Perceptions of Principals and Teachers regarding Students' Mobile Phone use in Higher Secondary Schools of District Swabi

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Abstract

The present study was sought to explore the perceptions of principals and teachers regarding students' mobile phone use in higher secondary schools of District Swabi. The objectives of the study were to explore the perceptions of principals and teachers regarding the use of mobile phones. The population of the study comprises all of the Government Higher Secondary School (GHSS) Swabi, Khyber Pakhtunkhwa, Pakistan. The population of the study consisted of all of the Government Higher Secondary School (GHSS) Swabi, Khyber Pakhtunkhwa, Pakistan. The sample size comprises 100 subject specialists, 76 secondary school teachers, and 19 principals randomly selected from 19 Government Higher Secondary Schools of District Swabi. The research instrument for data collection was a closed-ended Questionnaire containing 10 items on the Likert scale. The collected data were analyzed through different statistical tools like mean, standard deviation, and chi-square. The findings of the study concluded that the majority of the respondents were against the use of mobile phones during school.

Keywords: Perceptions, Mobile Phone, Principals, Subject Specialist, Secondary School Teacher

Introduction

Due to globalization and advancement in the field of science and technology our lifestyle has been changed. Today, we communicate effectively due to repaid progress in information and communication technology. Since the 1990's due to its speedy growth and popularity it becomes the most essential element of our daily life (Ling 2004). For adolescents, the most necessary medium of communication is the mobile phone (Haruna, 2016). The mobile phone has become a part of the whole world culture today. It affected society's accessibility, social activities, safety, and security as well as business. In the past, educational institutions and homes were used to be the agent of socialization (Ling 2004).

The process and education socialization is the main responsibility of the school. Surprisingly, it is stated that due attention has not been given to the influence of mobile phones on our school today. The views of parents, students, and teachers were different regarding the use of mobile phones. Teachers are more concerned about the issues such as the most important matter of discipline in the schools and especially in the classrooms. Where, the parents were worried about the way of contacting their children all the time (Haruna, 2016).

The mobile phone is considered a pocket-sized instrument that has the capabilities of telecommunication, storing contact information, text message, and photography, mailing, and entertainment features. Mobile phones are different in design and functions. Simple mobile phones are used only for verbal communication and for text messages (wood 2006). Advanced and complicated mobile phones have better functions such as camera, internet access, multimedia messaging, audio and video, recording, calculating, Bluetooth, MP3 player, and networking feature (Livingston 2004). Advanced and most modern mobile phones are also called as a Smartphone.

Besides these functions, it could be used for the teaching and learning of science which consists of complicated text and scientific process which are difficult to teach by other ways. Keeping in view, the aforementioned uses, functions, and other capabilities, it becomes so much concerned

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with our daily lives that are impossible to hear that a person would be found without a mobile phone (Taber, 2005).

A lot of reports and investigations show that the uses of mobile phone in school create a great number of issues and problems. The purpose of both mobile phones and schools is different from each other. The purpose of school is to provide quality education to students on a priority basis. The students should be kept aloof from outside contacts to give full concentration on their studies. The mobile phone links student's role with other roles and in such a way it distracting and disrupting the learner's academic performance and learning (Ling & Helmerson, 2000).

Objectives of the study
1.   To explore the perceptions of principals regarding students' uses of mobile phones in higher secondary schools.
2.   To identify the perceptions of teachers regarding students' uses of mobile phones in higher secondary schools.

Statement of the problem
Individuals can respond to any attractive stimulus to satisfy their thirst for creativity. In the current era, media plays the worst role in shaping and deviating students' behavior. The present study was designed to explore the perceptions of principals and teachers regarding the use of mobile phones in higher secondary schools in the public sector in District Swabi.

Research Questions
1.   What are the perceptions of principals regarding students' uses of mobile phones in higher secondary schools?
2.   What are the perceptions of teachers regarding students' uses of mobile phones in higher secondary schools?

Significance of the study
The study is significant to explore the perception of principals and teachers regarding students' use of mobile phones in higher secondary schools. Understanding the perception of principals and teachers set a foundation for developing a value-based control system by using mobile phones among students, instead of the current system of rule-based control which proves to be ineffective. Such perceptions are discussed to reach a consensus on how the device could be in a learning setting as a part of ICT policy implementation in improving students learning performance.

