LECTURERS' ATTITUDE AND PERCEPTION ON STUDENTS' MOBILE PHONE CLASSROOM USAGE IN EMMANUEL ALAYANDE COLLEGE OF EDUCATION, OYO, NIGERIA

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Abstract

The use of technology has permeated almost everything we do in the world today including teaching and learning in colleges of education. Although mobile phone usage in the classroom is increasing over time, it is still as rejected as ever was. This study, therefore, investigates the lecturers' attitude and perception on students' mobile phone classroom usage in Emmanuel Alayande College of Education, Oyo, Nigeria. Descriptive survey design was adopted with samples drawn from the six schools in the college of education. The population for the study consisted of all the lecturers in the college. However, 175 lecturers responded to the questionnaire used to gather data. The samples were selected using simple random sampling. Using mean (x̄) as the statistical tool, the study found out that the lecturers had a negative attitude towards students' mobile phone classroom usage, however, they perceived the usefulness of mobile phones in the classroom positively. The study also revealed that lecturers perceived the way out on students' mobile phone classroom usage positively. It was therefore recommended among others that in-service training and workshops should be organized for lecturers to improve their skill on mobile phone usage and its smooth integration into classroom teaching and learning.

Introduction

Presently, we live in a world where technology is deeply integrated into everything we do. Technology has generally permeated every aspect of life. Therefore, thinking about technology simply in terms of "digital literacy" puts one about 5 years behind the curve. Frankly speaking, learning happens even in the absence of technology. If poorly integrated, technology can subdue, distract, stifle, and obscure the kind of personal interactions between the learner, content, peer and performance that lead to learning result (Heick, 2022). Privacy, equity, bandwidth, lesson design, classroom management, theft, bullying, to mention a few have continue to cloud educators' thinking about how to meaningfully integrate technology in the teaching and learning process (Heick, 2022). The use of mobile phones in

schools has therefore become a controversial topic debated by students, parents, teachers, and authorities. Oden (2021) observed that although mobile phone usage in the classroom has increased overtime, they are still as rejected as they ever were. However, more teacher, outside of evaluation moments, have discovered ways to change the paradigm and start using cell phones as learning allies. According to Oxford Learning (2019), mobile phones give students access to tools and apps that could be of help to complete and stay on top of their classwork. These tools can also teach students to develop better study habits, like time management and organization skills. Many schools have been wondering whether to prohibit the use of cellphone in their institutions. For example, in July 2021, California passed a law that gives public schools the authority to ban phone usage except for calls for emergencies or other special circumstances (Heard, 2021).

Brock (2018) explained that all around United states, schools are facing more problems with phones. Many public schools and campuses are banning cellular devices. The banning, though proven beneficial but certain parents and students are not happy about it. Some rejoice in the fact that they can now focus more on school activities. However, a cell phone ban voids a teaching opportunity. Dismissing cell phones as a distracting tool makes students lose the chance of having a more advanced form of resources. Brock (2018) therefore opined that instead of banning, teachers should have control of the flow of cell phones and when they could be used. It is believed by opponents of students using mobile phones during school that they cause disruption and may be used inappropriately such as by cheating during tests, playing games and taking inappropriate photographs. Students spend more time distracted by phones rather than paying attention to teachers (Essax, 2013). Oxford Learning (2019) found out that students check their cell phones in the classroom more than 11 times. According to Trump (2022), school disruption cam come in different forms. Classes and students who should be paying attention to lessons are disrupted by ringing mobile phones. Text messages have been used for cheating. Cell phones with cameras could be used to take photos of examinations and so on.

