
**SCHOOL LOCATION AND MOBILE PHONE VIDEO INSTRUCTIONAL STRATEGY AS DETERMINANTS
OF ACADEMIC PERFORMANCE OF ENGLISH LANGUAGE STUDENTS IN CALABAR SOUTH LOCAL
GOVERNMENT OF CROSS RIVER STATE**

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ABSTRACT

The main focus of this study was to assess school location and mobile phone video instructional strategy as determinants of academic performance of English language students in Calabar-South Local Government of Cross River State. Quasi experimental research design was adopted was for this work. The area covered by the researcher was Calabar South Local Government as presently constituted in the Cross River State. The target population for this study was students of senior secondary schools in Calabar South for the 2019/2020 session. Calabar South Local Government Area has 17 senior secondary schools with a total population of 6,484 students consisting of 4157 male students and 2325 female students. Purposive sampling technique was used to select 200 students who constituted the sample size used for the study. The instrument used in this study for data collection was a questionnaire titled "English Language Performance Test Questionnaire (EPTQ). In order to establish both the face and content validity of the research instruments, the drafted instrument was given to the researcher's supervisor and an expert in measurement and evaluation unit of educational foundation department, all from the University of Uyo. The content validation was based on the test blue print to ensure the questions reflect the content of the lesson taught. Split half method was used to establish the reliability co-efficient for the instrument. The researcher administered the instrument on 25 students who were not part of the main study. The scores obtained were divided into halves namely odd number items and even numbered items. Pearson production correlation co-efficient was used to co-relate the two halves, often which the co-efficient obtained was stepped up using Spearman-Brown prophecy test to yield a reliability co-efficient of 1949. Mean (gain Score) statistics was used to answer the researcher questions while Analysis of Covariance (ANCOVA) was used to test the hypotheses at the 0.05 significance level based on the four set of data that were obtained through pretest/post-test (experimental group) and pretest/post-test control group. It was discovered in the study that learning with mobile devices have become widespread globally, and will eventually integrate with mainstream education in the near future. It was finally concluded in the study that there is no significant difference in academic performance of students taught using mobile phone instructional strategy based on location. One of the recommendations made in the study was that the state government through public/private partnership should endeavor to provide internet facilities in secondary schools in the study area.

KEYWORDS: English language, Mobile phone video, Senior secondary school students.

Introduction

The introduction of the mobile phone and its multi-functions ranging from voice calls, messaging, data use, multimedia, games (both online and offline), and other social media services was brought about by recent technological advancements, computer innovation, and other discoveries in the field of information technology. The mobile phone is used as a means of interaction among people in which they create, share, and exchange information and ideas in virtual communities and networks (Biumstok and Eagle, 2010). It also uses a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 that allow the creation and exchange of user-generated content (Mayer and Mereno, 2013). Furthermore, the mobile phone is used for storing different contents on the micro storage device (SD) cards or the phone's internal memory (Meek, 2006). Over the past decade, technology has become increasingly important in the lives of adolescents. As a group, adolescents are heavy users of newer electronic communication forms such as instant messaging, e-mail, browsing, uploading and downloading, games, and text messaging, as well as communication-oriented internet sites such as blogs, social networking, and other sites for sharing photos, videos, and ideas, all of which are as a result of the mobile phone.

Researchers have discovered that the use of mobile phones in schools is problematic. As Ling and Helmerston (200) state, the mobile phone is "at cross-purposes with the mission of the school". While in school, students are supposed to take on their prescribed roles as students with full concentration on their studies and free from contact with the outside world. However, the mobile phone gives room to lend students roles with other roles, thus distracting and disrupting the student's academic work (Gergen, 2002; Halpen, 2003; and Franzi, 2002). In the past, when fixed telephones were the norm in schools, there were minimum distractions and disruptions, but presently, with the invasion of mobile phones and the eagerness of parents to maintain contact with their wards, the device is becoming part of the classroom. Thus, the mobile phone has the power to undermine the schools' authority and weaken their control over students, as well as affect their level of academic performance.

Internet access has exposed many adolescents to different kinds of content. Just recently, the availability of different kinds of affordable and inexpensive android mobile phones made it very easy for adolescents to have access to different types of social media and pornographic sites where they access, download, exchange, and watch pornographic films of different sexual orientations from around the world. The situation is worsened by the ignorance and carefree attitudes of parents who are mostly oblivious to and careless about their adolescents' needs and challenges. Also, guidance and counselling services are either absent or inactive in most schools, and the school teachers are not helping the situation (Taylor & Harper 2003). Most young people today are so influenced and affected by what they see on social media sites on the internet that it is easy to see the consequences in their academic performance and lifestyles. It was

against this background that the researcher is conducting this study to investigate how the mobile phone usage influences their academic performance.

