

**THE EFFECTS OF MOBILE PHONE USAGE ON STUDENTS' ATTENTIVENESS IN
CLASS AT UGANDA CHRISTIAN UNIVERSITY**

PROSSY ALOWO

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
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UNIVERSITY**

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**UGANDA CHRISTIAN
UNIVERSITY**

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DECLARATION

I, ALOWO PROSSY I declare that this has been compiled as my hard work.

.....

.....

ALOWO PROSSY

Date

Signature

APPROVAL

I have supervised the student; and assessment is that she has gained the expected basic undergraduate research knowledge and beginners' skill-as per the standard described in the Minimum Standards and Competency Framework for Social Work Education and Training in Uganda-(2019).

Sign..... Date

Kasule S. Kibirige

DEDICATION

I dedicate this work to my beloved Dad Mr. Otabong Wilberforce who has been extremely supportive and rendered all his efforts to make sure I attain my Education.

ACKNOWLEDGEMENT

I want to thank God Almighty who gives knowledge beyond human understanding and always present at all times.

I extend my sincere appreciation to my father Mr. Otabong for the extreme support both financially, materially, emotional and many others.

My gratitude to my University supervisor Mr. Kasule Kibirige Solomon for his continued support and corrections.

And to my dear friends thank you so much for the encouragement and surely God bless you all abundantly.

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ABSTRACT

The study sought to examine the effects of mobile phone usage on students' attentiveness in class at Uganda Christian University. The study was guided by three objectives; to find out effects of mobile phone usage on students' academic performance, to find out impacts of mobile phones on students' behavior in class and to suggest possible interventions to reduce mobile phone addiction among students.

Chapter two; this chapter contains the literature review of the main purpose of the study; what the previous and other authors have studied about the topic of the study.

Chapter three; this chapter reflects the research methodology to be used to collect data for the study.

Chapter four; this chapter entails the data presentation and analysis of the collected data.

Chapter five; this chapter contains the summary of the findings of the study, the conclusion and the recommendations.

It also contains the sample of the questionnaire and interview guide used for the study in obtaining data.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study was to investigate the various effects that mobile phone usage have in the students' attentiveness in class. The study gave the back of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and scope of the study, significance, limitation and delimitations of the study.

1.1 Background of the study.

A mobile phone refers to a portable telephone that can make, receive, and send calls and messages between and amongst individuals or a group of people in case of communications. Mobile phones also perform varieties of tasks for example, email, internet browsing, camera, video recording, navigation, games, and social media among others.

Student's attentiveness is the ability of the student to stay focused on a task assigned to him or her without the disruption of anything in that the student put all his/her attention to the task to accomplishment. Student's attention is also the ability of a student to stay focused in an activity for a period of time as this is one of the skills of learning mostly when the student is in for class for it helps the student to gain new knowledge and ideas which helps in improving the student's reasoning and reasoning capacity.

1.2 Statement of the problem of the study

In spite of the lecturers' continued efforts of calling upon students not to be on their phones during class hours, many of the students have continued to constantly violate this in that most of the social work students are seen on media platforms like Facebook, WhatsApp, Tiktok and some have turned to taking pictures and recording videos even when lectures are ongoing. Furthermore, some students are spotted moving out of class often to receive calls and this makes them miss out in class since their attentions are divided.

It is upon this background therefore that the researcher was attempted to an investigative study to find out the effects of mobile phones on students' attention in class at Uganda Christian University.

1.3 Generation objectives

To find out the effects of mobile phones on students' attention in class at Uganda Christian University

1.3.1 Specific objectives

- To find out effects of mobile phone usage on students' academic performance
- To find out impacts of mobile phones on students behavior in class
- To suggest possible interventions to reduce mobile phone addiction among students

1.4 Research questions

How has mobile phone usage affected the students' academic performance at Uganda Christian University?

Examine the impacts of mobile phone usage on social work students' behavior in class at Uganda Christian University?

What are the possible interventions to reduce mobile phone addiction among students at Uganda Christian University?

