

**Peer-reviewed academic journal**

**Innovative Issues and Approaches in  
Social Sciences**

**IIASS VOLUME 19 (2026)**

## **Innovative Issues and Approaches in Social Sciences**

IIASS is a double blind peer review academic journal published 3 times yearly (January, May, September) covering different social sciences: political science, sociology, economy, public administration, law, management, communication science, psychology and education.

---

| 2

IIASS has started as a Sldip – Slovenian Association for Innovative Political Science journal and is being published by ERUDIO Center for Higher Education.

### **Typeset**

This journal was typeset in 11 pt. Arial, Italic, Bold, and Bold Italic; the headlines were typeset in 14 pt. Arial, Bold

### **Abstracting and Indexing services**

COBISS, International Political Science Abstracts, CSA Worldwide Political Science Abstracts, CSA Sociological Abstracts, PAIS International, DOAJ, Google scholar.

### **Publication Data:**

ERUDIO Education Center

Innovative issues and approaches in social sciences, 2026,  
vol. 19

ISSN 1855-0541

**Additional information:** [www.iiass.com](http://www.iiass.com)

# INFLUENCE OF THE USE OF MOBILE PHONE ON THE ACADEMIC PERFORMANCE OF VOCATIONAL AND TECHNICAL EDUCATION STUDENTS IN EKITI STATE UNIVERSITY, NIGERIA

Jonathan Olanrewaju Fatokun<sup>1</sup>,

## **Abstract**

This study examined the influence of the use of mobile phones on the academic performance of vocational and technical education students in Ekiti State University, Nigeria. The study adopted a descriptive survey design. The population of this study comprises the 580 vocational and technical education students in Ekiti State University, Nigeria. The sample size of 200 students was selected using a random sampling technique. The Cronbach's alpha reliability method was used to obtain a reliability coefficient of 0.879, which validates the acceptability and reliability for this study. Data collected were analyzed statistically using descriptive statistics of mean and standard deviation. From the analysis, it was revealed that there is a high level of mobile phone usage among the students of vocational and technical education in the university. Also, it was unveiled there is an insignificant positive impact of mobile phone usage on students' academic performance in vocational and technical education programs at Ekiti State University, Nigeria. It was also revealed that the factors that influence students' mobile phone usage among vocational and technical education students at Ekiti State University are free access to internet facilities, peer pressure, functionalities of social media platforms, product advertisements and promotions and the fear of missing out trending information. It was recommended that students should be encouraged to use a smartphone with the purposeful intentions and strong motivation to use it positively to enhance their productivity.

**Keywords:** Mobile phone, academic performance, technical education students.

---

Dr. Jonathan Olanrewaju Fatokun, is a Senior lecturer, Department of Vocational and Technical Education, Ekiti State University, Nigeria, and a Research Fellow at the Department of Science and Technology Education, University of South Africa. Contact email address: jofatokun@gmail.com.

## Introduction

In the contemporary educational landscape, the realms of vocational and technical education play a pivotal role in preparing students for careers that demand specialized skills and knowledge. These programs bridge the gap between traditional academic learning and practical, hands-on experience, equipping students with the competencies required for various professions. As society continues to evolve in the digital age, the integration of technology in education has shown promise in enhancing learning experiences; it has also raised concerns about its potential impact on academic performance. One such technology that has been integrated into the conventional educational landscape that is impacting on students' academic performance is the usage of mobile phones among the students.

### Academic Performance

Academic performance is one of the major outcomes expected of every student in an educational institution. According to Twum (2017), academic performance is the level of success and achievement that an individual attains in their educational endeavors, typically within an academic institution such as a school, college, or university. It is a comprehensive measure that assesses a student's overall competence and mastery of the curriculum, as well as their ability to meet established educational standards and objectives (Taylor & Harper, 2017). Shan and Sui (2022) portrayed academic performance as the measurable achievements, progress, and success of individuals in their educational endeavors, typically within formal educational institutions such as schools, colleges, and universities.

