

**USE OF CELLULAR PHONES AND STUDY
HABITS OF COLLEGE STUDENTS IN
JOSE MARIA COLLEGE**

Jezarie L. Silagan
Loren A. Partol

ABSTRACT

This study examined the effects of usage of cellular phones to the study habits of the students in Jose Maria College. College students are the main target of this study. A total of two hundred forty-three (243) college students were being surveyed coming from different programs. It is only 18.5% from the whole population of college students in Jose Maria College which has a total population of one thousand one hundred thirty-two (1,132). This study wanted to know how cellular phones affect the study habits of the College students in Jose Maria College. The results of this study showed that majority of college students in Jose Maria College uses cellular phones for academic purposes, Leisure and entertainment, and communication. The researchers predicted that cellular phones give multi-tasking role to the students. It gives them the information they needed and majority of the students also agreed that cellular phone is not a disturbance during studies. Instead, it is their source of all the information needed to complied their academic requirements. In conclusion we observe that

the college students of Jose Maria College really relied and active in using cellular phone even though it has a good effect on the study habits of the college student, College students should not rely on them continuously for the leisure and entertainment or for academic purposes it also has a bad effect.

KEYWORDS: *Effects, Usage of Cellular phones, Study habits, College students.*

INTRODUCTION

The advent of cellular phones has had a positive or negative influence on the extent of students' study habits in the present day. Study habits are the primary indicator of academic achievement, and extensive international research has shown that study habits directly affect academic performance (Jafari et al., 2019).

Nevertheless, contemporary study habits are subject to the impact of students' cell phone usage trends, which can lead to either a decrease or an improvement in academic achievement. Cellphones have enabled rapid communication and access to information, regardless of location or time. This has led to a rise in cellphone ownership and consequently, an increase in internet usage through these devices. As a result, cellphones have become an indispensable aspect of modern life, providing immediate and efficient connectivity, which are

vital attributes in the knowledge society (Zambrano et al., 2017).

Furthermore, a study conducted on college students in the United States revealed a correlation between heightened cell phone usage and subpar study habits, as well as diminished academic performance. It is important to inform students and instructors about the possible negative effects on academic performance that can result from excessive usage of cell phones (Lepp et al., 2015). From the viewpoint of students residing in a limited locality in Tamparuli, Malaysia, this research reflects my individual concern on the influence of cellphones on students' academic routines. The primary cause for concern was from the observation that a significant number of students utilized smartphones primarily for entertainment purposes rather than for acquiring knowledge and facilitating communication (Simpul & Mantiri, 2017). Cell phones are commonly used by students in Pakistan during class, primarily for SMS texting and other activities, rather than for recording lectures. Furthermore, it has been observed that students predominantly utilize mobile phones for activities unrelated to education. Teachers and parents hold the belief that this excessive use of cell phones by students leads to a decline in their focus on academic pursuits and a loss of parental authority over their children (Amin & Rashed, 2014).

Social networking exerted a substantial influence on the study habits and academic performance of students in the Philippines, regardless of their age, gender, socio-economic status, or their parents' level of education. The children's study habits were also outstanding, despite their mediocre academic results

(Germora, 2015). Based on a relevant study, there is no clear correlation between students' study habits and their usage of cell phones, yet cell phones may still play a role in why students achieve lower grades.

Exploring the correlation between student learning and the influence of cell phone usage during classroom lectures. According to a study conducted by Kuznekoff and Titsworth (2013), students who refrained from using their phones during class experienced several benefits. These students recorded 62% more content in their notes, took more comprehensive notes, had better recall of detailed information from the lecture, and achieved a higher score on a multiple-choice test by one and a half letter grades compared to their peers who used their phones. There exist arguments and facts that substantiate the influence of smartphone usage on students' study habits. Kuznekoff and Titsworth (2013) conducted a bivariate study examining the influence of mobile phones on students' learning. Lepp et al. (2015) explored the relationship between cell phone usage and academic performance. The objective of this study is to ascertain the impact of cell phone usage on students' study habits, which is a pivotal stage in the process of learning, distinct from previous research.

The researchers selected this study to provide insights into the significance of cell phones in the lives of students, namely those attending Jose Maria College, and their impact on study habits. The researchers aim to investigate the process by which students cultivate their study habits and utilize cell phones to facilitate their studying. Their intention is to disseminate current facts regarding the occasional impact of contemporary cell phones on students. The results of this study will be

advantageous to the college students at the mentioned institution, as well as to future researchers and teachers in all academic fields of the college. This study aims to increase students' understanding of the potential impact of cell phones on their study habits, ensuring they understand both the negative and positive repercussions of excessive cell phone use.

