
Impact of In-Class Mobile Phone Use on the Academic Performance of BTLED Students of Isabela State University- Ilagan Campus.

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ABSTRACT: This study examined the impact of cellphone usage during class hours on the academic performance of Bachelor of Technology and Livelihood Education (BTLED) students at Isabela State University – Ilagan Campus. Using a descriptive-survey method, 100 BTLED students were selected as respondents through quota sampling. Data were collected through structured questionnaires measuring students’ profiles, awareness, and perceptions of cellphone use in class. Statistical tools such as frequency distribution, percentage, mean, standard deviation, and t-tests were applied to analyze the results. Findings revealed that most respondents were aware of the potential effects of cellphone use during class hours. While cellphones were sometimes used for academic engagement, such as gathering information and participating in class discussions, frequent social media browsing caused distractions. Significant differences were observed when grouped by sex, indicating that female students were more likely to use cellphones during class hours. The study concludes that cellphone use can be both beneficial and detrimental depending on how it is managed.

KEYWORDS: cellphone use, academic performance, BTLED students, awareness, Isabela State University

I. INTRODUCTION

The increasing dependence on smartphones has created what scholars call a “mobile revolution,” wherein mobile devices play an integral role in daily life, communication, and learning. In higher education, smartphones are often used by students to exchange notes, access digital resources, and engage in academic discussions. However, excessive cellphone use has been linked to decreased focus and lower academic performance (Han & Yi, 2019; Mendoza et al., 2018).

Despite the proliferation of studies exploring digital learning technologies, there remains limited evidence about how cellphone usage specifically affects the academic outcomes of BTLED students at Isabela State University – Ilagan Campus. This study, therefore, investigates whether cellphone use during class hours enhances or hinders students’ academic performance.

Objectives of the Study:

1. To determine the profile of BTLED students in terms of sex, age, year level, and academic performance.
2. To assess students’ awareness of the effects of cellphone use during class hours.
3. To evaluate their perception of how cellphone use influences their academic performance.
4. To determine significant differences in perception when grouped by profile variables.

II. METHODOLOGY

Research Design

A **descriptive-survey design** was used to assess the relationship between cellphone use during class hours and students’ academic performance. The approach aimed to describe and interpret students’ awareness and perceptions based on quantitative data gathered through questionnaires.

Locale of the Study

The study was conducted at **Isabela State University – Ilagan Campus**, located in Calamagui 2nd, City of Ilagan, Isabela, Philippines.

Respondents

The respondents consisted of **100 BTLED students** selected through quota sampling. Their ages ranged from 18 to 24 years old, representing first- to fourth-year levels.

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Research Instrument

A **structured questionnaire** was developed to measure students' awareness, involvement, and perception regarding cellphone use. The instrument used a 5-point Likert scale, ranging from *Strongly Agree* to *Strongly Disagree*, and a 3-point scale to assess awareness levels.

Data Gathering Procedure

Researchers sought formal permission from the Dean and Department Chair before distributing the questionnaires. Data collection was conducted personally and through online forms to ensure full participation.

Data Analysis

The following statistical tools were employed:

- **Frequency and percentage distribution** – to describe respondents' profiles.
- **Mean and standard deviation** – to determine awareness and perception levels.
- **t-test and ANOVA** – to identify significant differences based on demographic variables.

III. RESULTS AND DISCUSSION

Profile of Respondents

Of the 100 respondents, **65% were female** and **35% were male**. The majority (51%) were aged 21–22 years, and most were in their **third year** of study (36%). Regarding academic performance, 44% had a **general weighted average between 1.9–1.5**, indicating satisfactory academic achievement.

Level of Awareness

Students demonstrated a **moderate level of awareness** (mean = 2.59, SD = 2.11) regarding the effects of cellphone use during class hours. They acknowledged that frequent cellphone use could influence their academic focus and performance.

Perception on Cellphone Use

Respondents **agreed** that cellphone use impacts learning both positively and negatively. They used phones for accessing online resources and class participation but admitted distraction due to social media browsing (categorical mean = 3.68).

Significant Differences

Statistical tests revealed a **significant difference based on sex ($p = 0.025$)**, where female students were more likely to use cellphones during class hours. No significant differences were found in other variables such as age or year level.

IV. CONCLUSION

Discussion and Conclusion

The findings indicate that cellphone use during class can either enhance or impair academic performance, depending on the context of use. Students who use cellphones for academic purposes benefit from quick access to learning materials and collaborative tools. However, unregulated use—particularly for non-academic activities like social media—distracts attention and reduces study focus. The study concludes that **cellphone use is not inherently harmful**, but its academic impact depends on how students manage their screen time. Effective integration of mobile devices into classroom learning can help balance technology use and academic engagement.

Recommendations

1. **For Teachers:** Incorporate structured mobile-based activities to encourage academic use of smartphones while minimizing distractions.
2. **For Students:** Practice self-discipline in managing phone usage during class and limit non-academic use.
3. **For Parents:** Monitor students' cellphone habits and reinforce responsible use for educational purposes.
4. **For Future Researchers:** Conduct similar studies across other disciplines or languages to explore broader impacts of cellphone use on learning.

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