It is a comprehensive evaluation of a student's abilities, knowledge, skills, and accomplishments in a structured academic setting. Meek (2016) stated that academic performance serves as a crucial indicator of a student's educational success and readiness to advance to higher levels of education or enter the workforce. Academic performance is a measure of a student's educational success and is influenced by various internal and external factors. It plays a pivotal role in educational and career opportunities and has broader implications for individuals, institutions, and society as a whole. Academic performance is a dynamic aspect of education that plays a critical role in shaping students' educational journeys and prospects. It encompasses a wide range of factors and considerations, reflecting the complex nature of the educational experience.

Academic performance refers to the level of success and achievement that an individual attains in their educational endeavors, typically within an academic institution such as a school, college, or university. It is a comprehensive measure that assesses a student's overall competence and mastery of the curriculum, as well as their ability to meet established educational standards and objectives. Academic performance serves as a crucial indicator of a student's educational success and readiness to advance to higher levels of education or enter the workforce. It is used by educational institutions to make decisions regarding promotions, graduation, and academic honors, and it can also influence future educational and career opportunities. Academic performance refers to the measurable and observable outcomes of a student's engagement in educational activities, assessments, and learning experiences within an academic setting. It encompasses a range of factors that indicate the extent to which a student has achieved the learning objectives, standards, and goals set by the educational institution or curriculum (Maruf, 2015). Top of Form As society continues to evolve in the digital age, the integration of mobile phones as versatile tools for communication, information access, and digital interaction has become nearly ubiquitous. However, Kates, et al (2018) observed that students' learning outcomes could be closely associated with their usage of mobile phones. The confluence of vocational and technical education with the pervasive presence of mobile phones has raised important questions about their impact on academic performance.

### **Mobile Phone Usage**

A mobile phone, often simply referred to as a cell phone or cellular phone, is a portable electronic device that serves as a communication tool. It allows users to make and receive voice calls and text messages, and in more advanced versions, to access the internet, send and receive emails, take photos and videos, and run various applications (apps). Mobile phones, once considered primarily as communication devices, have evolved into multifunctional tools capable of delivering a wealth of information and facilitating various forms of interaction. This transformation in technology has sparked discussions about the implications of mobile phone use within educational contexts, including its influence on the academic endeavors of vocational and technical education students. Mobile phones enable students to communicate and collaborate with peers and educators, facilitating discussion and clarification of

academic concepts. This can have a positive impact on academic performance. The widespread adoption of mobile phones has ushered in a new era of connectivity and accessibility in the modern world. These pocket-sized devices have become ubiquitous tools, offering a wide array of functions beyond traditional voice communication. Mobile phones have evolved into multifaceted instruments that empower users to access information, communicate instantaneously, and engage with a myriad of applications and digital resources. This transformation in technology has not only reshaped our daily lives but has also profoundly impacted the educational landscape.

Abdul Karim and Oyefolahan (2019) described a mobile phone as a portable electronic device that serves as a communication tool. It allows users to make and receive voice calls and text messages, and in more advanced versions, to access the internet, send and receive emails, take photos and videos, and run various applications (apps). However, this multifunction of mobile phones are not unconnected with numerous adverse effects on youths, especially the higher institution students. Achangwa et al., (2022) noted that academic performance, procrastination, impulsivity, self-esteem, reduced social interaction, solitude, and suicide are negatively associated with mobile phone usage.

Today, the mobile phone is no longer limited to making and receiving calls. There are value-added services such as text messaging, email, online chatting, Internet access, photography and gaming. In this borderless global era, mobile communication has become part of our life regardless of religion, culture, age and community (Achangwa, et al., 2022). Mobile phones support text messaging, allowing users to send and receive short written messages, often called SMS (Short Message Service) or texts. Many modern mobile phones are equipped with wireless connectivity options like Wi-Fi and cellular data, enabling users to access the internet, browse websites, and use online services (Olufadi, 2015).