Oxford Learning (2019) reiterated that students tend to be highly susceptible to the kinds of distractions smartphone provide. Some were found watching videos, texting, tweeting, and listening to music. Heard (2021) reported the work of Tindell and Bohlander (2012) that cell phone use statistics found that 95% of students bring their phones to class every day; with 92% using them to text in class, and even 10% admitted to having texted during an examination. Jacobsen and Forste (2011), as reported by Heard (2021) found negative effects of cell phone use among college students in the United States. They were reported to have a lower Grade Point Average (GPA). Another recent study found that cell phone use was having a bad impact on the fitness of U.S. college students (Heard, 2021). Oxford Learning (2019) explained that distractions and interruptions, cyberbullying, cheating as well as disconnection from face-to-face activities are some of the drawbacks of cell phones in the classroom. Oden (2021) added that status symbol, that is, having, an iphone that is costly can be a status symbol for students and may affect their relationship with fellow students. It can as well lead to sedentary lifestyle on the part of the students.

Barile (2022) reported the work of Saraswathi Belhur, a researcher at the University of Connecticut found out that multitasking in class is likely to harm academic performance. Jeffrey Kuznekoff who conducted a study on phone use by college students was also reported by Barile (2022) that a student is putting himself at a disadvantage when actively engaged with mobile device in class and not engaged in what's going on. However, Oden (2021), in his study on the Pros and Cons of using mobile phones in the classroom explained some advantages that will be derived when cell phones are used. According to him, cell phones can be used as a basis for learning, as a discussion tool, to schedule activities, for group learning and to create a learning method based on student needs. They can as well be used to get access to information, share resources as well as a language resource.

The advantages to be derived from cellphones depend on its effective use in the classroom. Oxford Learning (2019) therefore explained that cell phones can be effectively used in the classroom using educational apps, incorporating digital platforms into lessons, supplementing lessons with digital materials and providing easy access to more information. VanDuzer (2022) gave different reasons why cell phones should be allowed in schools. According to him, cell phones are inevitable and good for the environment in that they have helped organizations to save time, save money and save the planet all at once. Cell phones also teach digital literacy, improve communication, saves up money, provide easy access to information and increase flexibility, convenience, and organization. Moreover, cell phones provide supplementary learning materials, serve as memory aid, promote independence as well as increase a sense of safety. According to Quadri and Aniah (2021), mobile technology generally helps colleges of education lecturers in raising their technological awareness, encourage conversations, participate fully in social media, find answers to their questions, facilitate team collaboration as well as allowing knowledge sharing which enhances the learning outcome. Anaza (2017) conducted research on lecturer's attitude toward mobile technology utilization for

instructional purposes in colleges of education in North Central, Nigeria. The finding of the study revealed that lecturers had a positive attitude toward mobile technology utilization for instructional purposes in colleges of education. The use of mobile phones in school is not likely to fade away. The teacher is therefore expected to master the skill of effectively managing and handling them in the classroom for students to learn. This study therefore focuses on lecturers' attitude and perception on students' mobile phone classroom usage in Emmanuel Alayande College of Education, Oyo, Nigeria.

Statement of the Problem

The use of mobile phones may have started as a means of social engagements specially to connect between people who are not in the same location. However, students are nowadays addicted to it that doing without it for few hours is like locking themselves out of the planet earth. It has gone to the extent that students take them to the classroom. The integration of mobile phones as a tool in the classroom is still very low and there have been several arguments on the pros and cons of their usage in teaching and learning. All around the United States, many public schools and campuses are already banning the use of cellular devices instead of encouraging their use (Brock, 2018). If mobile phones will be relevant and used in schools, particularly in the classrooms, Colleges of Education lecturers' involvement cannot be swept under the carpet since they deal with students who in turn will become teachers in the schools. Therefore, the lecturers' attitude and perceived usefulness, challenge as well as management techniques should be investigated. This is the gap that the researcher intends to fill to add to knowledge.