1.5 The scope of study

1.5.1 Content of the study

The study was grounded on the effects of mobile phone usage on students' attentiveness in class at Uganda Christian University.

1.5.2 Geographical scope

The study was carried out at Uganda Christian University.

1.5.3. Time scope

The study considered a time scope of two months from July-August 2023.

1.6 Justification

Research on the effects of mobile phones on student's attention in class is important because this can lead to improved academic performance, improved reasoning and thinking capacity among students. Therefore it is important to justify and conduct research on this topic to ensure that appropriate interventions are put in place.

1.7 Significances of the study

The study was sought to be significant to the students of Uganda Christian University in understanding the effects of mobile phone usage to their attentiveness in class.

The study is to provide solutions to improve the issue of mobile phone addictions amongst the students at Uganda Christian University.

The research report may act as an academic dissertation from which the researcher shall be awarded a bachelor's degree of social work and social administration of Uganda Christian University.

1.8 Theoretical review

Social Learning Theory

This was developed by Albert Bandura. It says that individuals learn through observation and modeling of others. It emphasizes that people acquire new behaviors, attitudes and knowledge by observing the actions of role models in their environment. This theory highlights the importance of re-enforcement and punishment in shaping behavior as well as the role of self regulation and cognitive process in decision making.

Social Learning Theory has been influential in education, emphasizing the social context of learning and how individuals both learn from and influence their social environment.