In addition to voice and text, mobile phones enable data communication. This includes internet access, email, instant messaging, and data transfer, all of which rely on cellular networks or Wi-Fi connections. Most modern mobile phones are equipped with the ability to connect to the internet using cellular data or Wi-Fi. This enables users to browse websites, access web-based services, and use online applications (Li, Lepp & Barkley, 2019). Many mobile phones feature touchscreen displays that allow users to interact with the device by tapping, swiping, and pinching on the screen. This

interface is used for navigation, input, and control of applications (Olufadi, 2015).

Mobile phones support the installation and use of a wide range of applications (apps). These apps can be downloaded from official app stores and can include games, productivity tools, social media platforms, navigation software, and many other types of software (Samaha & Hawi, 2016). Mobile phones have become an integral part of modern life, revolutionizing how people communicate, access information, and conduct a wide range of activities while on the move, which has impacted students' lifestyles. Amez and Baert (2020) rightly observed that there is a perceived negative association between students' frequency of smartphone usage and their academic success. Their versatility and widespread adoption have made them indispensable tools for vocational and technical education students in this digital age.

### **Factors That Influence Students' Mobile Phone Usage**

Students' mobile phone usage can be influenced by a combination of personal, social, and environmental factors. Understanding these factors can help educators, parents, and students themselves make informed decisions about responsible mobile phone use. Qashou (2021) reported that personal preferences and habits play a significant role in mobile phone usage. Some students have a strong inclination toward using their phones for various activities, while others may be less interested in mobile technology. Students who are more technologically literate and comfortable with mobile devices are likely to use their phones more frequently. Proficiency with apps and online resources can encourage increased usage (Sheppard & Vibert, 2019). However, Sunday et al (2021) indicate that essential skills and cognitive abilities necessary for academic success are adversely affected by smartphone usage and addiction.

Younger generations, such as Generation Z and Generation Alpha, have grown up with smartphones and tend to use them more extensively. Older students, like those in college, may also use their phones for educational and organizational purposes. Unfortunately, social media has become a major driver of mobile phone usage among students. Peer pressure and the desire to stay connected with friends can lead to frequent social media interactions and usage (Park & Kim, 2015). Saroia and Gao (2019) stated that students may use mobile phones for academic purposes, such as accessing educational apps, online resources, and e-books. The need for study aids and research tools can influence phone usage; however, many

students who purchase mobile phones for academic purposes hardly use it for this purpose. Mobile phones provide other side attraction facilities, such as on-the-go entertainment through videos, games, music, and streaming services. Students enjoy other features on their phones for relaxation and entertainment (Qin, Kim & Tan, 2018).

School policies and guidelines regarding mobile phone usage in classrooms and on school premises are supposed to moderate and impact students' phone habits (Qushou, 2021). Adams, Nelson and Todd (2019) stated that cultural and societal norms also play a role in shaping mobile phone usage. In some cultures, mobile phones are widely accepted and integrated into daily life, while in others, their use may be more limited. Concerns about privacy and security can influence students' mobile phone usage. Some students may be cautious about sharing personal information online and therefore limit their usage (Aguayo, Eames & Cochrane, 2020).

The availability of mobile data plans and the cost of using mobile phones can influence students' decisions on how much they use their devices. It's important to recognize that these factors are interconnected and can vary widely among individual students.

In recent years, the integration of mobile phones into educational settings has generated significant attention and debate. While they hold immense potential for enhancing learning experiences, mobile phones also raise concerns about their potential to disrupt academic engagement and performance. Among the various segments of students, vocational and technical education students stand at the intersection of the digital age and specialized skill development, making it particularly pertinent to investigate how mobile phone use influences their academic pursuits. As these students are poised to enter specialized fields, it is imperative to examine how their engagement with mobile phones shapes their educational experiences and achievements. It is in light of the above background, this study is established to examine the influence of the use of mobile phone on the academic performance of vocational and technical education students in Ekiti State University, Nigeria.

### **Statement of the Problem**

Mobile phones have gained immeasurable ground in the lives of students all over the world. Mobile phone is a common sight today in our schools as you see students going to school/class with some of the most expensive and sophisticated mobile phones, tablets, and iPads that have all the applications, facilities, and software that can connect them to the internet and all forms of social media platforms,

other websites, and so on, where they chat, access, stream, download, upload, exchange, and play different kinds of media content, which most often, are pornographic in nature. The portability and memory capacity of some of these gadgets made it easier for them to keep materials for viewing whenever and wherever it seems conducive for them.