The outcomes of this study may be beneficial for several groups. For college instructors, it can provide insights to better guide students toward achieving good academic performance. Students may become more aware of how using cellular phones affects their study habits, potentially motivating them to adopt better study practices. Future researchers can use the findings and data as a reference to guide their own studies. Additionally, the public deserves access to this valuable information, as it highlights the potential effects of cellular phone use on study habits, helping individuals avert any negative impacts.

Statement of the Problem

1. What is the demographic profile of the respondents in terms of:
 1. program enrolled;
 2. year level;
 3. sex; and
 4. age?
2. What is the preference of the respondents in terms of:
 1. choice of cellular phone brand;
 2. reasons of using cellular phones
 3. access of the internet?

3. What is the influence of cellular phones to the study habits of respondents?
4. Is there a significant difference in the influence of cellular phones to the study habits of respondents if grouped according to:
 1. program enrolled;
 2. year level;
 3. sex;
 4. age?

Hypothesis

In this study, the researchers came up with the following hypotheses:

H₀. Cellular Phones do not have a significant influence on the time management of the students which eventually impacted on their study habits.

H_A. Cellular Phones do have a significant influence on the time management of the students which eventually impacted on their study habits.

Theory Base

In a Sociological Outlook, the rapid growth of mobile phones brings the latest and most advanced technology into our everyday lives. The mobile phone is destroying our emerging student community because of its unproductive use and this is a big drain of every economy (Chatterjee, 2014).

The impacts of mobile phones on educational outcomes that are identified in the mobile learning literature can be classified into two broad categories. On the one hand, mobiles supposedly impact educational outcomes by improving access to education while

maintaining the quality of education delivered (Valk, Rashid & Elder, 2010).

Conceptual Framework

The figure above shows the relationship between the use of cellular phones to the study habits of the college students enrolled in JMC. Given are the independent variable which is the cellular phone, that may affect their study habits. The dependent variable is the study habits of the college students enrolled in Jose Maria College.

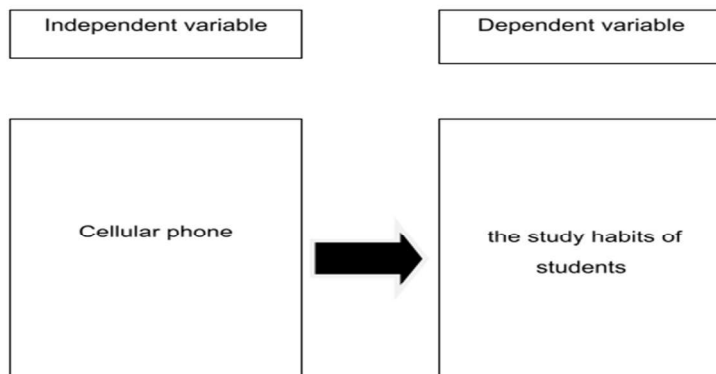


Figure 1: Conceptual Framework

METHODOLOGY

This chapter of the study contains the methods that will be used in conducting the research. It comprises the research design, sources of data, research

instrument, respondents, the procedure of the study, ethical consideration and the data analysis.

Research Design

The descriptive, correlational, and comparative research designs will be used in this study. It is a study in which there are two or more quantitative variables from the same group of participants and trying to determine if there is a relationship or variation between the two variables that is, a similarity in pattern of scores between the two variables, not a difference between their means (Waters, 2017).

This study tackles about the use of cellular phones and the study habits of Jose Maria College Students. Thus, the relation of these two variables which are the Study Habits of college students and the Cellular Phones used by them may be directly or inversely proportional. Whether the use of cellular phones negatively affects the study habits of Jose Maria College students or may bring benefits to them in terms of studying.

Research Instrument

The researchers will use a constructed questionnaire to be answered by the college students at Jose Maria College. It is composed of four (3) sections with the following descriptions: Respondent's profile, Basic Information on the Use of Cellular Phones, Influence of Cellular Phones. The instrument will employ the Likert Scale of evaluation measuring attitudes by asking people to respond to a series of statements about a topic, in terms of the extent to which they agree with them, and so tapping into the cognitive and affective components of attitudes.

Respondents and Sampling Technique

The researchers will determine the number of respondents using Stratified Random Sampling. Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling or stratification, the strata are formed based on members' shared attributes or characteristics. The selection of respondents will be done systematically based on the stratified number of samples from each course in Jose Maria College.