1.9 Conceptual framework

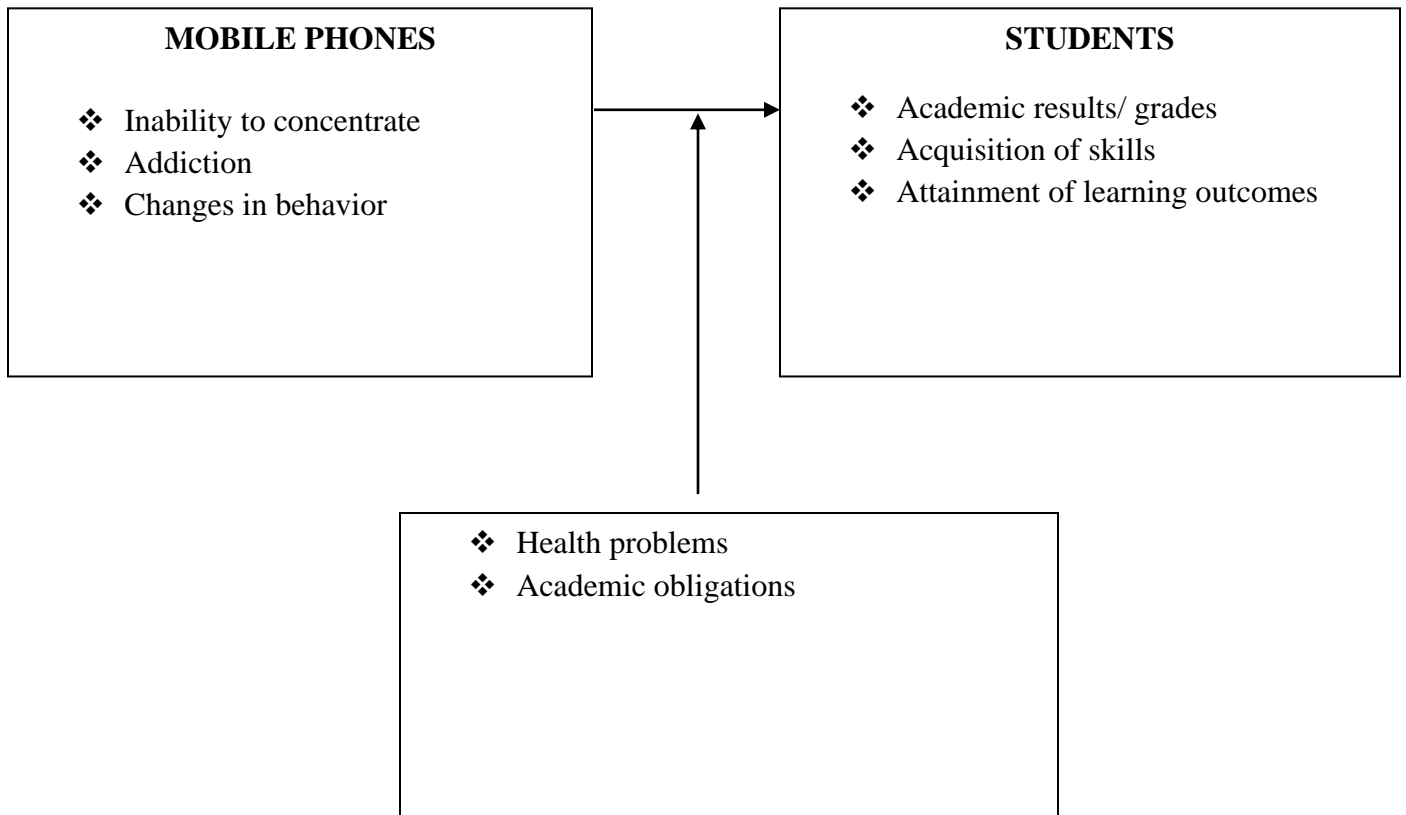


Figure 1: Conceptual framework

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

2.1 Effects of mobile phone usage on students' academic performance

Student's academic performance is the measurement to the extent in which the students have attained in their long term or short term educational process. During this educational process, for the achievement of academic performance, there are factors involved like motivation, skills, interest, self esteem, personality, study habits among others.

Many studies have been carried out concerning the effects of mobile phone usage on students' academic performance in that it the observed effects are not homogeneous in either size or direction, ranging from positive to zero effect (Chen & Yan, 2016; Rashid& Asghar, 2016). However, most studies have supported the proposition that a negative relationship does exist between smart phones dependency and student academic performance (Aman et AL., 2015; Gupta, Garg, & Arora, 2016; Li, Lepp, & Barkley, 2015; Lin& Chiang, 2017).In that the more severe a student's mobile phone addiction, the lower the student's levels of self-regulated learning and flow when studying, thus decreasing student's achievement. (Lee, Cho, Kim and Noh(2015)) since the mobile phone would have taken over her/his attention for example she might want to read but all the minds would be on the phone that there would be loss of concentration due to the low morale of reading.

However, according to other studies carried out there are no diverse effects of mobile usage on academic achievements (Ishii, 2011). Dos (2014) "suggested a negative relation doesn't exist since people have become accustomed to living with mobile phones". Which shows that if mobile phones are used well by the students for example for academic research and other academic related work then there will be academic achievements since the students would have been making proper use of the mobile phones.

2.2 The impacts of mobile phone usage on students' behavior

Student's behavior refers to the way of conduct of students for example how students present themselves to others and how they react to issues that come their way like if they have been hurt or insulted by others how do they solve such problems.

In the studies conducted out by different authors, arguments have been brought out on the different impacts of mobile phone usage on students' behavior since this impacts negatively and positively on students for example Tamara Blakemore and Kylie Agllias in *Social Work Education* 39 (2), 200-213, 2020 showed "students' engagement with social media and their developing understanding empathy and also students reported an ease and confidence in the use of social media" which portrayed out that mobile phone usage has contributed positive impacts on the students in that many students gained confidence in themselves which helped them in building their self-esteem since they were able to gain information from different sources on the ways to do away with low self esteem and with the knowledge gained, the students were able to build their confidence in various ways like in communication and speech among others with the "mindset if others did why not them".

However the impacts of mobile phone usage on students' behavior was also noted to be of a negative impact to students behavior since they were found out to be having risks on students' behavior for example most of the students were found out to have misused the mobile phone usage, in that they had started using mobile phones for their selfish desires and interests which impacted negatively towards their behavior.