Statement of Problem

Evidence has shown from West African Examination Council WAEC 2014 in Cross River State that most students fail English language and mathematics. This may be partly attributed to the high usage of phone telecommunication gadgets. Instead of concentrating on their classroom work, they even play on the play fields. This may be partly attributed to poor teaching methods, lack of teaching materials, lack of supervision by the parents and teachers, etc., and this may affect the students during and after school hours, such as their level of engagement in free night calls, chatting, instant messaging, social networking, and exam malpractices, etc., greatly influencing their academic performance.

Purpose of the Study

The purpose of this study was to examine the difference in English performance of students taught using mobile phone video instructional strategy among senior secondary school students in Calabar South Local Government of Cross River State.

Specifically, the objective of the paper was to:

- ❖ Determine the difference in academic performance of English language students taught using mobile phone video instructional strategy based on location.

Research Question

This study was guided by the question:

- ❖ What is the difference in academic performance of student taught using mobile phone player instructional strategy on English language based on location?

Research Hypothesis

The following hypothesis was formulated to be tested statically at: 0.05, level of significances:

- ❖ There is no significant difference in the academic performance of senior secondary school students taught English Language using mobile phones video player instructional strategy based on location.

Literature Review

Mobile Phone Usage among Different Class of Learners

Mobile phones, in particular, are very attractive to both adolescents and young adults, while international research has documented the pervasive use of mobile phones among

these age groups (e.g., Walsh et al. 2011; Nikhita et al., 2015; Joyce-Gibbons. 2018). The mobile phone (smart phone) has many features, attributes, and functions that make it attractive to young people, since it is not just for talking and texting, but also for accessing the internet, making videos, and recording information. For example, it allows pupils to engage in a range of online activities (e.g., internet surfing, managing e-mail, playing games, being involved in social networks); it favours personal autonomy; provides identity and prestige; favours the establishment and maintenance of interpersonal relationships; and is a source of fun and entertainment (Billieux 2012; Choliz 2012; Bhise et al. 2014). The mobile phone is becoming a resource in students' infrastructure for learning (Ott et al. 2018).

Adolescents, in particular, have been eager and timely adopters of mobile phones (Matimbwa and Anney 2016). Although there are benefits to pupils' using their mobile phones for their school work (e.g., searching the internet, taking photos and recordings of class work), data has now started emerging concerning the harmful physical and psychological consequences of excessive use of mobile phones, leading to the development of symptoms related to dependence syndrome (Choliz 2012; Nikhita et al., 2015; Goswami and Singh 2016). Teenagers are far more likely to become dependent on mobile phones as compared to adults (Bianchi and Philips 2005). Mobile phone dependence in adolescents interferes with their school and personal activities and may lead young people to develop social and relationship problems (Choliz 2010; Leung 2008). Regarding the culture of mobile phone use in Greek public (state) schools, the use of phones is banned both during class time and at intervals. Secondary school pupils (aged 12–18) are prohibited from using mobile phones during the school day, but they are allowed to carry their phones in a switched off mode. More specifically, the two decisions of the Greek Ministry of Education dated 2006 and 2012, YPEPTH (2006) and (2012), note, among others, that students may own mobile phones within the school. In the exceptional case that the student is in possession of a mobile phone, he is obliged, throughout his stay at the school, to have it out of service and in his bag.

In case a student has a mobile phone switched on in the classroom, the head teacher or the teachers can confiscate the mobile phones from students, keep them in the office, and return them only to the student's parent or guardian. Many teachers regard mobile phone usage in schools as a harmful distraction. The significant causes of restricting mobile phone use in schools are the protection of privacy (e.g., pupils taking photos of their peers or teachers in the classroom) and the possibility of sending messages that can lead to cheating. Similar policies for banning mobile phones in schools (and pupils' behavior) exist in other countries as well. For example, while students in Tanzania are permitted to use mobile phones in school, the majority of teachers appear to be concerned about the negative consequences of using mobile phones (Kafyulilo 2014). According to international research, the mobile phone is a potential resource for pedagogical work in the classroom (Wishart 2018), and some teachers in Greek secondary schools allow their students to use their mobile phones under supervision.