Review of related literature
In the past, there was only one communication device i.e. telephone so there were fewer chances of distracting but in present time with the invasion of mobile phone and the stress of parents to have contact with their children, it became the part of the school and even classroom (Haruna et, al. 2016). Thus, the use of mobile phones by students in school is the main cause of interruption in the school environment. Which not only badly affects the learning and academic performance of the students but also weakens the control of school authority over students.

Although, there are numerous educational advantages of mobile phones, such as easy access to content, a wide range of educational activities, encourage self-study, increase student's zeal and enthusiasm, develop classroom-based interaction and collaboration (Roschelle,2003). The advance mobile phone is known as a smartphone which assists the students to have access to advanced study, information, link with other students for study purposes, access to modern knowledge through net and produce, a most strong media approach to instruction (Ferry, 2009).

The current development in information and communication technology (ICT) has significantly improved the use of the mobile phone. Mobile phone is currently used as instructional device due to its speedy processing power, connectivity, and memory which ensures the attractiveness of these devices (Pea and Maldonado, 2006). During field trips, this advanced communication technology is also used in the subject of science when students collect data for further analysis in the science laboratory (Vavolua, 2005).

The present generation has the most advanced and powerful multimedia instruments which they can use to message and file sharing which normally do not take place in a conventional setup. Students in the present time have more knowledge and command over the mobile phone as compared to the past. In the past, students have only notebooks and pen which they used for learning purpose and these were the fundamental tools, but today majority of the learners attend their respective classes equipped with the most advanced device of mobile phone (Sullivan, 2008)

The learners are more interacting with mobile phones outside the classroom to explore what they have learned during the class (Haythornthwaite & Andrews, 2007). As compared with a computer, a mobile phone is small in size to carry out which is why these technologies are more lucrative for learning objectives. The teacher believes that mobile phone is essential for students so it is pertinent to utilize these technological devices in educating the pupils (Prensky, 2005).

The mobile phone is the most important technological device and for the students' life, it is necessary. It is not only necessary for making and receiving contact calls, messages, internet, and camera but also the need of the day. Nowadays, all students know how to use it (Haythnthwaite & Andrew, 2007)

Today, students keeping in view their individual needs and choice, select the quality and function of mobile phones (Attewell, 2005). The students who study in universities give priority to using mobile phones rather than desktop computers and laptops. Keeping in view, the above-mentioned research and investigation, the mobile phone can support the learners to a greater extent. In the majority of the countries like Nigeria, the mobile phone is the most accessible technology that most learners have. The effectiveness of mobile phone technology increases day by day. When this device is exploited, it can be used during classroom teaching (Kimura, 2011).

Students who fail in exams did not give due attention to classwork. Moreover, they use the mobile phone even during break time/free time/ground time, etc. There were various causes of students' failure i.e. lake of learning material, the lack of audio-visual material, poor teaching methods, lack of control from parents' side, weak management and administration, etc. All of these may affect the achievement and performance of students in school. Students use mobile phones during and, after school time. Text messaging, free night calls, chatting, exam malpractices, social networking, and the use of different packages, etc. which badly influenced students' academic performance and learning to a great extent (Haruna, 2016). These research reports were in favor of this background that the objective of the research is to explore the perceptions of principals and teachers regarding the use of mobile phones in higher secondary schools.

The mobile phone is a good and modern technological communicative device. That can be used for various positive purposes i.e. contact with parents and friends, for audio and video purposes, for taking pictures, recording, searching study materials, for internet purposes, for calculating numbers, for the calendar, alarm, torch, and clock purposes, sending and receiving calls and messages and a lot of other purposes but it is not less than poison for young generation especially for students. There are a lot of negative aspects; it wastes valuable time for the students. They use it negatively which not only a source of wasting the time but also detract the students from the path of morality. It produces a lot of social evils as well. Students also use it for cheating purposes during the examination. So, it is exactly that mobile phone is a modern communicative device but no one can deny its disadvantages as well.