2.3 The possible interventions to reduce mobile phone addiction

Mobile phone addiction is defined as a situation when students do not have control of their mobile phone usage which interferes with their other activities which affects their daily life and programs since their minds are always on their phones since they hardly spare time for other programs. For example "mobile phone usage has been linked to poor sleep quality and quantity and impaired mental health among adolescents" as stated by Saoirse Mac Ca'rthaigh. *Neurology, Psychiatry and Brain Research* 35, 29-37, 2020

Many interventions have been put up by many authors who helped to reduce mobile phone addiction for example through the use of Peer relationship enhancement program (PREP) where

this intervention encouraged students into participating in useful social activities like debates, leadership among others which helped in developing communication, emotional regulation and social adjustment skills hence reduction in mobile phone addiction and also the use of therapies like Psychotherapy where this referred to the methods that identify automatic thinking, reduction of dysfunctional activities, establish accurate and rational beliefs and also helped in reduction of negative thoughts and addictive behaviors like addiction on mobile phone usage.

In addition to the above, health educational interventions which referred to a planned learning process in which individuals, groups, communities acquired relevant knowledge and ideas to guide them in making correct and healthy choices in their lives for mobile phone addiction could be fought in a short or long term during the health educational programs like workshops in universities and also sensitization of the masses about the dangers of mobile phone usage like eye related problems and another intervention in the reduction of mobile phone usage is environmental intervention which involved the use of family, school and society who helped in the reduction of mobile phone usage addiction in that the family level, the parent-child relationship played a vital role in alleviating the addiction since parents monitored children's behaviors and their frequency on phone usage; School in that teachers and school leaders had to set up psychological health education courses and lectures, establish rules and regulations and provide education and supervision in order for the students to enhance their awareness about the preventive measures; and the society level here involved the relevant government departments establishing and improving the network legal system, increasing censorship of information websites and resolutely curb the spread of disinformation.(Nie & Liu, 2014) where these all helped in the reduction of mobile phone addiction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter is to present the research design ,area of study, sources of information, population and sampling techniques, variables and indicators, procedure/protocols for data collection, data collection instruments and equipments, quality/error control, strategy for data processing and analysis, ethical considerations, anticipated methodological constraints, work plan/timeline.

3.1. Research Design

This is to employ descriptive /non experimental survey design .This is because the researcher had no control over dependent variables such as Inability to concentrate, Addiction and Changes in behavior. A descriptive design means the researcher intended to find the Effects of mobile phone usage on students' attentiveness in class at Uganda Christian University.

CresAll (2016) such a design intends to present the facts about the nature and status of the situation as it exist at the time of the study .Therefore the design is be helpful in describing the current condition and situations based on the data collected on the Effects of mobile phone usage on students' attentiveness in class at Uganda Christian University. Quantitative and qualitative data is be gathered during the study, this is to ensure that the research is both statistical and Analysis is be to used in order to support the findings of the results of the study.

3.2 Area of study

This study was based in Uganda Christian University- Mukono.

3.3 Sources of information

Primary data

This is a type of data that is collected by researchers directly from main sources through interviews, surveys, experiments? Primary data is usually collected from the source where the data originally originates from and are regarded as the best kind of data in research. The sources

of primary data are usually chosen and customized specifically to meet the demands or requirements of a particular research.

Secondary Data

Secondary data is the data that has already been collected through primary sources and made readily available for researchers to use for their own research. It is a type of data that has already been collected in the past. A researcher may have collected the data for a particular project, and then made it available to be used by another researcher. The data may also have been collected for general use with no specific research purpose like in the case of the national census.

3.4 Population and sampling techniques

The study was carried out on 3 lecturers, and 20 students doing Bachelors of Social Work and Social Administration totaling to 23 number of study population.

Sampling is a technique of selecting individual members or a subset of the population to make statistical inferences from them and estimate characteristics of the whole population.

Amin, M E (2015) defined purposive sampling as a judgmental or expert sample is a type of non-probability sample. The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population. This is often accomplished by applying skilled knowledge of the population to select in a non-random manner a sample of elements that represents a cross-section of the population.

Simple random sampling is defined as a sampling technique where every item in the population has an even chance and likelihood of being selected in the sample. Here the selection of items entirely depends on luck or probability, and therefore this is sampling technique is also sometimes known as a method of chances.

