

Distracted Minds: Investigating the Influence of Smart Phone Addiction on Study Habits Among Secondary School Students

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ABSTRACTS: *The study investigates the impact of smart phone addiction on the study habits of Secondary School Students focusing on whether significant differences exist between students with and without smart phone addiction with the Widespread use of smart phone among today's youth, concerns have emerged regarding their potential influence on academic performance and study habits. By investigating the connection between smartphone addiction and Study habits among secondary school students, the study seeks to close this knowledge gap. One hundred (100) sample of secondary school students were selected comprising both students with and without smart phone addiction. Validated measures were used to assess smart phone addiction levels and study habits. Additionally, data on time spent on phone and performance was collected. Statistical analyses including t-test was conducted to compare the study habits of students with or without smart phone addiction. The findings contributed to understanding the significance of smart phone addiction in shaping academic behaviors and informed interventions aimed at promoting study habits among secondary school students in this digital age.*

KEYWORDS: smart phone addition, study habits, academic performance, secondary school students, digital age.

INTRODUCTION

In today's digital age, smart phone has become ubiquitous, especially among adolescents, profoundly impacting various aspects of adolescence lives. Among these impacts is the concern regarding their influence on study habits among secondary school students. With the rise of smart phone addiction characterized by excessive and compulsive smart phone use, there is a growing need

to understand its implications on study habits and students' academic performance. Smart phone addition is the excessive use of phones to the level that it impinges on a person's daily activity or life, it can also be seen as uncontrollable behavior which encroaches on normal living and results in severe or serious stress and discomfort on loved ones and friends and one's academic environment. According to Akhter, (2013) Academic environment problems, triggered by phone addition comprises missing classes, inability to study, poor memory, lack of sleep, poor concentration and poor scholastic performance. Hence time spent on phones should be carefully guided. According to scott (2004), the internet is both a blessing as well as a course to education. He considered it to be a useful source of data that would enhance academic study and a threat to students learning and academic performance. This constitute the views of most researchers.

RESEARCH PROBLEM

Concerns have been expressed regarding the possible effects of secondary school pupils' widespread smartphone use on their academic behaviours and study habits. One specific area of concern is smart phone addiction, characterized by excessive and compulsive smart phone use, which may detract from student's ability to engage in effective study practices. Despite the growing prevalence of smart phone addiction, there is limited research investigating addiction influences on study habits among secondary school students. The research hope to elucidate the potential consequences of smart phone addiction on academic performance and identify areas of intervention and support. Therefore, understanding this is crucial for, educators, parents and policymakers seeking to promote academic success among secondary school students. Additionallsy, by deepening our comprehension of the intricate relationship between academic behaviours and technology use, we can eventually aid in the creation of evidence-based tactics for encouraging more positive study habits in the digital age.

Research Questions

- 1.Is there any significant difference in Mobile phone addiction of students and concentration levels of students during study periods among secondary school students
- 2.Is there any significant difference in academic performance of students with smartphone than students who are not addicted to smartphones
- 3.Is there any significant difference in the study habits of students who are addicted to their smartphones from those students who are not.

RESEARCH HYPOTHESES

Ho1; There is no significant difference between students' levels of concentration and mobile phone addiction.

Ho2; There is no significant difference in academic performance of students with smartphone addiction and students without smartphone addiction

Ho3 There is no significant difference in the study habits of students with smart phone addiction and those without smart phone addiction.

LITERATURE REVIEW

Numerous studies have highlighted the prevalence of smart phone addiction among adolescents and its detrimental effects on various domains including study habits and academic performance. Choi, Park and Kim (2019) found that high levels of smart phone addiction were negatively associated with academic achievement among Korean adolescents suggesting a potential link between excessive smart phone use and reduced study engagement. Similarly, Elhai, Levine, Dvorak and Hall (2016) identified a significant relationship between smart phone addiction and poor time management skills which are essential for effective study habits.

Smart phone addiction has been linked to disruptions in study habits and learning behaviors. A study by Junco and cotton (2012) revealed that excessive mobile phone use including texting and social media engagement among college student is a serious problem. Similarly, Lee, Chang, Lin and cheng (2014) found that smartphone addiction was correlated with procrastination behaviours and poor self-regulation which are detrimental to effective study habits

Interventions aimed at mitigating the negative effects of smartphone addiction on study habits have shown promise in promoting academic success among adolescents. For instance Lee ,kang and Lee(2018) implemented a smartphone management program that emphasized self-monitoring and goal setting resulting in significant improvements in study habits and academic performance among participated students. As we talk about the negative effect, it has its positive effects also as asserted by ojedokun (2009) asserted that no diligent student would sincerely rely on his teacher given the state of information and communication technology nowadays. In contrast Iyitoglu and Celikoz (2017) admit that in respect of academic performance, internet addiction has been established to be negatively related to students' performance with some studies demonstrated a no relationship between students' addiction to the internet and students' performance. Oluwatoyin (2011) discovered that students with internet addiction devote less time studying and this brings about or resulted in lower grade point.