Two hundred forty-three (243) survey-questionnaires was allotted and distributed directly to the target respondents to obtain primary data needed. It was conducted in the second week of February 2018 through the collaborative efforts of the researchers and some instructors.

Procedure of the Study

The researchers observed the following procedures in the gathering of data like seeking permission to conduct the study. The researchers will ask permission from the Administrative and Academic heads of Jose Maria College to conduct the study. This will be done through sending of request letters to the Office of the Vice President of Academic Affairs and Research Director coursed through the Office of the College Dean of College of Business Education.

Administration of the questionnaire. The questionnaire will be administered to the students for about 10 minutes. The name of the student is optional. Before the student fills up the questionnaire, there will be a short explanation of the purpose of the survey, followed by specific clarification of the following questions. All of

the completed questionnaires will be collected by the researchers immediately after it has been filled up. There will be no time limit in filling up the questionnaire. The responses in the questionnaire will be kept confidential. All the items will be checked carefully for the missing items, to make sure that there will be no missing terms in the questionnaire.

Collation and Tabulation. The gathered data will be collated, tallied and subject to statistical analysis after which results will be analyzed and interpreted based on the purpose of the study.

Data Analysis

After being gathered and analyzed, the researchers use the following statistical tool in analyzing and interpreting the data.

Mean. It is used to get the average numbers leading to the interpretation of the results.

Standard Deviation. A quantity calculated to indicate the extent of deviation for a group as a whole.

Percentage. It is a display of data that specifies the percentage of observations that exist for each data point or grouping of data points.

T-Test. Assesses whether the means of two groups are statistically different from each other.

Levene's Test. An inferential statistic used to assess the equality of variances for a variable calculated for two or more groups.

Analysis of Variance (ANOVA). It tests the difference among groups: the difference if grouped according to program enrolled, year level, sex, and age.

RESULTS AND DISCUSSION

This chapter presents the data gathering of the study and interpretation of the results from the conducted survey. This chapter describes the analysis of data followed by a discussion of the research findings. The findings relate to the research questions that guided the study. Data were analyzed to identify, describe and explore the relationship between the use of cellular phones and the study habits of the college students in Jose Maria College.

Table 1.1 Percentage distribution of the Profile of Respondents Grouped According to Program Enrolled

	Frequency	Percent
BSA	15	6.2
BEED	11	4.5
BSCE	56	23
BSSW	25	10.3
CS_IT	18	7.4
AB English	3	1.2
BSCrim	26	10.7
BS Psych	14	5.8
BSED	17	7
BA Com	8	3.3
BSBA	50	20.6
Total	243	100

Table 1.1 details the programs enrolled by the respondents: 15 respondents (6.2%) are enrolled in BS in

Accountancy; 11 respondents (4.5%) in Bachelor of Elementary Education; 56 respondents (23%) in BS in Civil Engineering; 25 respondents (10.3%) in BS in Social Work; 18 respondents (7.4%) in a combination of Computer Science and Information Technology; 3 respondents (1.2%) in AB English; 14 respondents (5.8%) in BS in Psychology; 17 respondents (7%) in Bachelor in Secondary Education; 8 respondents (3.3%) in BA in Communication; and 50 respondents (20.6%) in BS in Business Administration, totaling 100%. The majority of respondents are enrolled in BS in Civil Engineering with 56 respondents (23%), followed by BS in Business Administration with 50 respondents (20.6%).

Table 1.2. Percentage distribution of the Profile of Respondents Grouped According to Year Level

	Frequency	Percent
First Year	18	7.4
Second Year	38	15.6
Third Year	125	51.4
Fourth Year	57	23.5
Fifth Year	5	2.1
Total	243	100

Table 1.2 shows the year level distribution of respondents enrolled at Jose Maria College. There are 18 respondents (7.4%) from the first year, 38 respondents (15.6%) from the second year, 125 respondents (51.4%) from the third year, 57 respondents (23.5%) from the fourth year, and 5 respondents (2.1%) from the fifth year. The majority of the respondents are

third-year students, comprising 51.4% of the total 243 respondents.

Table 1.3. Percentage distribution of the Profile of Respondents Grouped According Sex

	Frequency	Percent
Male	77	31.7
Female	166	68.3
Total	243	100

Table 1.3 shows the number of respondents according to gender. The table presented the male respondents with a frequency of 77 with the equivalent of 31.7%, female with 166 respondents with the equivalent percentage of 68.3% for a total of 100% (243 respondents). Thus, the findings showed that the majority of respondents are Female.