Review of Related Literature

The use of mobile device in learning refers to the naturalization of advanced technology within the classroom context for students. Students who embrace technology will thus get used to using it for learning and development purposes rather than just for games. Mobile device therefore makes possible enhanced learning materials such as the use of dynamic visual mediums like pictures and videos and gifts. The impact of the mobile device on student learning is thus as comprehensive and extensive as its use within the classroom or educational institution (Foradian Technologies, (2019). Studies have revealed that there is a relationship between students' performance and commitment to academics in lecture rooms as those who use mobile phone during lectures are very much likely to be inattentive, distracted and do not participate in academic work. Much has thus been made of how rapid advances in the use of technology have affected the way students learn and communicate (Ling, 2004). The impact of mobile phone on student learning cannot be over emphasized. According to Foradian Technologies (2019), it brings about an improved understanding of materials by students. Different students learn at different paces, and this is being addressed with the use of mobile phone. Also, the use of mobile phone allows equity in access to mobile learning as it flattens the playing field for students. Moreover, it empowers more proactive approach to learning because students take a greater interest in learning their course material. The use of mobile phone also enables improved conversational skills as well as greater academic achievements.

Mojaye (2015) reported that the use of mobile phones among themselves has both the positive and adverse effects. Mobile phone usage provides easy information access as it allows students to find information on the go. Students can also access library resources and database virtually anywhere (Morgan, 2012). Studies have also revealed that teachers use mobile phones as teaching tools. For example, many English teachers use text messages to teach literature (Morgan, 2012). Moreover, mobile phones bring more convenience into learning and communication. However, Mojaye (2015) discussed some of the adverse effects of the mobile phone usage by students as enumerated by Tindell and Bohlander (2011). They include classroom distraction, reduced cognitive ability, cheating, cyber bullying and health hazards. Psychological disorder, poor writing skills, eating disorders and addiction could also be mentioned.

Akababa-Altun (2001) explained that attitude is an acquisitioned tendency and that pupils form attitude through either like or dislike, favourable or unfavourable towards event(s) in the environment. For example, a person actively avoiding computer can be said to have a negative attitude towards it. Attitude is an inner psychic state influencing behavior (Butler, 2013). Attitudes are a tendency to react positively or negatively to some degree towards persons, ideas, objects, things and institutions. Attitude in a general sense is seen as intensity and direction of the sum total of a person's inclinations, feelings, prejudices or bias, conceived notions, ideas, fears and other convictions about any specific objects or products (Kpolovie, Joe & Okoto, 2014). Forming positive attitudes toward mobile technology increases the desire of the lecturers to learn and improve their abilities to apply and use technology in instruction (Mohammed, Alkaraki & Abu-Nabiah, 2008).

Quadri and Aniah (2021) conducted a study on lecturers' awareness and attitude towards utilization of mobile technologies for instructional delivery in colleges of education in Niger State and found out that the attitude of lecturers towards mobile technologies for instructional delivery is favourable. It was revealed that lecturers' attitude promote usage of mobile technologies for instructional delivery in colleges of education in Niger State. Youngkyun, Hui and Seongchul (2017) also investigated the attitudes toward mobile learning among Korean teachers. Their findings revealed that Korean teachers' mobile learning attitudes was low in general. Anaza (2017) also conducted a research on lecturers' attitude toward mobile technology utilization for instructional purposes in colleges of education in North Central, Nigeria and reported that lecturers had a positive attitude toward mobile technology utilisation for instructional purposes in colleges of education.

Research Questions

The study attempted to answer the following questions:

1. What attitude do Emmanuel Alayande College of Education lecturers have towards students' mobile phone classroom usage?
2. What is the perception of Emmanuel Alayande College of Education lecturers on the usefulness of students' mobile phone classroom usage?
3. What is the lecturers' perceived way out on students' mobile phone classroom usage?