3.5. Variables and indicators

The dependent variable is the variable that is being measured or tested in an experiment.¹ For example, in a study looking at the effects of mobile phone usage on students' attentiveness in class, the dependent variable would be the level of the academic performance, since that is what is being measured.

Independent variable (IV) is the characteristic of a psychology experiment that is manipulated or changed by researchers, not by other variables in the experiment.

3.6. Procedures/protocols for data collection

The researcher was to obtain the permit (data collection form) from the University and also the form from the A test- retest technique is to be used to determine the reliability of the research instruments.

3.7. Data collection instruments and equipments

The researcher used research instruments such as questionnaire and interview during the data collection process from both secondary and primary sources.

3.7.1 Questionnaire

Questionnaire is defined as form containing a set of questions especially one addressed to statistically significant number of subjects as gathering information for survey to students and lecturers For example Likert scales are a type of questionnaire that measures attitudes and opinions on a range of issues and is commonly used in social science research. Likert, R. (1932). A technique for the management of attitudes. Archives of Psychology, 22(140), 5-55.

3.7.2. Interview

AMIN (2005) defined the term interview method as face to face interaction where the interviewer asks the interview questions verbally and guiding the conversation, gathering data from the interviewee; however the question must be in line with what the researcher intends to find out in the study. For example face-to-face interview were this is one of the most traditional methods of conducting interviews which involves a direct conversation between the interviewer and the participants and are useful for collecting detailed information and establishing rapport between the interviewer and the participants. (Robson, 2011)

3.8 Data collection methods

3.8.1 Observation method

This is a research technique that involves collecting data by observing and recording the behavior of individuals or groups in their natural setting or in a controlled environment and it is to obtain objective data by a participant and recording it for analysis at a later stage.

3.8.2 Focused groups

The research was interested in using the groups on the selected population and this will involved the identification of the participants with the same attributes. This helped share wider and broad information that was used in the analysis and interpretation of the collected data.

3.8.3 One on one

This involved the personal level of data collection where the researcher got the respondents on physical interaction and this was shared by the word of mouth from the intended respondents.

3.9 Strategy for data processing and analysis

Data processing and analysis refers to the methods and techniques used to transform, clean, organize and analyze raw data into meaningful insights and actionable information and in overall, effective data processing and analysis requires a combination of technical skills, domain expertise and critical thinking to ensure that the insights from the data are reliable, actionable and aligned with the goals of the proposal.

3.10 Ethical considerations

Ethical considerations are an essential component of any research proposal as they ensure that the study is conducted in a manner that is fair, respectful and responsible to all participants involved for example informed consent, confidentiality and privacy, risk assessment, debriefing and diversity and conclusion.

3.11. Anticipated methodological constraints

This refers to restrictions that the researcher mostly experienced while conducting the research.

Technological restrictions related to data collection, analysis and interpretation which can affect the quality and reliability of the results.

Language and cultural barriers mostly when conducting research in a foreign place or working with participants from different cultural backgrounds

Funding limitation which involves lack of funding can constrain the scope of the research limiting the ability to collect data or conduct experiments.

Time constrains where the researcher had limited time to collect and analyze data which can lead to compromises in the quality of the research and yet conducting data is a time-consuming process.

Access to data in that the researcher faced challenges when accessing data especially when working with sensitive or confidential information which can in turn limit the scope of the study and affect the validity of the results

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the findings as derived from the data analysis and discussions of the study. The researcher essentially presented the findings in line with the study and objectives. The study sought to examine the effects of mobile phone usage on students' attentiveness in class. The findings were presented starting with the response rate, followed by the background information of the respondents, then descriptive statistics presented as per every variable.

4.1 Data Analysis and Interpretation

The questionnaires were distributed to lecturers and students who knew how to read, understand and interpreted the questions and other individuals who were directly use phones. The interview guides were prepared by researcher reflecting the research questions and objectives.