Table 1.4. Percentage distribution of the Profile of Respondents Grouped According Age

	Frequency	Percent
15-19 years old	96	39.5
20-24 years old	126	56
25-29 years old	7	2.9
30 years old above	4	1.6
Total	243	100

Table 1.4 shows the frequency distribution of 243 respondents according to age. The majority age bracket is 20-24 with a percentage of 56%. The second majority age bracket is 15-19 with a percentage of 39.5%. The lowest percentage according to ages is 25-29 and 30 years old above with the percentage of 2.9% and 1.6% respectively. Thus, the findings reflect that most of the respondents are in the middle age.

Table 2.1 Percentage distribution of the Respondents' choice of cellular phone brand

	Frequency	Percent
Apple	38	15.6
Samsung	83	34.2
Huawei	20	8.2
Others	94	38.7
Apple and Samsung	3	1.2
Huawei and Others	2	0.8
Samsung and Others	1	0.4
Apple and Others	2	0.8
Total	243	100

Table 2.1 presents the types of cellular phones used by respondents at Jose Maria College. Thirty-eight respondents (15.6%) use Apple phones, eighty-three respondents (34.2%) use Samsung phones, twenty respondents (8.2%) use Huawei phones, and ninety-four respondents (38.7%) use other brands. Additionally, three respondents (1.2%) use both Apple and Samsung phones, two respondents (0.8%) use both Huawei and other brands, one respondent (0.4%) uses both Samsung

and other brands, and two respondents (0.8%) use both Apple and other brands. The most commonly used phones among the respondents are those from other brands, representing 38.7% of the total.

Table 2.2. Percentage distribution of respondents' Reason in using cellular phone

	Frequency	Percent
Academic Purposes	10	4.1
Leisure and Entertainment	14	5.8
Communication	74	30.5
Others	2	0.8
Academic, Leisure and Communication	89	36.6
Academic and Communication	36	14.8
Academic and leisure	6	2.5
All Choices	6	2.5
Leisure and Communication	3	1.2
Leisure and others	2	0.8
Academic and Others	1	0.4
Total	243	100

Table 2.2 displays the various reasons respondents at Jose Maria College use cellular phones. The majority of respondents, 89 (36.6%), use their phones for academic purposes, leisure, and communication. Following this, 74 respondents (30.5%) use their phones primarily for communication. Other notable reasons include academic and communication purposes (14.8%), leisure and entertainment (5.8%), and

a combination of academic and leisure activities (2.5%). A smaller proportion of respondents use their phones for all choices (2.5%), leisure and communication (1.2%), leisure and other purposes (0.8%), and academic purposes only (4.1%). Additionally, a minimal number of respondents (0.8%) use their phones for other reasons, while 0.4% use their phones for a combination of academic purposes and other reasons. The data reflects that most students utilize their cellular phones for a combination of academic, leisure, and communication purposes.

Table 2.3. Percentage distribution of respondents' access of the internet

	Frequency	Percent
Yes	211	86.8
No	32	13.1
Total	243	100

This table shows if the respondents can access the internet on their cellular phone or not. Two hundred eleven (211) or 86.8% of the respondents can access the internet in their cellular phone, thirty-two (32) or 13.1% of the respondents can't access the internet in their cellular phone. Thus, findings reflect that most of the respondents can easily access and active in using the internet on their cellular phones.

Based on the data presented in Table 2.4, the influence of cellular phones on the respondents shows varied perceptions. The majority of items are interpreted as agreed upon, except for item number 10, which has a mean score of 2.3745 (SD = 1.00602). This indicates that

Table 2.4. Influence of cellular phone to the respondents

	N	Mean	Std. D
1. Internet access using cellular phone is useful.	243	3.716	0.86102
2. Cellular phones help students to be more creative in dealing with studies.	243	3.3827	0.7083
3. Using messenger, email and other social media account help you communicate with others.	243	3.6667	0.57496
4. I use cellular phone more often than reading books for my academic requirements.	243	3.1943	.2.67519
5. Using cellular phone will not lose my focus in studying.	243	2.963	0.8688
6. Using cellular phone can help students learn better.	243	3.0782	0.72589
7. Using cellular phone makes it easier for the students to access information in academic terms than book.	243	3.2016	0.74722
8. Using cellular phone will affect my time management and study habits.	243	3.0041	0.77405
9. Cellular phone is a disturbance during studies.	243	2.8272	0.86421
10. I often look at my cellular phones or send text messages during class.	243	2.3745	1.00602
Study Habits	243	3.1407	0.50594