In Greece, all pupils own a mobile phone and, despite the official ban, during the school intervals, several students switch on their mobile phones in order to take photos or videos, send messages, or enter social networking sites (Nikolopoulou and Gialamas 2017). Pupils' behaviour was the primary reason for initiating this study. Choliz (2010) reported that mobile phone problematic use in adolescents interfered with their school and personal activities. The questionnaire used in this study (it is not a psychometric study) was taken directly from Lopez-Fernandez et al. (2014), as these researchers used the scale with British adolescents and found it a reliable instrument for navigating adolescents' attitudes (details of the scale are discussed in the research instrument section). This study aimed to investigate Greek secondary school pupils' attitudes regarding possible dependence on mobile phones. This topic is not covered in the literature in the Greek context, and the findings are expected to have implications for the broader school community (policymakers, teachers, pupils).

Mobile Phone Video Player Usage and Schools Location

Mobile devices such as smart phones, tablets, and e-readers give users access to broader and more flexible sources of information and learning resources around-the-clock from any location (Ally, Grimus, & Ebner, 2014), provide people with diverse opportunities for innovative, proactive, and affective learning, and provide students with the skills and competencies required for success in the twenty-first century (World Economic Forum, 2015). Not surprisingly, learning with mobile devices has become widespread globally and will eventually integrate with mainstream education in the near future (UNESCO, 2013). All rights reserved. Currently, as mobile devices become more affordable, sustainable, and portable, people in developing cities have more of these conveniences than people in developed cities (Ally, Grimus, & Ebner, 2014). Mobile devices do not only require substantially less infrastructure and are much more prevalent than laptops or desktops, but also necessitate its infrastructure. Hardware, software, and systems are improving and decreasing (Ally, Grimus, & Ebner, 2014). In addition, the ownership of mobile devices is accessible to people from different socioeconomic classes. As a result, many education experts believe that a better way to integrate the power of technology to support students' learning in the developing world is through the use of mobile devices rather than laptops or computers (Miyazawa, 2009; UNESCO, 2013).

Empirical Review

A study conducted by Disney cooperation (2007) on "Teen and Tween cell phone calls rise during the summertime", using 1,500 students between the ages of 10 and 17, found during the summer, a student spent an average of 3 hours and 45 minutes using their cell phones each day. One third of students surveyed say they would rather give up video games or even a trip to the mall before parting with their cell phones. One-fifth of students said they would rather give up their phones to watch television than their phones. The study suggests the use of cell phones by students as a tool for classroom

instruction. Students enjoy using their cell phones, and they are highly motivated to interact with their cell phones at all times. However, the researchers failed to investigate what content students accessed from the mobile phone and how it influenced their behaviour negatively or positively. They only suggest to be used as an ICT tool in learning activities without considering the effects of it.

The study was done by Almu & Buhari (2014) in Sokoto, Nigeria on "Effect of Mobile Social Network on Secondary Schools". The aim of this study was to assess the trend of mobile social networks usage among secondary schools' student within Sokoto metropolis and how it affects their academic performance. The research was conducted in some selected secondary schools, consisting of students aged 14 to 19. The experimental result revealed that mobile social networks typically affect most of the student performances that are addicted to mobile social networking sites, especially those that cannot spend even a day without visiting the sites. The study recommends that mobile social networks can be a very useful device for supporting learning activities for students, provided there is appropriate guidance and monitoring from both parents and teachers. Also, the study focuses only on one specific behaviour change, poor performance, and comes up with the recommendation of using this device in learning activities. The methodology used was experimental; he could have identified a lot of behaviours observed by the respondents. Therefore, the study fails to identify other negative behaviours associated with students using mobile phones, like developing sexual behavior, violence, and so on.

The study conducted by Lepp, Barkley & Karpinski (2015) among a sample of US college students on the use of mobile phones and students' performance, reported that increased cell phone use was associated with decreased academic performance and recommended that there was a need to sensitise students and educators about the potential academic risks associated with high frequency cell phone use. However, other teachers argue that it is not necessary to keep students away from technology, so schools should embrace the use of phones to avoid further separation from students. Instead of banning and punishing, they advocate for corporations and collaboration to determine how best phones can be used.

