

The Effect of Smartphone Addiction on Academic Performance of EBSU Students.

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ABSTRACT

The development of technology has a profound effect on the academic performance of students. Smartphone usage has become popular among the undergraduate students of Ebonyi state University because of its educational and entertaining options. Students are increasingly using Smartphone. However excessive Smartphone usage usually makes the students get addicted to it and that affects their academic performance. This study investigates the effect of smartphone addiction on academic performance of Ebonyi State University students and further suggested that the academic institutions need to make rules regarding the usage of Smartphone in the academic environment (classroom, hostel etc) and should ensure that these rules are implemented. Also, educational seminars/orientations on smartphone usage should be introduced in the university to increase the awareness of the negative impacts of Smartphone addiction on students' academic performance.

KEYWORDS: *Smartphone, Addiction, Performance, Students, EBSU*

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I. INTRODUCTION:

Over the last decade, smartphones have fully penetrated into human lives. People are moving their fingers on the smartphones' screens in homes, offices, parks, markets, bus-stops, and even in classrooms. The smartphone has become one of the most pervasive technological devices in humans' day today lives (Alfawareh and Jusoh 2014; Emanuel et al. 2015; Hossain and Ahmed 2016).

Interestingly, the use of smartphones has momentarily blown up in the last few years, driven mainly by the ubiquitous nature of this technology, lower costs, access and affinity displayed by this demographic group, to these devices (Prensky, 2001). As per the statistics shared by Deloitte in the Global Mobile Consumer Survey, the US edition, mobile phone penetration in the US alone is 85% among the baby boomers and about 90% among the millennial. The proliferated use of smartphones poses new challenges for higher education institutes along with the detrimental effects these devices have on the overall academic performance of university students. University students use smartphones for playing games, music, and videos, surfing on the Internet, accessing their bank accounts, checking news and weather, connecting on social media and using several other applications and features that their phones provide and even while they are in the classroom (Emanuel et al. 2015). Generally, smart phones addiction can be viewed as a mental state where a person is so much attracted to the multitasking functions and applications of the smart phones and where he/she uses it as his/her daily routine activity. Social Construction of Technology Theory approach identified that psychological motives might stimulate the technology adaptation rather than the availability and the affordability of those technologies (Bijeker et al. 1987). In line, with that researcher considered SA as a psychology motive that enables technology driven multitasking ability of the undergraduates.

A Study (Fox, Rosen, & Crawford, 2009) found that most of the college students tend to multitask most of their activities with the use of smartphone and engage with technological activities than reading in leisure time. Compared with the past, students use technology and tend to multitask, very often during learning activities, and it has become a common place in the university classroom

(Calderwood, Ackerman & Conklin 2014). Furthermore, smartphone use may interfere with study-related activities. The proximity of the mobile device can be a tempting distraction, leading to multitasking or task-switching. A growing body of literature (Junco, 2012; Junco & Cotten, 2012;

Levine, Waite, & Bowman, 2012) has shown this behaviour's negative implications with respect to educational performance. The threaded cognition theory by Salvucci and Taatgen (2008) argued that two different conditions cause active goals to be displaced in favour of others: external interruptions and internal voluntary decisions to stop an ongoing task to attend to another and emphasized memory as a central process in

task suspension and resumption; thus, interrupting tasks with more significant memory usage should, in general, cause more disruption will lead to a decrease in overall performance on the task.

Another study found evidence to prove that undergraduate business students sacrifice some certain academic works and study time because of “technological distractions” such as Facebook, YouTube, Viber and other similar electronic information and communication technologies. These factors are profoundly impacting student focus, attention, distraction and consequently, AP (Fox, Rosen, & Crawford, 2009).

Researchers, around the globe, studied students’ perspective about SA and found that smartphones entertain students and help them to escape from academic pressure. Students usually use smartphones for self-expression and to maintain their social relations (Albarashdi et al., 2016). On the other side, it has also been found that in some cases, students use smartphone apps for their academic work (Kamran, 2010). However, the excessive usage of smartphone causes adverse effect on users who gradually become addicted to it. It has been observed that SA is more severe than the addiction to mobile phones, computers, and even internet. Several studies have been conducted to measure the impact of SA

1.2 Aim and Objectives of Study

The aim of this seminar is to understand the extent and consequences of smartphone addiction among EBSU students, with the ultimate goal of developing effective interventions and strategies to address this growing concern.

some of the objectives of this study include:

1. Understanding the effects of smartphone addiction on students' social interactions, relationships, and overall well-being.
2. Investigating the impact of smartphone addiction on students' academic performance, including their grades, attendance, and overall academic success.
3. Identifying the consequences of smartphone addiction on students' physical health, including their sleep patterns, exercise habits, and overall fitness.
4. Providing recommendations for universities and educational institutions to support students in managing their smartphone use and reducing the negative impacts of addiction.
5. Contributing to the growing body of research on smartphone addiction and its consequences, which can help inform public policy and public health initiatives aimed at promoting responsible and healthy smartphone use.