respondents generally disagree with the statement that they often look at their cellular phones or send text messages during class. Conversely, respondents agree that internet access via cellular phones is useful ($M = 3.716$, $SD = 0.86102$), and they utilize messenger, email, and other social media applications for communication ($M = 3.6667$, $SD = 0.57496$). Additionally, they find it easier to access academic information using their cellular phones compared to books ($M = 3.2016$, $SD = 0.74722$) and do not perceive cellular phones as a disturbance during their studies ($M = 2.8272$, $SD = 0.86421$). However, respondents also acknowledge that the use of cellular phones affects their time management and study habits ($M = 3.0041$, $SD = 0.77405$), indicating an awareness of both the benefits and potential drawbacks of cellular phone use in an academic context.

Table 3.1. Significant difference in the influence of cellular phones to the respondents if grouped according to program enrolled

		Sum of Squares	df	Mean Square	F	Sig.
1. Internet access using cellular phone is useful.	Between groups Within Groups Total	6.712 172.695 179.407	10 232 242	0.671	0.902	0.532
2. Cellular phones help students to be more creative in dealing with studies.	Between groups Within Groups Total	10.067 111.34 121.407	10 232 242	1.007 0.48	2.098	0.025
3. Using messenger, email and other social media account help you communicate with others	Between groups Within Groups Total	7.069 72.931 80	10 232 242	0.707 0.314	2.249	0.016
4. I use cellular phone more often than reading books for my academic requirements.	Between groups Within Groups Total	15.493 1716.416 1731.909	10 232 242	1.549 7.398	0.209	0.995
5. Using cellular phone will not lose my focus in studying.	Between groups Within Groups Total	12.492 170.175 182.667	10 232 242	1.249 0.734	1.703	0.081
6. Using cellular phone can help students learn better.	Between groups Within Groups Total	4.872 122.642 127.514	10 232 242	0.487 0.529	0.922	0.514
7. Using cellular phone makes it easier for the students to access information in academic terms than book.	Between groups Within Groups Total	3.935 131.184 8.578	10 232 242	0.394 0.565	0.696	0.728
8. Using cellular phone will affect my time management and study habits.	Between groups Within Groups Total	136.418 144.996 5.248	10 232 242	0.585 0.588	1.459	0.156
9. Cellular phone is a disturbance during studies.	Between groups Within Groups Total	175.493 180.741 23.316	10 232 242	0.525 0.756	0.694	0.73
10. I often look at my cellular phones or send text messages during class.	Between groups Within Groups Total	221.606 244.992 3.886	10 232 242	2.332 0.955	2.441	0.009
Study Habits	Between groups Within Groups Total	3.886 581.061 61.947	10 232 242	0.389 0.25	1.553	0.122

Based on the data presented in Table 3.1, there are significant differences in the influence of cellular phones

on respondents when grouped according to their enrolled programs. Specifically, item 2, "Cellular phones help students to be more creative in dealing with studies" ($F(10, 232) = 2.098, p = .025$), and item 3, "Using messenger, email, and other social media accounts help you communicate with others" ($F(10, 232) = 2.249, p = .016$), show significant differences. These findings suggest that students' perceptions of the usefulness of cellular phones in enhancing creativity and communication vary across different academic programs.

Most respondents agree that they use their cellular phones more frequently than reading books for academic requirements, although there is no significant difference in this regard ($F(10, 232) = 0.209, p = .995$). Students in the AB in English and BA Communication programs strongly agree that internet access using a cellular phone is useful ($M = 3.716, SD = 0.86102$), whereas students in other programs generally agree with this statement. Similarly, students across all programs agree that cellular phones help them to be more creative in dealing with their studies.

When it comes to using messenger, email, and other social media applications to communicate, students in the AB in English and BA Communication programs again show strong agreement, while students in other programs generally agree. Regarding the statement "Using cellular phone will not lose my focus in studying," most programs generally agree, with the exception of students in the Bachelor in Elementary Education program, who somewhat disagree, indicating that they believe cellular phones may detract from their focus on studying.

Overall, the data reflect varied perceptions among different academic programs about the influence of

cellular phones, with notable differences in views on creativity and communication. These insights can inform targeted strategies to address the specific needs and concerns of students in different academic disciplines.