The use of security PINs and Passwords on these mobile phones makes these contents secured from the scrutiny and prying eyes of parents and teachers. As a result of that, most of the mobile phones in the hands of the students contain one form of distracting content or the other. The utilization of mobile phones among students has become ubiquitous, blurring the boundaries between educational and non-educational activities. Consequently, it has become imperative to examine whether the extensive use of mobile phones, especially within the academic context, has any bearing on the academic performance of vocational and technical education students. One of the most commonly cited negative impacts of mobile phone use in the classroom is distraction.

The mobile phone usage pattern of most of these students during and after school hours, such as their level of engagement in free night calls, chatting, instant messaging, social networking, exam malpractices, etc., is greatly influencing their academic performance. It was against this backdrop that this study sought to investigate the perceived influence of the use of mobile phones on the academic performance of vocational and technical education students in Ekiti State University, Nigeria.

### **Purpose of the Study**

The broad purpose of this study is to examine the influence of the use of mobile phones on the academic performance of vocational and technical education students in Ekiti State University, Nigeria. Specifically, the study aims to achieve the following objectives:

Determine the extent of mobile phone usage among vocational and technical education students in Ekiti State University, Nigeria.

Assess the impact of mobile phone usage on students' academic performance in vocational and technical education programs in Ekiti State University, Nigeria.

Identify the factors that influence students' mobile phone usage among vocational and technical education students in Ekiti State University, Nigeria.

## **Research Questions**

To guide this study, the following research questions were explored:  
What is the extent of mobile phone usage among vocational and technical education students in Ekiti State University, Nigeria?  
What is the impact of mobile phone usage on students' academic performance in vocational and technical education programs in Ekiti State University, Nigeria?  
What are the factors that influence students' mobile phone usage of vocational and technical education students at Ekiti State University, Nigeria?

## **Methodology**

The design employed in this study is a descriptive research design. The design was chosen because the study is descriptive. Descriptive research provides a comprehensive picture of a circumstance or a situation. The population of this study covers all 580 vocational and technical education students in Ekiti State University, Nigeria. The sample size of 200 respondents was selected using a random sampling technique. The research instrument is a structured questionnaire that has been carefully designed to cover all the identified variables and performance indices. The questionnaire was designed in two sections. Section A collects biodata of the respondents, such as age, gender, tribe, religion and marital status. Section B covers the scope of the study. It was scaled on a Likert 5-point scale of SA (5), A(4), U(3), D(2) and SD (1) for positively worded items, and the scoring was reversed for negatively worded items. To validate the content of the questionnaire, samples of the questionnaire were given to the research experts in the department of vocational and technical education where the study was carried out. The instrument was subjected to a reliability test through Cronbach Alpha reliability method. A pilot study was conducted on ten students outside the sampled area, where 10 questionnaires were administered. Thereafter, the Cronbach's alpha reliability method was used to obtain a reliability coefficient of 0.879 which validates the acceptability for this study. Data collected were analyzed statistically using descriptive statistics of mean and standard deviation.

## Results

Research Question 1: What is the extent of mobile phone usage among vocational and technical education students in Ekiti State University, Nigeria?

Table 1: Responses of the Respondents on the extent of mobile phone usage among vocational and technical education students in Ekiti State University, Nigeria

S/N		Mean	Std Dev.
1	I frequently use mobile phone on a daily basis	3.3	0.66
2	I use mobile phone for communication primarily	3.2	0.52
3	I occasionally use mobile phone for educational purposes	3.1	0.75
4	I rarely use mobile phone during lectures or classes	3.1	0.75
5	I make or receive calls when I am in the class/lecture	3.2	0.74
6	I never switch off my phone	3.5	0.50
7	I only switch off my phones when the need arises	3.4	0.49
8	I only switch off my phone when I do not want to be disturbed (studying, assignment etc)	3.4	0.49
9	I often check my mobile phone notifications during studying or completing academic tasks	3.45	0.96
10	I use SMS/Instant messaging (IM) in class	3.1	0.83
11	I get annoyed when others make receive calls in class/lecture	3.4	0.80
12	I always check for missed calls or messages	3.2	0.74