Methodology

The study adopted a cross sectional descriptive survey design. The target population for the study was all lecturers at Emmanuel Alayande College of Education, Oyo. All the six schools (Arts and social science, Early childhood care and Primary Education, Education, Languages, Science and Vocational and Technical Education) within the campus were selected. The number of lecturers randomly selected per school was based on the total number of lecturers in each of the schools. In all, one hundred and eighty lecturers were selected from the six schools in the college. A researcher designed questionnaire tagged "Lecturers' Attitude and Perception on students Mobile Phone Classroom Usage" was the instrument used for the study. Items were selected based on their relevance to the attitude and perception on students' mobile phone classroom usage. The questionnaire had section A which was on the lecturers' biographical information and section B which was sub-divided into three parts to take care of the three research questions. Likert response mode of Strongly Agree, Agree, Disagree and Strongly Disagree was used in the questionnaire. The instrument was given to educational evaluation experts for validity while the reliability was determined section by section based on the major variables using Chronbach's alpha. For attitude, the value was 0.85, perceived usefulness 0.79 and perceived way out 0.84. The copies of the questionnaire were personally administered by the researcher to the sampled lecturers. The researcher was able to retrieve back one hundred and seventy-five out of the one hundred and eighty questionnaires administered. The analysis and interpretation of data obtained was done using descriptive statistics. The frequencies were converted to means (ẋ) to answer the research questions. Section B was ranked 4 for Strongly Agree, 3 for Agree, 2 for Disagree and 1 for Strongly Disagree for questionnaire items that were positively worded and vice versa for items that were negatively worded.

Results

Research Question One: what attitude do Emmanuel Alayande College of Education lecturers have on students' mobile phone classroom usage?

Table 1:

Analysis of lecturers' attitude on students' mobile phone classroom usage.

S/N		Mean (ẋ)
1.	Mobile phones are not meant for teaching and learning purposes	1.82
2.	Mobile technologies are not relevant to my discipline	1.96
3.	Lessons will be more interesting with the use of mobile phone	2.94
4.	Mobile phone will hinder effective teaching and learning	2.00
5.	The use of mobile phone will create a great burden for teachers	1.00
6.	Mobile phone usage will make learners to fail	1.64
7.	Mobile phones will not make learners concentrate in the classroom	1.26
8.	I will resign my appointment if forced to allow mobile phone usage by students	3.48
9.	The use of mobile phone will not make me finish the course outline	1.24
10	Class control will be difficult when mobile phone is used by students in the classroom	1.34
	GRAND MEAN(ẋ)	**1.87**

Table 1 reveals that lecturers did not agree that they will resign their appointments if forced to allow mobile phone usage by students in the classroom with the highest mean score of 3.48 out of 4. They also agreed that lessons will be more interesting with the use of mobile phones with the mean score of 2.94. However, they agreed that the use of mobile phone will create a great burden for teachers with the lowest mean score of 1.00 and that the use of mobile phone will not make them finish the course outline with the mean score of 1.24. The grand mean score for the attitude of lecturers was found to be 1.87 out of 4. Using 2.0 as the average bench mark, it can be deduced that the lecturers' attitude on students' mobile phone usage in the classroom was negative.

Research Question Two: what is the perception of Emmanuel Alayande College of Education lecturers on the usefulness of students' mobile phone classroom usage?

Table 2:

Analysis of lecturers' perception on the usefulness of students' mobile phone classroom usage.

S/N		Mean(ẋ)
1.	Mobile phone usage will make students learn fast in the classroom	1.80
2.	Mobile phone usage will help save time in teaching and learning	1.24
3.	Students have more access to information with the use of mobile phone in the classroom	2.76
4.	Learning becomes more interesting when mobile phone is used in the classroom	3.34
5.	Students can use their mobile phones to share materials, websites tips and more	3.42
6.	Mobile phones promote 'independence learning' for students	2.96
7.	Mobile phones can be used as discussion tools in the classroom	2..84
8.	Mobile phones are basic for learning	2.00
	GRAND MEAN(ẋ)	2.55

Table 2 clearly shows that lecturers agree that students can use their mobile phones to share materials, websites and more with the highest mean score of 3.42. They, as well, agreed that learning becomes more interesting when mobile phone is used in the classroom with the mean score of 3.34. However, they did not agree that mobile phone usage will help save time in teaching and learning with the lowest mean score of 1.24 and did not agree that mobile phone usage will make students learn fast in the classroom. The grand mean score for the perception of the lecturers on the usefulness of mobile phones in the classroom was 2.55. Using 2.0 as the average benchmark, it can then be inferred that the lecturers perceived the usefulness of mobile phones in the classroom positively.

Research Question Three: what is the lecturers' perceived way out on students' mobile phone classroom usage?