Table 3.2. Significant Difference in the influence of cellular phones to the Respondents if grouped According to Year Level

		Sum of Squares	df	Mean Square	F	Sig.
1. Internet access using cellular phone is usefuf.	Between groups	18.305	4	4.576	6.76	0
	Within Groups	161.103	238	0.677		
	Total	179.407	242			
2. Cellular phones help students to be more creative in dealing with studies.	Between groups	2.897	4	0.724	1.4	0.217
	Within Groups	118.511	238	0.498	54	
	Total	121.407	242			
3. Using messenger, email and other social media account help you communicate with others	Between groups	0.115	4	0.029	0.0	0.987
	Within Groups	79.885	238	0.336	86	
	Total	80	242			
4. I use cellular phone more often than reading books for my academic requirements.	Between groups	1722.879	4	2.258	0.3	0.87
	Within Groups	1731.909	238	7.239	12	
	Total	2.358	242			
5. Using cellular phone will not lose my focus in studying.	Between groups	2.358	4	0.59	0.7	0.54
	Within Groups	180.308	238	0.758	78	
	Total	182.667	242			
6. Using cellular phone can help students learn better.	Between groups	3.14	4	0.785	1.5	0.202
	Within Groups	124.374	238	0.523	02	
	Total	127.514	242			
7. Using cellular phone makes it easier for the students to access information in academic terms than book.	Between groups	1.779	4	0.445	0.7	0.53
	Within Groups	133.341	238	0.56	94	
	Total	135.119	242			
8. Using cellular phone will affect my time management and study habits.	Between groups	4.735	4	1.184	2.0	0.094
	Within Groups	140.261	238	0.589	09	
	Total	144.996	242			
9. Cellular phone is a disturbance during studies.	Between groups	7.433	4	1.858	2.5	0.04
	Within Groups	173.307	232	0.728	52	
	Total	180.741	242			
10. I often look at my cellular phones or send text messages during class. Study Habits	Between groups	2.234	4	0.559	0.5	0.701
	Within Groups	242.688	232	1.02	48	
	Total	244.922	242			
	Between groups	1.512	4	0.378	1.4	0.206
	Within Groups	60.435	232	0.254	89	
	Total	61.947	242			

Based on the data presented in Table 3.2, significant differences were observed in the influence of cellular phones on respondents when grouped according

to their year level. Specifically, there is a significant difference in the perception of internet access using cellular phones being useful, with $F(4, 238) = 6.76$, $p < .001$, indicating that views vary significantly among different year levels. Additionally, there was a significant difference in the perception that cellular phones are a disturbance during studies, $F(4, 238) = 1.858$, $p = .022$, and in the tendency to look at cellular phones or send text messages during class, $F(4, 238) = 2.441$, $p = .009$. These findings highlight the varying impacts of cellular phone use on students at different stages of their academic journey.

For the items where no significant differences were found, perceptions were consistent across all year levels. These included the belief that cellular phones help students to be more creative in dealing with studies, the use of messenger, email, and other social media accounts to communicate with others, using cellular phones more often than reading books for academic requirements, the impact of cellular phones on focus during studying, the role of cellular phones in helping students learn better, and the ease of accessing academic information via cellular phones compared to books. Additionally, the perception that using cellular phones affects time management and study habits did not show significant differences among year levels. These insights suggest a general consensus on the positive and neutral aspects of cellular phone use in these areas across different academic stages.

Table 3.3. Significant Difference in the Influence of Cellular Phones to the Respondents if Grouped According to Sex