Research Methodology

Population

The population of the study constituted all 19 Higher Secondary Schools of District Swabi, Khyber Pakhtunkhwa, Pakistan in which 19 principals, 113 Subjects Specialist, and 114 Secondary School Teachers.

Sample

Out of the total population 19 principals, 100 subject specialists, and 76 secondary school teachers were randomly selected as a sample of the study.

Research Instrument

A close-ended questionnaire was developed for principals, subject specialists, and secondary school teachers containing 10 items based on the Likert scale.

Data Collection and Analysis

The researcher personally visited the sampled school and distributed questionnaires among the respondents. After the collection of data, Percentage was used as a statistical tool.

Analysis of Data

Table 4.1   Students Use Mobile Phone during school for learning

	Frequency	Percentage
Strongly agree	1	.5
Agree	13	6.7

Neutral	18	9.2
Disagree	95	48.7
Strongly Disagree	68	34.9
Total	195	100.0

Table 4.1 showed that 83.6% of respondents (principals, subject specialists, and secondary school teachers) were against the use of mobile phones during school. It shows that the use of the mobile phone is not good for students.

Table 4.2. Students Use Mobile Phones during school follows school discipline.

	Frequency	Percentage
Strongly agree	2	1.0
Agree	11	5.6
Neutral	17	8.7
Disagree	105	53.8
Strongly Disagree	60	30.8
Total	195	100.0

Table 4.2 indicated that 84.6% of respondents believed that students using a mobile phone and did not follow school discipline. Discipline is one of the most important factors for the learning environment but the use of the mobile phone in school creates a disturbance in the school learning environment.

Table 4.3   Using a mobile phone for social media helps in learning

	Frequency	Percentage
Strongly agree	3	1.5
Agree	56	28.7
Neutral	27	13.8
Disagree	70	35.9
Strongly Disagree	39	20.0
Total	195	100.0

Tables 4.3 explored 55.9% of respondents were of the view that using mobile phones for social media did not help in learning. The majority of the students use mobile phones for purposes other than creative learning.

Table 4.4   Students using mobile phone develop study habits

	Frequency	Percentage
Strongly agree	2	1.0
Agree	11	5.6
Neutral	22	11.3
Disagree	102	52.3
Strongly Disagree	58	29.7
Total	195	100.0

Table 4.4 showed 82% of respondents stated that mobile phone use did not develop study habits among students. Mobile phone wastes the valuable time of the students. It leads the students away from the study. It leads to laziness.

Table 4.5   Mobile phone use makes a favorable learning environment

	Frequency	Percentage
Strongly agree	4	2.1
Agree	14	7.2
Neutral	18	9.2
Disagree	93	47.7
Strongly Disagree	66	33.8
Total	195	100.0

Table 4.5indicated 81.5% of respondents did not agree that the uses of mobile phone make a favorable learning environment

Table 4.6 Students using mobile phone interrupt other students in learning activities

	Frequency	Percentage
Strongly agree	33	16.9
Agree	58	29.7
Neutral	18	9.2
Disagree	52	26.7

Strongly Disagree	34	17.4
Total	195	100.0

Table 4.6 showed 46.6% of respondents agreed that students using mobile phones interrupt other students in learning activities.

Table 4.7   Students using mobile phone take interest in their studies

	Frequency	Percentage
Strongly agree	6	3.1
Agree	12	6.2
Neutral	15	7.7
Disagree	97	49.7
Strongly Disagree	65	33.3
Total	6	3.1

Table 4.7 showed 83% of respondents did not agree that students using mobile phones take interest in their studies.

Table 4.8   A teacher can manage the students who use mobile phone

	Frequency	Percentage
Strongly agree	8	4.1
Agree	33	16.9
Neutral	23	11.8
Disagree	79	40.5
Strongly Disagree	52	26.7
Total	195	100.0

Table 4.8 showed 67.2% of respondents disagreed that a teacher can manage the students who use a mobile phone.

Table 4.9 Use of mobile phone increases interaction between teacher and student

	Frequency	Percentage
Strongly agree	6	3.1
Agree	63	32.3
Neutral	24	12.3
Disagree	65	33.3
Strongly Disagree	37	19.0
Total	195	100.0

Table 4.9 showed 52% of respondents did not agree that use of mobile phone increase interaction between teacher and students.