1.3 Significance of Study

- i. The findings will provide valuable insights for university administrators, educators, and policymakers to develop strategies to mitigate the negative impacts of smartphone addiction
- ii. The study will contribute to the existing body of literature on Smartphone addiction and its effects on EBSU students.

1.4 Scope y

This seminar focuses on undergraduate students enrolled at Ebonyi State University (EBSU). The research is confined to the EBSU campuses, including all faculties and departments. This study does not cover the impact of smartphone addiction on postgraduate students and it only focuses on the direct effects of Smartphone addiction and not on other potential confounding factors such as socioeconomic status, family background, or pre-existing mental health conditions.

II. LITERATURE REVIEW:

The 21st Century has witnessed the increasing advancement of technology leaving an imprint in all aspects of an individual’s life. One of this technological advancement is the smartphone and its numerous applications that offer quick access to Internet and Social Media through apps such as Facebook, Whatsapp, and Twitter. Information technology has changed the lifestyle of an individual and their technology adoption. The innovation in information technology provides an opportunity to produce unique products (Aljomaa, S. S., Qudah, M. F. A., 2018). This fascination with smart gadgets has resulted in increased interaction of people with the technology which is even greater than with the people Smartphones have evolved to the extent of becoming an integral part of people’s life. Smartphones are used for many reasons such as communication, entertainment, productivity, social networking and gaming (Augner, C., & Hacker, G. W. (2012). Smartphones not only have replaced the traditional cell phones but have also replaced personal computers and many other similar devices. People nowadays feel inseparable from their smartphones. In parallel with the increasing development of technology and excessive use of smartphones, one of the major issues that researchers have observed and are working on is smartphone addiction. Aljomaa, Qudah, Albursan, Bakhiet, and Abduljabbar (2016) conducted a

survey on undergraduate students' addiction level to smartphone and found that the level of addiction was as high as 48%. Doorn (2011) states that this addiction level is a thought provoking and significant finding in understanding the life of modern people.

Smartphone addiction leads directly or indirectly to many problems in education and affects the classroom inside and outside. Using smartphone for irrelevant activities in the classroom environment is called cyber loafing (Selwyn, 2008). Cyber loafing is associated with smartphone addiction and is considered to be a negative factor which lowers the academic success and performance of the students.

Furthermore, psychological features were also studied to understand the effect of over-use of internet on peoples' life and health (Chiu, S.-I. (2014) and it was found that most of the people don't use their smart phones only to make phone calls but also for playing games. They have developed a personal relationship with their smartphones which satisfies them only when they check or see their smartphones' screens.

This is also a sign of addiction which is increasing day by day (Gökçearslan, Mumcu, Has, Iaman, & C, evik, 2016). Some theoretical work and empirical knowledge have been provided to guide researchers in examining the social impacts of smart phone usage. It was found that the use of social media is an important factor for smart phone addiction.

Apart from smart phone addiction, self-regulation and discipline of life also gets damaged because of excessive use of smart phone. It is also very common at work place or in schools that many people indulge in cyber loafing during office hours as individuals with higher general self-efficacy have high self-efficacy level and technological competency.

A lot of researches have made relative contribution regarding the impact of smart phone addiction and its usage among different sectors, ages and many more. A lot more researches have also been conducted but no proper attention had been given to know the impact of smart phone usage and its addiction on university students. Many people face difficulty because of smart phone usage in education or at work place. Some people even develop medical issues like back pain, wrist pain etc due to excessive use of smartphones which can lead to dangerous accidents and prove fatal for someone's life. This even raises the concern of the parents towards their children and worries them about their grades and non-serious attitude towards their studies.

In past years, many researches have been conducted to identify the problem of smart phone addiction among adolescents. Most of the researches targeted the adolescents and university students because this addiction is increasingly spreading in youngsters. Also, the impact of smart phone addiction has been examined at workplace to check the competency levels of the employees. It was found that smart phone addiction also causes health issues like emotional stress, sleep disturbance and academic failures (Lee, Cho, Kim, & Noh, 2015). Another research examined the relationship of peers such as the student-student relationship among adolescents due to smart phone addiction by calculating their self-esteem, ethics etc and found out that the youngsters who were more addicted towards smartphone were likely to have many other problems and weaker relationship.