4.2 Biographical Data of Respondents

The choice of respondents was based on, age and sex and is presented as below:-

Socio-demographic characteristics of the respondents

4.2.1 Age of Respondents

Table1: showing age of respondents

Age	Sex		Male		Total frequency	Total percentage
	Female					
	Frequency	Percentage	Frequency	Percentage	Female + Male	Female + Male
					16 + 7	69 + 31
Below25	10	43	4	13		
26-35	3	13	3	13		
40above	3	13	0	10		
Total	16	69	7	31	23	100

Source: primary data 2023

The study revealed that those who are 18-25 are by 56% of the population, this means that these are the age group that are directly affected by the use of phones and they know how to use the phones while they are studying. While the remaining was for those between 26% of the age group is 26-35 and 40 and above shows that they have a lot to do without paying much time with phones.

4.2.2 Sex of Respondents

Table2: Showing socio-demographic characteristics of research participants

	Sex		Male		Total frequency	Total percentage
	Female					
	Frequency	Percentage	Frequency	Percentages		
	17	73	6	27	23	100

Source: *Primary data 2023*

Figure 4.2.2: Showing sex distribution of respondents on the pie-chart

The study states that the large number of the respondents were female composing 73% and 27% were males. This indicates that many of the girls or females are found spending much time at campus while studying compared to males who may have study even without phone.

Table 3: The effects of mobile phone usage on students' attentiveness at Uganda Christian university

The table below shows the extent to which phones affect the attentiveness of students using a Likert scale where SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree) and SD (Strongly Disagree).

Response	SA	A	N	D	SD
I cannot read without phones	17	43	00	12	28
All times I use phones to conduct lectures	52	18	20	08	02
I remain online while in lectures	18	38	34	05	05
I do reply to all social media messages as I am in classes	104	41	30	03	22

Source: Primary data (2023)

The study revealed that 60% of the respondents agreed that they cannot do without phone, they stated that they are in modernity and phones are the easiest way for them to access any source of information as academic is concerned, whole 40% of the respondents disagreed that they can read without phones which further revealed that their attention in class is not affected.

This also showed that 70% agreed, 20% were neutral and 10% of the respondents disagreed that all the times they use phones were the study therefore revealed that more than half of the respondents use their phones all the time. This indicates that as lectures are conducted, they still have their phones on and this attracts their attention that makes them to lose concentration and end up losing much in class.

The finding shows that, 56% of the respondents remain online while in lectures, 34% disagreed and 10% were not sure of the idea that students remain online while in lectures. This study shows that those who remain online are capable of receiving messages and information from the platforms that engage them to read and reply, this therefore, attracts their attention in class and they miss out while they are in lectures.

Lastly, the study revealed that 45% of the respondents agreed that they reply to all social media messages that click on their phones, 25% were neutral and 30% of the respondents disagreed with the same idea that they reply to all social media messages that click on their phones. This means that when students remain online, they are capable of receiving messages that take their mind and this will make them have an reply because the message is interesting that should be kept flowing with others on the social media, this end up taking their time and attention away from classes.

4.3. The impact of phone use on students behavior in class

The respondents were asked questions and responses obtained are explained below;

Response	SA	A	N	D	SD
Students become excited in class	25	35	10	10	20
There is mood swings noted	28	21	22	23	6
The student is in "I don't care attitude"	30	29	02	20	19
Become more arrogant in class	30	50	00	12	08

Source: Primary data (2023)

The study revealed that 60% of the respondents agreed, 30% disagreed and 10% were neutral on the idea that students become excited in class. This therefore means that interesting messages and videos watched by students may push them to laugh or smile in the whole lectures and this

makes them to lose attention in class, also the study indicates that they may fail to control their emotions that may drive them to act in a wearied way

In the study, on the view that there is mood swings among students, 40 agreed, 50% were in disagreement and 10% were not sure. This therefore means that the use of phones while in class influence students and they may have mood swings that can be negative as academic is concerned and they may react to one another. A respondent said "they do not have respect to even the lecturer and fellow students, this makes them to feel above everyone that they do not have time for none class of them.