Table 4.10   Mobile phone use in school is a source of contact with home

	Frequency	Percentage
Strongly agree	24	12.3
Agree	84	43.1
Neutral	27	13.8
Disagree	28	14.4
Strongly Disagree	32	16.4
Total	195	100.0

Table 4.10 showed 55.4% of respondents agreed that mobile phone use in school is a source of contact with the home.

Chi-Square Analysis
Table 11

Perceptions of Principals and Teachers regarding the use of the mobile phone in school

	Observed N	Expected N	Residual
Strongly Agree	84	377.4	-293.4
Agree	360	377.4	-17.4
Neutral	127	377.4	-250.4
Disagree	785	377.4	407.6
Strongly disagree	531	377.4	153.6
Total	1887		

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Perceptions of Principals and Teachers regarding the use of the mobile phone in school

Chi-Square	897.767[a]
df	4
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 377.4.

Table 11 shows that the value of chi-square is 897.767 which is much greater than the probable value at $\alpha = 0.05$. So, it was concluded that several respondents were against the use of mobile phones in school.

Findings

1.   Table 4.1 shows that 83.6% of respondents were against the use of mobile phones during school/class.
2.   Table 4.2 shows 84.6% of respondents believed that student using mobile phone did not follow school discipline
3.   Table 4.3 shows that 55.9% of respondents were the view that using mobile phones for social media did not help in learning.
4.   Table 4.4 indicates that 82% of respondents stated that mobile phone use did not develop study habits among students.
5.   Table 4.5 shows that 81.5% of respondents believed that mobile phone use did not make a favorable learning environment
6.   Table 4.6 shows that 46.6% of respondents agreed that students using mobile phone interrupt other students in learning activities
7.   Table 4.7 shows that 83% of respondents agreed that students using mobile phone did not take interest in their studies
8.   Table 4.8 shows that 67.2% of respondents believed that a teacher cannot manage the students who use mobile phone
9.   Table 4.9 shows that 52% respondents were against the statement that uses of mobile phone increase interaction between teacher and students.
10.   Table 4.10 shows that 55.4% of respondents agreed that the use of a mobile phone in schools, is a source of contact with the home.

Discussion

The findings of the study revealed that most of the respondents were against the use of mobile phones during school/class. The majority of participants believed that students using mobile phones did not follow school discipline. Maximum numbers of respondents were of the view that using mobile phones for social media does not help in learning. More than half of the respondents stated that the use of mobile phones did not develop study habits among students. Most of the participants believed that mobile phone use does not make a favorable learning environment. Half of the respondents were agreed that students using mobile phones interrupt other students in learning activities. Most of the participants were agreed that students using mobile phones did not take interest in their studies. More than half of respondents believed that a teacher cannot manage the students who use a mobile phone. Most of the respondents were against the statement that uses of mobile phone increase interaction between teacher and students. Numerous respondents were agreed that mobile phone use in school is a source of contact with home.

Conclusion

The majority of the respondents were against the use of mobile phones during school. Several subjects believed that students using mobile phones did not follow school discipline. Other respondents were of the view that using mobile phones for social media does not help them in learning. More than 50% respondents stated that the uses of mobile phone do not develop study habits among students. A great number of respondents thought that the use of mobile phones does not make a favorable learning environment. About half of the respondents agreed that students using mobile phones interrupt other students in learning activities. Most of the respondents agreed that students using mobile phones did not take interest in their studies. More than half of respondents thought that a teacher cannot manage classroom-related activities when students use a mobile phone. Most of the respondents were against the statement that the use of mobile phones would increase interaction between teachers and students.

Numerous respondents were agreed that the use of the mobile phone in school is a source of contact with their homes.

Recommendations

1. The research study highlighted the negative effects of mobile phone use in school/class. Therefore, it is strongly recommended that strict action may be taken against those students who bring mobile phones to the school. The school administration should inform all parents to refrain their children from the use of mobile phones in school and at home.
2. Moreover, special didactic sessions may be arranged almost in every school to educate students regarding the devastating features of mobile phones.
3. The research study explored that use of mobile phones does not create a favorable learning environment. Therefore, it is suggested that during the instructions the use of mobile be firmly avoided.

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