The use of smartphone in the universities for personal use even lead to academic failures (Gökçearslan et al., 2016). Smart phones are creating new interactive spaces for all aspects of education, shopping, socializing, health and many other to make life easier but nowadays students use it in a destructive way and are losing their control, interests, physical activities, communication and confidence which disturbs their studies as they are involved in cyber loafing during class hours (Gökçearslan, Uluyol, & Sahin, 2018). Furthermore, the discussion over the smart phones has taken over personal discussions which results in losing confidence.

It was also observed that male students are more affected by smart phone addiction than female students as they neglected their work and studies but females didn't often do that. The problem of parent and children's relation was also seen towards smart phone addiction that the parents were also getting addicted towards smart phones and were not giving enough attention to their children's needs and upbringing.

III. DISCUSSION

3.1 Symptoms of cell phone addiction.

It is important to understand the symptoms of cell phone addiction so you can identify whether you have a problem that needs to be addressed. Some of the most common symptoms include the following:

- - You get a feeling of anxiety when your phone isn't in reach or you don't have cell phone service.
- - Your phone interferes with your daily activities, chores, and tasks.
- - Your smartphone usage has ruined your vacation with family or spoiled social events with friends.
- - You've experienced injuries or harmful effects due to cell phone usage, such as neck pain or eye strain.
- - You lose a sense of time due to cell phone distractions.
- - You feel withdrawn from the physical world, distancing yourself from friends, family, and activities you used to enjoy.

- - Smartphone usage has put an important relationship or your professional career in jeopardy.
- - You've tried to limit your cell phone usage but haven't succeeded.

3.2 Reasons behind Smartphone addiction among university students

Generally people who have psychological and emotional issues such as depression, loneliness, social anxiety, impulsivity, and distraction easily get addicted to technology such as the Smartphone. In addition, the place where Internet accesses, the degree of time use, peer relationships and parenting types are also relevant. Smartphone addiction is also associated with the physical and psychological problems such as dry eyes, carpal tunnel syndrome, repetitive motion injuries, wrist, neck, back and shoulder pain, migraine headaches and numbness and pain in the thumb, index and middle fingers.

Addiction does not necessarily occur immediately, but can develop through habit; habit can become maladaptive and lead to the development of an addiction. Smartphone addiction can develop through intense focus on the Smartphone or a specific application in a way that negatively interferes with a person's life; for example, checking, posting, or interacting on social media platforms. If the Smartphone or application is removed from the addicted person, panic attacks or feelings of discomfort emerge.

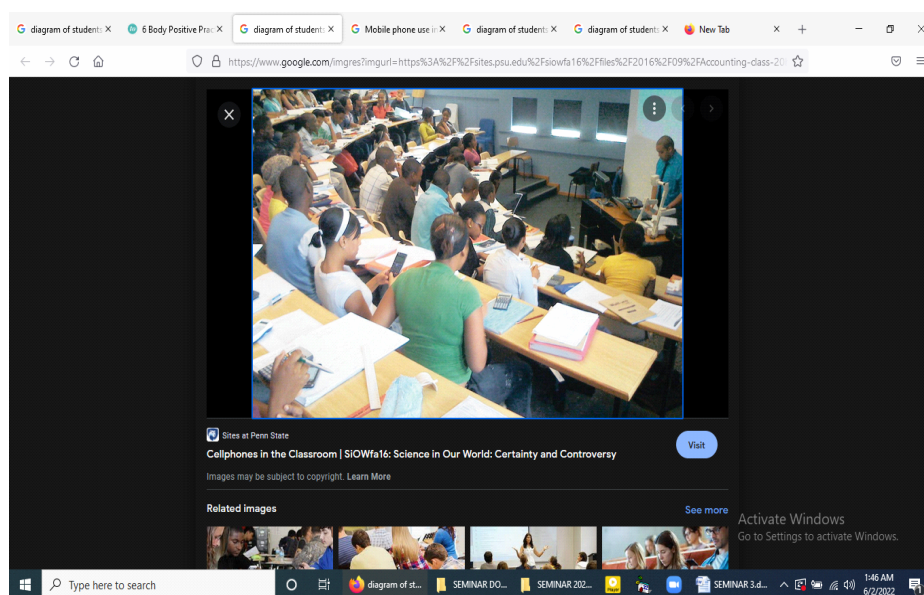


Fig 2: A pictorial demonstration of a students using their smartphone during class hours

3.3 Effects of cell phone addiction.

When you're glued to your phone, you miss out on quality time with friends or family and exciting experiences. There are other negative effects of excessive cell phone usage, including the following:

3.3.1 **Mental health issues:** Studies prove that excessive cell phone use can lead to anxiety and depression. Adolescents who were addicted to their smartphones were more likely to experience chronic stress and low emotional stability.