The result reveals that 80% of the respondents agreed that students who use phones while learning are too are more arrogant as 20% of the respondents disagreed with the same idea of students who use phones in classes are arrogant. This therefore shows that most of the students become more boastful, and having the difficult way of handle class work and this affect their performance because most of the time they spend on phone. "They do not want to be guided and attend the discussions that affect then in paying attention to class work, this mostly the girls who are third years since they have been at campus and ten to know more about campus

The finding in the table indicates that 49% of the respondents agreed that students using phones are in the "I don't care" attitude, 39% were in disagreement and 22% of the respondents were neutral on the view that students are under I don't care. This therefore shows that students who use phones in classes always do not have the genius attention to one another just because they have the phones that make them have no proper respect and attention to one another.

4.4. Interventions to curb down phone addition in Uganda Christian University

Response	SA	A	N	D	SD
Setting a cell-phone agreement to set expectations and consequence	23	24	18	10	25
Lectures must be done so that students are engaged class	38	20	00	32	10
Promoting physical learning materials that make students active.	23	14	35	18	10
Utilize positive reinforcement	29	22	30	15	4

Source: Primary data (2023)

From the above, the finding shows that 49% of the respondents agreed that setting expectations and consequences may work in curbing down phone addition among students while 34% of the respondents disagreed and 18% of the respondents were neutral. This therefore shows that when there are set rules that have to be followed by students and then explain the consequences of not following them. This may help the students who do not want to concentrate in class and perform poorly in class work.

The findings also shows that 58% of the respondents agreed with the view that lectures must be in class to ensure students are engaged and become more active and 42% of the respondents disagreed with the view that students have to be engaged. This revealed that this can be the resolution for the phone addition. It also shows that those who are in class have to be actively involved in the activities that motivate them to be constructive in class work.

In addition, the finding shows that 47% of the respondents have agreed that the use of the physical materials as learning is concerned may be a solution for phone addiction at Uganda

Christian University while 23% of the respondents disagreed and 30% of the respondents were neutral. This makes the researcher to also agree with the review.

According to the study, it found that 41% of the respondents agreed that the utilization of positive reinforcement may reduce phone addiction among students, while 37% of the respondents disagreed and 22% of the respondents were neutral on the view that use of positive reinforcement may be a solution for phone addiction among students at Uganda Christian University. This therefore shows that when the students are given an award over maintenance of phone etiquette and also punish those who break the rules may curb down the phone addiction.

CHAPTER FIVE

SUMMARY OF FINDING

5.0 Introduction

This chapter contains the discussions of the finding that gives the stand for the study.

5.1 Summary

This chapter presents the conclusions and recommendations of the research findings, basing on the research objectives under study.

5.2 Discussions

The first objective was to examine the effects of mobile phone usage on students' class performance at Uganda Christian University.

In this study it found that most of the times female students perform poorly compared to the males as the females spend a lot of time on their phones. This shows that the use of phones while studying takes the class work attention and a student does not concentrate.

In addition, the finding reveals that when students use online lectures, students have a divided mind because messages click on social media that may force them to reply and at the end they loose the concentration in class work leading to poor performance.

In the study, a respondent said "it is very hard for me to have a phone with data and I fail to check on WhatsApp or Tiktok that is what takes my attention in that this also reveals that when students have their data or have access to wifi, messages may notify and they have that passion to check the messages and when they do so, time would have been spent and this study makes the researcher to agree with the literature on how social media is so seductive that messages can make someone to follow most especially on Tiktok that has infinity videos.

5.3 The impact of phone usage on students' behavior in class

The second objective of the study was to examine the impact of phone usage on students' behavior in class

The finding reveals that students who spend more time on phone become more arrogant and this makes them to have lesser time for academics and this therefore shows that most of the students become more boastful, having the difficult way of handle class work and this affect their performance because most of the time they spend on phone. "They do not want to be guided and attend the discussions that affect then in paying attention to class work; this is mostly portrayed out by the girls who are in third year since they have been at campus and tends to know more about campus.