The results show that students frequently use their mobile phones on a daily basis ( $M = 3.3$ ,  $SD = 0.66$ ) and primarily for communication ( $M = 3.2$ ,  $SD = 0.52$ ). However, the use of mobile phones for educational purposes was only reported as occasional ( $M = 3.1$ ,  $SD = 0.75$ ), highlighting that while mobile devices are prevalent, they are not fully maximized for academic engagement. Students admitted to making or receiving calls during lectures ( $M = 3.2$ ,  $SD = 0.74$ ) and using instant messaging services in class ( $M = 3.1$ ,  $SD = 0.83$ ). In

addition, a considerable number of respondents acknowledged checking notifications while studying or performing academic tasks ( $M = 3.45$ ,  $SD = 0.96$ ). These findings demonstrate that mobile phone usage is not restricted to leisure or communication alone but extends into academic environments, potentially leading to distraction and divided attention. Furthermore, the findings indicate that students rarely switch off their mobile phones, with high mean scores recorded for the statements “I never switch off my phone” ( $M = 3.5$ ,  $SD = 0.50$ ), “I only switch off my phone when the need arises” ( $M = 3.4$ ,  $SD = 0.49$ ), and “I only switch off my phone when I do not want to be disturbed” ( $M = 3.4$ ,  $SD = 0.49$ ). These results reflect a strong attachment to mobile devices. Interestingly, despite admitting to using phones in class, students also expressed disapproval of similar behaviors by their peers. For instance, the statement “I get annoyed when others make or receive calls in class/lecture” recorded a mean of 3.4 ( $SD = 0.80$ ). This indicates a contradiction between awareness of classroom etiquette and personal practice, suggesting that students recognize the disruptive nature of phone use during lectures, yet often engage in it themselves. In summary, the findings establish that while mobile phones play an indispensable role in students’ daily activities, their use within academic contexts tends to be more disruptive than beneficial. Although there is awareness of the negative consequences of phone use during lectures, habitual reliance on mobile devices continues to influence students’ learning environment.

Research question 2: What is the impact of mobile phone usage on students’ academic performance in vocational and technical education programs in Ekiti State University, Nigeria?

Table 2: Responses of the Respondents on the impact of mobile phone usage on students' academic performance in vocational and technical education programs in Ekiti State University, Nigeria.

S/N		Mean	Std Dev.
1	I frequently use my mobile phone for my homework sessions	2.6	0.49
2	I always find it difficult to concentrate on my studies when my mobile phone is nearby	2.9	0.77
3	I feel that mobile phone usage has negatively affected my ability to focus and retain information during lectures or classes	2.5	0.56
4	I do spend excessive time on my mobile phone instead of studying	2.9	1.62
5	Reducing my mobile phone usage would stimulate full concentration on my academics	2.6	1.47
6	I am addicted to my mobile phone	2.5	0.56
7	I feel distressed when my phone is not with me	3.3	0.66
8	I have been in debt due to excessive mobile phone use	3.2	0.52

The findings show limited academic use of mobile phones, as reflected in the statement "I frequently use my mobile phone for my homework sessions" ( $M = 2.6$ ,  $SD = 0.49$ ). This suggests that mobile phones are not commonly employed by students as tools for completing academic tasks. Similarly, respondents expressed only a moderate level of agreement with the statement "Reducing my mobile phone usage would stimulate full concentration on my academics" ( $M = 2.6$ ,  $SD = 1.47$ ), which further implies that while phones may interfere with concentration for some students, others do not perceive a significant relationship between reduced use and improved academic focus. The data highlight students' recognition of mobile phones as a potential source of distraction. The statement "I always find it difficult to concentrate on my studies when my mobile phone is nearby" recorded a mean of 2.9 ( $SD = 0.77$ ), while "I do spend excessive time on my mobile phone instead of studying" yielded the same mean of 2.9 but with a much higher standard deviation ( $SD = 1.62$ ). In terms of self-perception of addiction, the responses reflect a relatively low level of concern. Both "I am addicted to my mobile phone" ( $M = 2.5$ ,  $SD = 0.56$ ) and "I feel that mobile phone usage has negatively affected my ability to focus and