3.4 Symptoms of Smartphone addiction among university students

Despite the fact that the Smartphone is an extremely useful tool and simplifies the performance of abundant social and personal functions, addiction to it can give rise to problems in interactions with others. In addition, it can interfere with other activities in daily life, alter the rules for interpersonal relationships, affect the user's health or wellbeing, and can even affect students' academic achievement. Walsh, et al. found that mobile phone addicted participants reported feeling frustrated, angry and concerned at times when they were unable to use their phones. However, the most common symptom reported was withdrawal, particularly feeling lost.

However, according to Diane, Smartphone addiction disorder appears as physical as well as psychological signs and symptoms. Individuals who are addicted do little physical activity and generally disregard their health, whilst negative physical signs such as carpal tunnel syndrome, poor posture, backaches, migraine headache, poor personal hygiene, irregular eating, sleep deprivation, eyestrain, dry eyes, and lack of sleep can affect their immune functioning and hormone secretion patterns and their cardiovascular and digestive patterns.

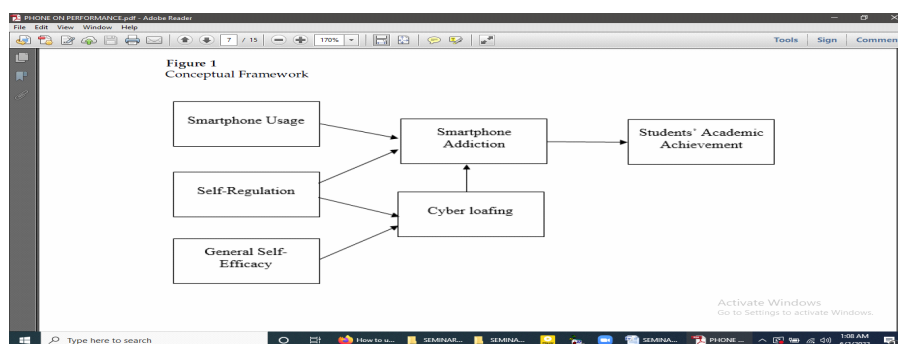


fig 3: Conceptual Framework of smartphone addiction

Figure 3 above demonstrates the impact of Smartphone usage, self-regulation, general self-efficacy on smart phone addiction and cyber loafing

The present study examined the impact of smartphone usage, self-regulation, general self efficacy, and cyber loafing on smartphone addiction which impacts the student's academic achievements. The findings of the seminar shows that the smart usage and cyber loafing has a positive and significant effect on smartphone addiction whereas self-regulation has a significant but negative effect on smartphone addiction. Moreover, general self-efficacy has positive and significant effect and self-regulation has negative and significant effect on cyber loafing. Furthermore, smart phone addiction has positive but insignificant effect on student's academic achievement.

In Ebonyi State University, Abakaliki, most students that are addicted to the usage of their phone

- i. No longer read their books
- ii. Hope on phone during exams
- iii. Depend on it to solves every assignment
- iv. Devote much time to useless things on phone
- v. Indulge in online friendship and gossip
- vi. see it as a way of entertainment and escape from academic pressure

3.4 Tips for preventing cell phone addiction.

Your smartphone is a lifeline that provides information on the spot and keeps you connected to loved ones. However, it's important to pay attention to your cell phone usage to ensure you don't develop an addiction to your device. Maintain a healthy and happy mental state by balancing your engagement in the real world along with your screen time.

IV. SUMMARY AND CONCLUSION

The seminar concludes that Smartphone addiction decreases academic performance of students as students lower their focus on academic learning and get addicted to smartphones for cyber loafing. Therefore, the universities should make policy regulations for students regarding the use of smartphones in the classroom. Also, students should be provided awareness about the negative impact of Smartphone addiction on their personal and academic life, and also on their health through a variety of awareness seminars.

Thus, it was discovered that there is a negative relationship between mobile phone usage and students' academic performance, such that every 100 minutes that a student spent using their phone a day lead to the student dropping 6.3 places in terms of their academic school ranking.

The solutions that students can adopt to get rid of the problem of Smartphone addiction are as follows: delete the programs that cause addiction; performance of some positive self-fulfilling activities and increased social networking; ask a friend for help; ask specialists for treatment of Smartphone addiction; find alternatives to the use of Smartphone as entertainment and reduce the use of Smartphone gradually.

Parents/guardians can also educate their children regarding the risks of Smartphone addiction; increase recreational programs; increase social interaction within and outside the family; balance control and confidence in dealing with their children's Smartphone use; set a limit for their children's Smartphone's bills.

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