Methodology

Quasi experimental research design was adopted was for this work. The area covered by the researcher was Calabar South Local Government as presently constituted in the Cross River State. The target population for this study was students of senior secondary schools in Calabar South for the 2019/2020 session. Calabar South Local Government Area has 17 senior secondary schools with a total population of 6,484 students consisting of 4157 male students and 2325 female students. Purposive sampling technique was used to select 200 students who constituted the sample size used for the study. The instrument used in this study for data collection was a questionnaire titled "English Language Performance Test Questionnaire (EPTQ). In order to establish both

the face and content validity of the research instruments, the drafted instrument was given to the researcher's supervisor and an expert in measurement and evaluation unit of educational foundation department, all from the University of Uyo. The content validation was based on the test blue print to ensure the questions reflect the content of the lesson taught. Split half method was used to establish the reliability co-efficient for the instrument. The researcher administered the instrument on 25 students who were not part of the main study. The scores obtained were divided into halves namely odd number items and even numbered items. Pearson production correlation co-efficient was used to co-relate the two halves, often which the co-efficient obtained was stepped up using Spearman-Brown prophecy test to yield a reliability co-efficient of 1949. Mean (gain Score) statistics was used to answer the researcher questions while Analysis of Covariance (ANCOVA) was used to test the hypotheses at the 0.05 significance level based on the four set of data that were obtained through pretest/post-test (experimental group) and pretest/post-test control group.

Results

Research Question 1: What is the difference in academic performance of students taught using mobile phone video instructional strategy based on location?

Table 1: The summary of the scores of pretest and post-test for control and Experimental

Location	N	Pre-test (X)	Posttest (X)	Mean Gain	Mean Difference	Remark
Rural	75	56.41	57.63	1.22	0.31	Negative
Urban	125	58.13	59.60	1.53		

Source: Field Work, 2021

Table 1 shows the summary of the mean score of pretest and post-test for control and experimental group. The table also reveals the protest mean gain score of 1.22 from rural groups and a protest mean gain score of 1.53 from urban groups. A mean gain difference of 0.53 is also obtained by subtracting the mean gain of rural group from the mean gain score of urban group. Since the mean score of urban group is almost the same with the mean gain score of rural group and the difference is Negative, it implies that rural and urban students taught using mobile phone video instructional strategy performed better irrespective of school location. Hence the mobile phone video instructional strategy performed better irrespective of school location. Hence the mobile phone video instructional strategy is effective for both locations.

Hypothesis Testing

Research Hypothesis 1: There is no significant difference in the academic performance of senior secondary school taught using mobile phones video instructional strategy based on school location (rural and urban).

Table 2: Summary of Analysis of covariance (ANCOVA) on the difference in Academic performance of senior secondary school students taught using mobile phones video instructional strategy based on school location

Source	Type III sum of Squares	Df	Mean Square	F	P-value
Corrected Model	1736.150 ^a	2	868.075	4.892	.008
Intercept	12671.898	1	12671.898	71.411	.000
Pre-test	1691.742	1	1691.742	9.534	.002
Test-groups	2.948	1	2.948	.017	.898
Error	34957.805	197	177.451		
Total	714957.000	200			
Corrected Total	36693.955	199			

Source: Field Work, 2021

Table 2 indicates the summary of Analysis of covariance (ANCOVA) on the difference in academic performance of senior secondary school students taught using mobile phones video instructional strategy based on class level. It shows the F-value of .545 and the P-value of .898 at the 0.05 level of significance. Since the P-value is greater than .05 ($p < .05$), the research hypothesis which stated that there is no significant difference in the academic performance of senior secondary school taught using mobile phones video instructional strategy based on school location (rural and urban). Is retained while the alternative is rejected it can therefore be concluded that there is no significant difference in the academic performance of senior secondary school taught using mobile phones video instructional strategy based on school location (rural and urban).

Discussion of Findings

The findings of research question and hypothesis one revealed that rural and urban students taught using mobile phone video instructional strategy performed better irrespective of school location and that there is no significant difference in the academic performance of senior secondary school taught using mobile phones video instructional strategy based on school location (rural and urban). This is because mobile phones do not discriminate or is not location bias. This finding supports the finding of (Miyazawa, 2009; UNESCO, 2013) who reported that the ownership of mobile devices is accessible by people from different socioeconomic class. As, a result, many educations believe that a better way to integrate the power of technology to support students' learning in the developing world is through the use of mobile devices rather the laptops or computers.

Conclusion

Although there are benefits of pupils' using their mobile phones for their school, there are also emerging harmful physical and psychological consequences of excessive use of mobile phones leading to development of symptoms related to dependence syndrome. Learning with mobile devices have become widespread globally, and will eventually

integrate with mainstream education in the near future. That there is no significant difference in academic performance of students taught using mobile phone instructional strategy based on location.

Recommendations

1. The state government through public/private partnership should endeavor to provide internet facilities in secondary schools in the study area.
2. The schools' principals should encourage the use of mobile phone video instructional strategy among teachers irrespective of gender and location.

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