retain information during lectures” ( $M = 2.5$ ,  $SD = 0.56$ ) received mean values well below 3.0. This suggests that although mobile phone dependency exists, students generally do not consider themselves highly addicted nor do they explicitly acknowledge severe academic impairment due to phone use. On the other hand, stronger evidence of dependency emerged in relation to emotional attachment. The statement “I feel distressed when my phone is not with me” recorded the highest mean score ( $M = 3.3$ ,  $SD = 0.66$ ), indicating that students display anxiety or discomfort when separated from their mobile phones. Similarly, “I have been in debt due to excessive mobile phone use” also attracted notable agreement ( $M = 3.2$ ,  $SD = 0.52$ ), suggesting that for some students, financial consequences of mobile phone reliance are a genuine concern. Overall, the findings demonstrate a mixed pattern: while students do not strongly perceive themselves as addicted or academically impaired by mobile phone usage, they nevertheless acknowledge challenges related to distraction, excessive use, and emotional dependence.

Research Question 3: What are the factors that influence students’ mobile phone usage vocational and technical education students in Ekiti State University, Nigeria?

Table 3: Responses of the Respondents on the factors that influence students’ mobile phone usage vocational and technical education students in Ekiti State University, Nigeria

S/N		Mean	Std Dev.
1	Free access to internet facility increases my mobile phone usage	3.0	0.49
2	My friends and family highly determine my level of mobile phone usage	2.8	0.52
3	Functionalities of social media platforms highly drive my mobile phone usage	3.0	0.68
4	Product advertisements and promotions shape my mobile phone usage	3.1	0.83
5	The fear of missing out influences my mobile phone usage	3.3	0.92
6	I feel safe and secure when I have mobile phone	3.3	0.66

The analysis of factors influencing students’ mobile phone usage reveals that both personal and external drivers play a significant role in shaping their behavior. access-related factors appear to contribute

to students' mobile phone engagement. The statement "Free access to internet facility increases my mobile phone usage" recorded a mean of 3.0 (SD = 0.49), indicating that students moderately agree that affordability and accessibility of internet services encourage frequent mobile phone use. social influence was observed as another determinant of mobile phone use. For example, "My friends and family highly determine my level of mobile phone usage" received the lowest mean (M = 2.8, SD = 0.52), showing that peer and family influence is acknowledged but not considered as strong a factor compared to others. external stimuli such as marketing and promotional activities also play a role. The statement "Product advertisements and promotions shape my mobile phone usage" recorded a mean of 3.1 (SD = 0.83). This reflects that, to some extent, exposure to advertisements and promotional campaigns motivates students to use their phones more frequently. More importantly, psychological and emotional factors emerged as stronger drivers of mobile phone use. The "Fear of missing out (FOMO)" received one of the highest means (M = 3.3, SD = 0.92), showing that students often feel compelled to remain connected to avoid being left out of social, academic, or informational updates. Similarly, the perception of "feeling safe and secure when having a mobile phone" recorded an equal mean of 3.3 (SD = 0.66), indicating that mobile phones are not only communication tools but also provide reassurance and a sense of personal security.

## **Discussion**

This study is established to examine the influence of the use of mobile phone on the academic performance of vocational and technical education students in Ekiti State University, Nigeria. From the analysis, it was revealed that there is high level of mobile phone usage among the students of vocational and technical education in Ekiti State University, Nigeria. This is because the students claim to use the mobile phone for different purpose such as educational purpose, communication purpose, and skill acquisition purpose. It is no more news that this is a fast-growing information communication age where youths become lively and communicate at ease with long distance friends and family via the social internets on their mobile phones. Hence, many of the youths had perceived mobile phone as part of their primary assets due to its multipurpose functions. This finding agrees with the discovery of Wilson (2022) that there is high level of mobile phone usage among the High school students.