Lyons (2009) opined that the internet revolution has extensively affected students self –study. He further concluded that people now listen to people talk on facebook, YouTube, and other platforms instead of reading books. Students are not bothered or find it necessary to read any longer. Similarly, other studies believed that the internet is positively affecting the way and manner people read. This made Lamb (2005) and Hsian (2000) concluded that its not only a tool and means for knowing and interacting with people and knowing the world but for their academic and daily routines which smartphone is actually doing. Smartphone has become a fundamental and important part of students life . Other studies like Asad, Mamun and clement (2012), Mehmood and Tawir (2013),Kirschner

and karpinski(2010). Negussie and Ketena(2014) and Gupta (2016),concluded that the internet use of each of these individuals has both positive and bad effects on their study habits and academic achievement.

RESEARCH METHODOLOGY

The participants of the study were selected from a diverse population which include both students with and without smartphone addiction. The population consist of all students in Ondo State, Nigeria. Secondary school students from a variety of schools made up the studys sample within a specific geographical range. One of the criteria considered is that the students must be between 13 to 18 years of age and already in secondary school. Both public and private schools were used to ensure a representative sample. Sratified sampling technique was used to ensure that participants are selected from different strata or categories like type of schools, within each stratum, clusters of schools were randomly selected and all students within the selected schools who met the criteria were selected for participation. This approach ensured the representation of students from various backgrounds and education settings. Enhancing external validity of finding of the study, three research instruments were carefully designed and validated. A validated questionnaire of scale was used to assess the level of smartphone addiction among participants and another questionnaire was designed to assess students study habits. The questionnaire consisted of demographic and other information about the participants, the third one is the academic performance records which was obtained from school records, finally observation checklist to observe students behaviours related to smartphone use and study habits in their natural environment. This research instruments were carefully designed and validated by expert to ensured reliability and validity, pilot study was also done on different group of students

Significance of The Study

The research will help comprehend significant issues of smartphone addition among secondary school students which has become highly prevalent in the present digital age. Shedding light on smartphone addiction on students' habits, the study addressed a pressing concern for educators, parents and policy makers. The finding will provide valuable insights for designing targeted intervention and educational programmes aimed at promoting healthy smartphone usage habits and improving study habit/skills among secondary school students. It can also enhance academic performance, guiding parental guidance and support, contributing to policy development and filling research gap.

DATA ANALYSIS

Ho1 ; There is no significant differences in the concentration level of students with smartphone addiction and those without smartphone addiction

Level of concentration	N	X	Std. Dev	Df	Tcal	t.tab	Remarks
Addicted student	50	62.28	11.72	98	6.79	1.96	Rejected
Non Addicted Student	50	52.16	11.33				

$P < 0.05$

The research revealed that t-value (6.79) is higher than the tabulated t-value (1,96), it means that the difference between the sample means is statistically significant at 0.05 level of significance, hence the null hypothesis is rejected, therefore there is a significant difference in the concentration level of secondary school students with smartphone addiction and those without smart phone addiction

Ho2: There is no significant difference in Academic performance of students with smart phones addiction and those without smart phoned addiction

Table 2: Chi-square on significant difference on academic performance of students with smart phone addiction and those without smart phone addiction.

Academic Performance	N	Mean	SD	Df	X ² CAL	X ² tab
Addicted	50	56.07	13.33	98	4.15	1.666
Non Addicted student	50	40.41	12.50			

Significant at 0.05, df = 98

The result revealed that that the value of x calculated (4.15) is greater than the value of Xtab (1.66), given 98 as degree of freedom at 0,005 level of significant. This also led to the rejection of the null hypothesis and the acceptance of the alternative hypothesis that, there is a significant difference in the study habits of secondary school students with smartphone addiction compare to those without smartphone addiction.

Ho3; There is no significant difference in the study habits of students with smartphone addiction than those students without smartphone addiction.

Study habit of students with smartphone addiction and those without smart phone addiction.

Study Habit	X	S.D	Df	tcal	t.tab	Decision
Addicted student	24.13	10.62	98	3.87	1.99	Rejected
Non Addicted student	15.94	7.53				

$P \leq 0.05$

The result revealed that there is a significant difference in study habit of secondary school students with smartphone and those without smartphone addiction meaning that the null hypothesis is rejected

since the calculated t-value of 3.87 which is greater than the critical value of 1.99 at 0.05 level of significant.

CONCLUSION

Based on rejection of hypotheses, it is therefore concluded that there are significant differences in study habits, academic performance and level of concentration between senior secondary school students with smartphone addiction and those without. This suggests that smartphone addiction has a substantial impact on these factors. Consequently, interventions aimed at mitigating smartphone addiction and promoting healthier usage habits may be beneficial for enhancing academic outcomes and concentration levels in senior secondary school students, however, further research may be necessary to explore other potential factors or nuances related to smartphone addiction.

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