Table 3:

Analysis of the lecturers' perceived way out on students' mobile phone classroom usage

S/N		Mean($\dot{x}$)
1.	Cell phones should have a box where students drop them only to pick them when to use them for educational purposes	3.52
2.	Cell phone usage by the students in the classroom should be totally banned	2.00
3.	Teachers should seize and never give back phones used to disrupt the class	2.08
4.	Students should be trained to use cell phone in the classroom only for educational purposes	3.46
5.	Cell phones for students should be customized in such a way that it can only be used for educational purposes	3.58
6.	Teachers should control the flow of cell phones and when they are used by the students	3.22
	GRAND MEAN	2.98

Table 3 reveals that lecturers agree that cell phones for students should be customized in such a way that it can only be used for educational purposes with the highest mean score of 3.58 out of 4. They, as well, agreed that cell phones should have a box where students drop them only to pick them when to use them for educational purposes with the mean score of 3.52. However, the mean score was on the average, that is 2.00 on whether cell phone usage by students in the classroom should be totally banned. The grand mean score for lecturers' perceived way out on students' mobile phone classroom usage was found to be 2.98. Using 2.0 as the average benchmark, it can be inferred that the lecturers perceived the way out on students' mobile phone classroom usage positively.

Discussion of Results

This study found that the lecturers' attitude on students' mobile phone usage in the classroom was negative. This is in the agreement with the findings of Oden (2021) who explained that although mobile phone usage in the classroom has increased over time, they are still as hated as they ever were. It also agreed with the study of Heard (2021) who explained that California passed a law that gives public schools the authority to ban phone usage except for calls for emergencies. However, this contradicts the findings of Brock (2018) who opined that by dismissing cell phones as a distracting tool, students lose the chance at having a more advanced form of resources. It also contradicts the finding of Anaza (2017) who reported that lecturers had a positive attitude toward mobile technology utilization for instructional purposes in colleges of education. This study also found out that the lecturers perceived the usefulness of mobile phones in the classroom positively. This agrees with the study of VanDuzer (2022) who gave eleven reasons why cell phones should be allowed in schools. Such include that they provide easy access to information, serve as a memory aid, promote independence, and so on. It also agrees with Oxford Learning (2019) who explained that cell phones give students access to tools and apps that can help them complete and stay on top of their class works. However, it contradicts the study of Trump (2022) who explained that school disruptions can come in several forms via the use of cell phones. It also contradicts the study of Heard (2021) who found out that cell phone use was having a bad impact on the fitness of U.S College students.

Another finding of this study was that the lecturers perceived the way out on students' mobile phone classroom usage positively. This agrees with the study of Barile (2022) who explained that the use of cell phones in schools is not going to go away, so learning to effectively manage and handle them is a valuable skill that students should learn. It, however, contradicts the study of Saraswathi Bellur as reported by Barile (2022) who found out that multitasking which comes with the use of mobile phones is likely to harm academic performance. It should in general be noted that for mobile phone to be generally accepted for classroom teaching and learning, teachers have a lot to do or else the learners turn the classroom into a social gathering.

Conclusion

As useful as mobile phones are, its integration into teaching and learning is yet to have a wide acceptance and still as rejected as they ever were. This was evident in the finding of this study that lecturers' attitude on students' mobile phone usage in colleges of education classroom was negative. However, the lecturers perceived the usefulness and the way out on students' mobile phone classroom usage positively. This suggests that if the outlined way outs are

successfully implemented, there is a great hope that the integration of mobile phone for classroom instruction in the colleges of education will see the light of the day.

Recommendations

Based on the findings of the study, the following recommendations are made:
1. The government should help in making cell phones available for classroom usage especially because of learners that may not be able to afford it.
2. In-service training and workshops should be organized for lecturers to improve their skill on mobile phone usage and its smooth integration into classroom teaching and learning.
3. Students should be trained on the classroom usage of mobile phone and how to be disciplined in its usage in the classroom.
4. Each institution of learning should create an enabling environment for the smooth classroom usage of mobile phones.

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