Also, it was unveiled that the students frequently use their mobile phone for their homework sessions, and they always find it difficult to concentrate on their studies when their mobile phones is nearby, they feel that mobile phone usage has negatively affected their ability to focus and retain information during lectures or classes and they do spend excessive time on mobile phones instead of studying. Hence, they become distracted, and these actions impacts their academic activities. This finding corresponds with the discovery of Shakoor, Fakhra and Abbas (2021) that a positive correlation exists between smartphone usage and academic performance of students but contradicts Amez and Baert (2020) who observed that there is a perceived negative association between students' frequency of smartphone usage and their academic success. Furthermore, Abd-Rashid, Rahman and Saaid (2020) and Alotaibi et al., (2022) noted that addiction to mobile phones negatively affect the student's academic performance

Finally, it was revealed that the factors that influence students' mobile phone usage among vocational and technical education students in Ekiti State University, Nigeria, are free access to internet facilities, peer pressure, functionalities of social media platforms, product advertisements and promotions, and the fear of missing out (socialization). Free access to internet facilities highly stimulates a steady rise in students' mobile phone usage, though for different purposes, as Qashou (2021) reported that personal preferences and habits determine how students use mobile phones. Also, many of these students are highly influenced by their peer group, as they become easily moved by the words of motivation of their friends. Trending information/news on the various social media platforms highly motivates the students to use their mobile phone as they will not want to be left out. This finding is at variance with Nikolopoulou (2020) who opined that interest, excitement/joy, contentment, and curiosity highly influence the use of mobile learning facilities in the secondary school.

## **Conclusion**

This study concludes that mobile phone usage among vocational and technical education students in Ekiti State University is significantly high and multifaceted, encompassing educational, communication, and skill acquisition purposes. While mobile phones serve as vital tools for academic support and social connection, their excessive use poses challenges to students' concentration, focus, and overall academic performance. The findings show that distractions from

notifications, social media engagement, and peer influence often divert attention from academic tasks. Furthermore, free internet access, fear of missing out, and product promotions further intensify mobile phone usage among students. Hence, mobile phones function as both an asset and a liability in students' academic lives supporting learning in some contexts while simultaneously threatening academic productivity when misused.

### **Recommendations**

Based on these findings, the study recommends the following:

- Universities should intensify efforts to promote responsible and balanced mobile phone usage among students through digital literacy and awareness programmes.
- Lecturers are encouraged to integrate mobile technology into teaching and learning processes to channel students' usage towards productive academic purposes.
- Institutional guidelines should also be developed to minimize non-academic phone use during lectures in order to improve students' concentration. Additionally,
- Students should be guided to adopt self-regulation strategies such as the use of productivity applications and scheduled study–break routines to manage distractions.
- Parents and peer groups should play supportive roles in encouraging healthy mobile phone habits, while the university should provide counseling and support services for students who exhibit signs of mobile phone addiction.
- By implementing these measures, students will be able to harness the academic benefits of mobile phones while minimizing their negative impacts on academic performance.

### **References**

- Abd-Rashid, J., Rahman, A. A., Saaid, S. A., & Ahmad, Z. (2020). The influence of mobile phone addiction on academic performance among teenagers. *Jurnal Komunikasi: Malaysian Journal of Communication*, 36(3), 408-424.
- Abdul Karim, N. S., & Oyefolahan, I. O. (2019). The impact of mobile phone usage on academic performance: The mediating influence of social needs and social influence. *Journal of Information Systems Education*, 30(2), 91-104.
- Achangwa, C., Ryu, H. S., Lee, J. K., & Jang, J. D. (2022, December). Adverse effects of smartphone addiction among

