were investigated during the study.

Choliz in 2010 in his research reveals that many people develop dependency to new technological devices as they become increasingly integrated into their daily lives. For example, some view that excessive internet use, along with pathological gambling, should be included as behavioral addiction. Similarly, excessive use and dependency on the cell phone may be considered an addictive disorder.

3.   Methods

Methodology is usually a guideline system for solving a problem, with specific components such as phases, tasks, methods, techniques and tools (Irny et al, 2005). Scientific method is the pursuit of truth as determined by logical considerations. The ideal of science is to achieve a systematic interrelation of facts. Scientific method attempts to achieve "his ideal by experimentation,

observation, logical arguments from accepted postulates and a combination of these three in varying proportions" (Ostle et al, 1975).

Simple random sampling is one of the main types of probability sampling methods. A simple random sample is made up of people who are chosen randomly and entirely by chance. A simple random sample is simply one where the each unit has same probability to be chosen. In present study simple random sampling technique is used. There are 3000 students of University of Sargodha sub campus Bhakkar; in present study only 250 students are selected for research through simple random sampling. Since the aim of simple random sampling is easy to access researchers visit different departments of University of Sargodha sub campus Bhakkar where it would be easy to invite many students to take part in research.

4. Results

➢ About 55(22.0%) of respondents agree with the statement that I will never give up using my smartphone even when my daily life is already greatly affected by it.

➢ Most of the respondents 65(26.0%) are agree with the statement that I constantly checking my smartphone so as not to miss conversations between other people on Twitter, Face book or Whatsapp.

➢ 71(28.4%) of respondents are agree with the statement that I use my smartphone longer than I had intended.

➢ 58(23.2%) of respondents are slightly agree with the statement that the people around me tell me that I use my smartphone too much.

➢ Near half of respondents 111(44.4%) are agree and only 1(.4%) are neutral with the statement that I use Smartphone for office productivity and assignment preparation like Word processing, spreadsheets, presentations, notes.

5.   Discussion

The increase in Smartphone device use for educational purposes generates ample opportunity for innovations designed to help students achieve their learning goals and help them navigate the logistics of being a student. Students had an overwhelmingly favorable perception of the use of smart phones in the classroom for academic purposes. Choliz in 2010 in his research reveals that many people develop dependency to new technological devices as they become increasingly integrated into their daily lives. For example, some view that excessive internet use, along with pathological gambling, should be included as behavioral addiction. Similarly, excessive use and dependency on the cell phone may be considered an addictive disorder.

A study conducted by Srivastava (2005) found that students keep using their mobile phone even while attending to their lectures in classrooms while more keenly observed using short message service (SMS) during their lecture hours. In addition, the youngsters ignore their safety precautions and use cell phone while driving that put them at serious safety risks.

According to our research process in which students regularly used their smart phones in class to find information and that use was perceived as highly beneficial to their learning, enjoyment of the class, and success in the class. Meaningful academic use of the smart phone was clearly a positive experience for these students.

If students are using their smart phones for academic purposes, as done in this study, then smart phones become a learning tool rather than a problem. Students use their smart phones in the classroom to perform academic purposes. Students use their smart phone to increase learning skills, presentation skills, and increase productivity. The use of smart phone is increase students' academic performance. Through smart phone students increase their academic grades and to read information through newspaper, magazine and internet and by use personal skill to achieve the high position in their institution.

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