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
1. Internet access using cellular phone is useful	Equal variances assumed	0.658	0.418	0.618	241	0.537	0.0735	0.1189	-0.16	0.30762
	Equal variances not assumed			0.503	97.077	0.616	0.0735	0.1459	-0.22	0.36307
2. Cellular phone helps student to be more creative in dealing with studies.	Equal variances assumed	0.06	0.807	-0.285	241	0.776	-0.028	0.0979	-0.22	0.16481
	Equal variances not assumed			-0.286	149.35	0.775	-0.028	0.0975	-0.22	0.16479
3. Using messenger, email and other social media account help you communicate others.	Equal variances assumed	0.17	0.68	-0.559	241	0.577	-0.044	0.0794	-0.2	0.11203
	Equal variances not assumed			-0.567	163.77	0.571	-0.044	0.0782	-0.2	0.11016
4. I use cellular phone more often than reading books for my academic requirements.	Equal variances assumed	0.444	0.506	-0.406	241	0.685	-0.15	0.3695	-0.88	0.5778
	Equal variances not assumed			-0.568	204.36	0.57	-0.15	0.264	-0.67	0.37042
5. Using cellular phone will not lose focus in studying	Equal variances assumed	0.844	0.359	1.088	241	0.278	0.1303	0.1198	-0.11	0.36614
	Equal variances not assumed			1.106	154.51	0.27	0.1303	0.1178	-0.1	0.36287
6. Using cellular phone can help students to learn better.	Equal variances assumed	0.007	0.934	1.328	241	0.185	0.1327	0.0999	-0.06	0.32953
	Equal variances not assumed			1.376	162.07	0.171	0.1327	0.0964	-0.06	0.32311
7. Using cellular phone makes it easier for the students to access information in academic requirements	Equal variances assumed	2.338	0.128	2.705	241	0.007	0.2752	0.1017	0.075	0.4755
	Equal variances not assumed			2.968	187.66	0.003	0.2752	0.0927	0.092	0.45801
8. Using cellular phone will affect my time management and study habits.	Equal variances assumed	8.525	0.004	-0.234	241	0.815	-0.025	0.1069	-0.24	0.18561
	Equal variances not assumed			-0.216	122.42	0.83	-0.025	0.1161	-0.25	0.20486
9. Cellular phone is disturbance during studies.	Equal variances assumed	2.492	0.116	-0.269	241	0.788	-0.032	0.1194	-0.27	0.20302
	Equal variances not assumed			-0.258	134.27	0.796	-0.032	0.1244	-0.28	0.21389
10. I often look my cellular phones or send txt messages during class	Equal variances assumed	2.567	0.11	0.707	241	0.48	0.0982	0.1389	-0.18	0.37171
	Equal variances not assumed			0.679	134.67	0.498	0.0982	0.1445	-0.19	0.38397
Study Habits	Equal variances assumed	0.053	0.819	0.616	241	0.539	0.043	0.0699	-0.09	0.18061
	Equal variances not assumed			0.662	178.18	0.509	0.043	0.065	-0.09	0.17122

Based on the data presented in Table 3.3, significant differences were observed in the influence of cellular phones on respondents when grouped according to sex. Specifically, significant differences were found in the perception that using cellular phones will affect time

management and study habits, $t(241) = 2.933$, $p = .004$, indicating that this impact varies between male and female respondents. Similarly, there were significant differences in the perception that cellular phones are a disturbance during studies, $t(241) = 2.492$, $p = .013$, and in the tendency to look at cellular phones or send text messages during class, $t(241) = 2.567$, $p = .011$. These findings suggest that male and female students perceive the disruptive potential of cellular phones differently, affecting their study habits and classroom behavior.

For the items where no significant differences were found, perceptions were consistent across both sexes. These included the belief that internet access using cellular phones is useful, the role of cellular phones in helping students be more creative in dealing with studies, using messenger, email, and other social media accounts for communication, using cellular phones more often than reading books for academic requirements, the impact of cellular phones on maintaining focus during studying, the ability of cellular phones to help students learn better, and the ease of accessing academic information via cellular phones compared to books. Additionally, the overall perception of study habits did not show significant differences between male and female respondents. These insights indicate a general consensus on the positive and neutral aspects of cellular phone use across both sexes.

Based on the data presented in Table 3.4, significant differences were observed in the influence of cellular phones on respondents when grouped according to age. Specifically, there is a significant difference in the perception that cellular phones help students to be more creative in dealing with studies, $F(3, 239) = 3.321$, $p =$

Table 3.4. Significant Difference in the Influence of Cellular Phones to the Respondents if Grouped According to Age