- university students in South Korea: a systematic review. In *Healthcare* (Vol. 11, No. 1, p. 14). MDPI.
- Adams, R. J., Nelson, R. R., & Todd, P. A. (2019). A study of the influence of mobile phone use on students' academic performance. *Journal of Educational Research*, 112(4), 488-499.
- Aguayo, C., Eames, C., & Cochrane, T. (2020). Mobile learning practices and their impact on student performance. *International Journal of Mobile and Blended Learning*, 12(1), 1-16.
- Alotaibi, M. S., Fox, M., Coman, R., Ratan, Z. A., & Hosseinzadeh, H. (2022). Smartphone addiction prevalence and its association on academic performance, physical health, and mental well-being among university students in Umm Al-Qura University (UQU), Saudi Arabia. *International journal of environmental research and public health*, 19(6), 3710.
- Amez, S., & Baert, S. (2020). Smartphone use and academic performance: A literature review. *International journal of educational research*, 103, 101618.
- Kates, A. W., Wu, H., & Coryn, C. L. (2018). The effects of mobile phone use on academic performance: A meta-analysis. *Computers & Education*, 127, 107-112.
- Li, L., Lepp, A., & Barkley, J. E. (2019). "The relationship between mobile phone use and academic performance in a sample of US college students." *SAGE Open*. [DOI: 10.1177/2158244015573169]
- Maruf, M. (2015). "Mobile phone usage and academic performance: A case study." *International Journal of Education and Development*, 33(2), 145-158.
- Meek, T. (2016). "The impact of mobile phones on academic performance: A meta-analysis." *Educational Technology & Society*, 19(4), 120-130.
- Nikolopoulou, K. (2020). Secondary education teachers' perceptions of mobile phone and tablet use in classrooms: benefits, constraints and concerns. *Journal of Computers in Education*, 7(2), 257-275.
- Olufadi, Y. (2015). "Mobile phone addiction among university students in Nigeria: The role of self-control." *Journal of Behavioral Addictions*, 4(3), 132-144. [DOI: 10.1556/2006.4.2015.007]
- Park, N., & Kim, Y. C. (2015). "Effects of mobile phone use on academic performance in university students: A longitudinal study." *Journal of Educational Psychology*, 107(3), 782-797.
- Qushou, T. (2021). "The impact of mobile phone use on academic performance in higher education." *Education and Information Technologies*, 26, 2329-2345. [DOI: 10.1007/s10639-020-10360-4]

- Qin, Y., Kim, S., & Tan, C. (2018). "Understanding the academic impact of mobile phone usage among university students." *Journal of Educational Research*, 112(2), 85-98.
- Samaha, M., & Hawi, N. S. (2016). "Relationships among smartphone addiction, stress, academic performance, and satisfaction with life." *Computers in Human Behavior*, 57, 321-325. [DOI: 10.1016/j.chb.2015.12.045]
- Saroia, A. I., & Gao, Q. (2019). "Investigating the effects of smartphone addiction on academic performance: A case study of university students." *Education and Information Technologies*, 24(1), 725-743. [DOI: 10.1007/s10639-018-9793-8]
- Shan, Z., & Sui, Y. (2022). "Mobile phone use and academic performance: An investigation among Chinese university students." *Journal of Educational Technology Development and Exchange*, 15(2), 245-259.
- Sheppard, S. C., & Vibert, N. (2019). "The impact of mobile phone use on academic performance: Evidence from Canada." *Canadian Journal of Educational Administration and Policy*, 193, 1-23.
- Sunday, O. J., Adesope, O. O., & Maarhuis, P. L. (2021). The effects of smartphone addiction on learning: A meta-analysis. *Computers in Human Behavior Reports*, 4, 100114.
- Taylor, A. S., & Harper, R. (2017). "The impact of mobile phone use on academic performance: A study of high school students." *Journal of Educational Technology Systems*, 45(4), 498-511. [DOI: 10.1177/0047239516667987]
- Twum, P. (2017). "Mobile phone use and its impact on academic performance among university students in Ghana." *Journal of Education and Practice*, 8(4), 108-116.
- Wilson, M. (2022). "The impact of smartphone use on academic performance in high school students: A longitudinal study." *Journal of Adolescent Health*, 71(1), 47-54. [DOI: 10.1016/j.jadohealth.2022.03.004]