The finding shows that students who use phones in classes always do not have the genius attention to one another just because they have the phones that make them have no proper respect and attention to one another. "I have been ignored by a fellow student just because I was asking the discussions time and place, this hurt me and I really say they are to boastful and they even fail during examination"

5.4 Strategies on how to curb down phone addiction among students in Uganda Christian University

The third objective was to examine the strategies for curbing down phone addiction among students in Uganda Christian University.

The study reveals that the use of positive reinforcement may work better sine those who follow the rules are awarded and those who don't are punished, this will make the students to have concern to their studies. "I feel good when I am given marks for attendance as stated in our course outline"

The study revealed that, more often the use of physical materials for learning may help the students not be diverted. "I prefer hard copies than soft copy". This therefore shows that when students use hard copies, they may have limited time to phones and this will make them have concentration and there will be improved class performance.

5.5 Conclusion

The findings reveal that the time spent on phones greatly affect the student's performance that they may not concentrate on class work, this sorted that students reply to the messages and any other notification that clicks on the inbox of their phones. In addition, the study showed that the behaviors of the students who use phones during learning always vary and changes to the extent that they become arrogant and have no limitations to the phone use time.

In addition to the above, the study made the researcher to agree with the review that, the major way of curbing down phone addiction in the university is to ensure that the students and lecturer have an active class that involves all parties, and also positive reinforcement that will always motivate the students to attend and be constructive in the class work.

5.6 Recommendations

The study recommends that students are the solutions to the addiction and they need to come up with the self rule in management of their phones for this will make them to participate and have the phone discipline.

The study also recommends the institution to tighten the policy that does not accept students to engage with their phones during learning hours and when they having their reading times for this will help in the reduction on the addiction of the phone among students in Uganda Christian University.

5.7 Areas for further research

The contribution of social media on students' learning

The effect of students' attitude on online studies

References

Journal of Research on Technology in Education; Uses and Effects of Mobile Computing Devices in K-8 Classrooms by Karen Swan Mark van't Hooft Annette Kratcoski.

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The effects of mobile phone use on academic performance: A meta-analysis by Aaron W. Kates*, Huang Wu, Chris L. S. Coryn

Tamara Blakemore and Kylie Agllias in the Journal of Social Work Education 39 (2), 200-213, 2020

Article of A Systematic Review of Prevention and Intervention Strategies for Smartphone Addiction in Students: Applicability during the covid-19 pandemic by Xiao-xia Liu* Department of Sports Science, College of Education, Zhejiang University, Hangzhou 310058, China.

APPENDICES

QUESTIONAINRE SAMPLE

Dear Respondent,

I am ALOWO PROSSY final year student of UCU Mukono pursuing a Bachelor's Degree in Social Work and Social Administration. The purpose of this questionnaire is to gather information and share the experiences with you about "The effects of mobile phone usage on students' attentiveness in class at Uganda Christian University". The information provided shall only be used for academic purposes and treated with utmost confidentiality.

BÀCKGROUND INFORMATION

(Tick as appropriate)

Gender: Male / Female

Age group: 25-29years, 30-34years, 35-49years

50years above

Highest level of education:

Primary

Secondary

Tertiary / University / None

I consent on participating in this research consciously and willingly

..... sign.

Do you have a mobile phone?

- Yes I do
- No I don't
- I once owned
- Other smart gadget

Do you carry your phone to class?

- Yes I do
- Once in a while
- No, I do not

Do you use your phone in class?

- Yes I do
- Once in a while
- No, I do not

Do you think smart phones are needed in class?

- Yes they are needed
- No they aren't needed


Reason

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.....

(Please tick where necessary) 

	STRONGLY DISAGREE	DISAGREE	IRRELEVANT	AGREE	STRONGLY AGREE
Students should be allowed to use their phones during lectures					
Mobile phone usage during class has led to more low grades in class					
Students without mobile phones are usually the best performers in class					
Ladies over use mobile phones in class than the gents.					
The university should bring up a policy of no phone usage in class especially during lectures.					

Should mobile phones continue to be used in class?

Reason.....
.....

Thank you, a lot.