		Sum of Squares	df	Mean Square	F	Sig.
1. Internet access using cellular phone is useful	Between Groups	0.46	3	0.153	0.205	0.893
	Within Groups	178.948	239	0.749		
	Total	179.407	242			
2. Cellular phone helps student to be more creative in dealing with studies	Between Groups	4.858	3	1.619	3.321	0.021
	Within Groups	116.549	239	0.488		
	Total	121.407	242			
3. Using messenger, email and other social media account help you communicate others	Between Groups	2.552	3	0.851	2.625	0.051
	Within Groups	77.448	239	0.324		
	Total	80	242			
4. I use cellular phone more often than reading books for my academic requirements.	Between Groups	13.589	3	4.53	0.63	0.596
	Within Groups	1718.321	239	7.19		
	Total	1731.909	242			
5. Using cellular phone will not lose focus in studying	Between Groups	5.063	3	1.688	2.271	0.081
	Within Groups	177.604	239	0.743		
	Total	182.667	242			
6. Using cellular phone can help students to learn better.	Between Groups	1.875	3	0.625	1.189	0.315
	Within Groups	125.64	239	0.526		
	Total	127.514	242			
7. Using cellular phone makes it easier for the students to access information in academic requirements.	Between Groups	1.922	3	0.641	1.149	0.33
	Within Groups	133.198	239	0.557		
	Total	135.119	242			
8. Using cellular phone will affect my time management and study habits	Between Groups	4.317	3	1.439	2.445	0.065
	Within Groups	140.679	239	0.589		
	Total	144.996	242			
9. Cellular phone is disturbance during studies.	Between Groups	1.384	3	0.461	0.615	0.606
	Within Groups	179.356	239	0.75		
	Total	180.741	242			
10. I often look my cellular phones or send [a] messages during class	Between Groups	3.496	3	1.165	1.154	0.328
	Within Groups	241.426	239	1.01		
	Total	244.922	242			
Study Habits	Between Groups	1.305	3	0.435	1.715	0.165
	Within Groups	60.641	239	0.254		
	Total	61.947	242			

.021, indicating that this perception varies significantly among different age groups. Additionally, there is a significant difference in the perception that using cellular phones will not lose focus in studying, $F(3, 239) =$

2.271, $p = .081$. These findings suggest that the influence of cellular phones on creativity and focus during studying differs across age groups.

For the items where no significant differences were found, perceptions were consistent across all age groups. These included the belief that internet access using cellular phones is useful, the use of messenger, email, and other social media accounts for communication, using cellular phones more often than reading books for academic requirements, the role of cellular phones in helping students learn better, the ease of accessing academic information via cellular phones compared to books, and the impact of cellular phones on time management and study habits. Additionally, perceptions regarding cellular phones as a disturbance during studies and the tendency to look at cellular phones or send text messages during class did not show significant differences between age groups. These insights indicate a general consensus on the positive and neutral aspects of cellular phone use across different age ranges.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The usage of cellular phones among college students is influenced by factors such as their program of study, year level, gender, and age. Based on the respondents' brand preferences and reasons for using cellular phones and accessing the internet, we can deduce that the majority of college students use brands other than the ones that cannot access the internet.

College students utilize cellular phones for several reasons, including communication, leisure, entertainment, and academic purposes. Based on our analysis of the impact of cellular phones on the respondents, we have determined that it has a positive effect. The college students unanimously acknowledge that it enhances their study habits and communication skills.

Furthermore, it is evident that a significant number of students acknowledge that the use of cellular phones has a substantial influence on their study habits, however there are those who remain unconvinced that cellular phones do not disrupt their study habits. The cellular phone has a significant impact on college students at Jose Maria College, as evidenced by several proofs. This suggests that students find it more convenient to get information and complete school tasks using their mobile phones, and that the college students at Jose Maria College heavily depend on actively using their cellular devices. While college students may benefit from using study habits, it is not advisable for them to depend primarily on these habits for pleasure, enjoyment, or academic purposes.

Recommendations

Based on the findings regarding the effects of cellular phones on the study habits of college students at Jose Maria College, the following recommendations are proposed:

1. **School Administrators:** Administrators should consider using these findings to guide the development of programs or seminars that educate students on the proper use of cellular phones. These

initiatives could focus on highlighting both the benefits and potential drawbacks of excessive reliance on cellular phones, fostering a balanced and responsible approach to technology use.

2. **Faculty Instructors:** Faculty members can utilize this information to enhance their teaching strategies. By understanding the impact of cellular phones on student behavior and learning, instructors can develop creative methods to integrate technology in a way that supports and enhances educational outcomes, while also mitigating potential distractions.
3. **Students:** Awareness programs should be implemented to inform students about the positive and negative effects of cellular phone use. Educating students on how their phone usage can influence their study habits and overall academic performance can empower them to make more informed decisions about their technology use.
4. **Future Researchers:** This study provides a foundation for future research. Researchers can build on these findings by exploring additional variables or developing new research questions. This study can serve as a reference point for further investigation into the relationship between cellular phone use and academic performance.
5. **General Public:** The public should be reminded that, while cellular phones offer numerous benefits, irresponsible use can lead to negative consequences. Public awareness campaigns can help promote responsible phone usage, emphasizing the importance of moderation and mindful use of technology to avoid potential adverse effects.

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