

PERCEPTIONS OF EDUCATIONAL MANAGERS AND SUBJECT SPECIALIST REGARDING THE IMPACT OF MOBILE PHONE USE ON STUDENTS' LEARNING AT HIGHER SECONDARY SCHOOL LEVEL

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Abstract

The study's goal was to investigate how subject teachers and head teachers in the district of Swabi perceived the effects of mobile phones on students' learning at the upper secondary school level. The aim of the research was to examining how instructors and school administrators perceive the effects of mobile phone use on students' learning. The study's population consists of 270 subject matter experts and the educational managers of all 55 Government Higher Secondary Schools in the Mardan Division. The study's sample comprised all 19 Government Higher Secondary Schools' educational managers, and 100 specialists teachers were chosen at random from among the 270 subject specialists in the district of Swabi's 19 Government Higher Secondary Schools. A closed-ended questionnaire with 15 likert scale items was used for the collection of the data. Several statistical methods, including mean, standard deviation, and chi square, were used to assess the gathered data. According to the study's findings, teachers and educational managers/principals were not in favor of students mobile phone use during learning in school or at home.

Keywords: *Mobile Phone Use, Students' Learning, Educational Managers, Subject Specialists, Higher Secondary Education, Perception Study, Technology in Education*¹

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INTRODUCTION

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Our lifestyle has altered as a result of globalization and scientific and technological advancements. Because information and communication technology has advanced so quickly, we are able to converse efficiently nowadays. Since the 1990s, information and communication technology has become the most important aspect of our daily lives due to its rapid expansion and popularity (Ling 2004). According to Haruna et al. (2016), mobile phones are the most important communication tool for teenagers. Today, mobile phones are a part of every culture on the planet. It had an impact on business, social activities, safety and security, and accessibility in society. In the past, homes and educational institutions served as socialization agents (Ling, 2004).

Mobile phones are thought of as pocket-sized devices with telecommunication capabilities, as well as the ability to store contact details, send text messages, take pictures, mail, and offer entertainment features. The features and designs of mobile phones vary. According to Wood (2006), basic mobile phones are only used for texting and making calls. Better features including a camera, internet connection, multimedia messaging, audio and video, and recording are available on more sophisticated and advanced mobile phones. Networking, MP3 player, Bluetooth, and calculation capabilities (Livingston 2004). Smart phones are another name for the newest and most sophisticated mobile phones.

STATEMENT OF THE PROBLEM

Edification is a source of conveying facts and figures, changing attitudes, and developing skills among the nation's youth. It is a special gem that gets stronger and stronger with use. However, because of various technical advancements, the younger generation is losing focus on their life's purpose and limiting their potential by consuming media, particularly on mobile phones. Although mobile phones are an essential tool for communication, students are utilizing them in ways that are not desired. The purpose of the current study was to investigate how instructors in the district of Swabi, Khyber Pakhtunkhawa, Pakistan, recognize the effect of using a cell phone on students' moral conduct and academic achievement at higher secondary school level.

OBJECTIVE OF THE STUDY

The goal of the research was:

To examine the perceptions of principals and subject teachers regarding the impact of using mobile phones on students' learning

RESEARCH HYPOTHESE

H0 There is no significant association between Mobile phone use and students' learning.

SIGNIFICANCE OF THE STUDY

The study is important because it examines how instructors and educational administrators view the effects of mobile phone use on students' moral behavior and academic performance. The development of a value-based mobile phone usage control system for students, as opposed to the current rule-based approach that has proven to be ineffectual, is made possible by an understanding of the perspectives of educational managers and teachers. In order to get to an agreement on how the application could be used in a learning environment as part of the implementation of technology for information and communication policies to improve students' learning performance, such perceptions are discussed.

REVIEW OF RELATED LITERATURE

The relevant literature on mobile phone use and its effects on students' moral behavior, academic performance, and learning are covered in this chapter. The current electrical scenario offered new opportunities for communication, contact, and information technology. No one has ever considered such a device before. Montgomery (2007) everybody is aware that mobile phones can even alter how a society conducts its operations. A society's work has been accelerated by numerous factors. Mobile phone messages spread resemble to a jangle fire" (Vaidyanathan and Latu, 2007) as it spread out at a "astonishingly fast pace" (Geser 2004). The relevant research demonstrates how students' moral behavior and learning are impacted by mobile phones. For the younger generation, this gadget has turned into a

A mobile phone enables the user to create "their own at home" scenario without taking into account the user's physical location (Srivastava 2004). According to a Japanese student, a cell phone is like "a part of the brain," and losing one means losing a significant portion of the brain (Prensky 2005). Personal cells are more valued than computer technology in Finland, where they are referred to as "far reaching hands" (Campbell and Park 2008). The innovative usage of a mobile device makes living much more comfortable. Although using a mobile phone has many benefits, no one disputes its drawbacks or effects.

METHOD AND PROCEDURE

The research approach used in the study serves as the foundation for this chapter. The following techniques and protocols were used to gather data, pertinent educational research, and information.

POPULATION

Population of the study consisted of the following:

Each one of the 55 Mardan Division Government Higher Secondary Schools in Khyber Pakhtunkhwa, Pakistan. All of the Mardan Division's 55 GHSS Educational Managers. All 270 subject-matter experts instruct in the 55 GHSS of the Mardan Division.

SAMPLE

The research study's sample was chosen using a straightforward random sampling procedure.

Among the study's sample are:

1. Nineteen Government Higher Secondary Schools in the Swabi area was chosen for the study.
2. Educational management of 19 Government Higher Secondary Schools in the Swabi district were chosen for the study based on their.
3. The research study's sample consisted of 100 Subject Specialists chosen at random from 55 Government Higher Secondary Schools in the Mardan Division, out of 270 total.

RESEARCH INSTRUMENTS

The primary instrument used to gather information from each responder was a questionnaire. It was created for subject matter experts and educational managers. It covered a variety of topics, including mobile phone use and learning. There were five possible answers for each statement on the questionnaire: agree, strongly agree, disagree, neutral, and strongly disagree. Each respondent was asked to check the box next to the item they thought was most appropriate. There are fifteen questions regarding how mobile phones affect pupils' learning.

DATA COLLECTION

Information was gathered from District Swabi's nineteen GHSS. Even at distant schools in the district, the researcher physically visited each one and gathered the data. The principals and subject matter experts were consulted on every facet of the questionnaire. Following a productive discussion, they expressed interest in the subject and offered insightful recommendations. Although several instructors and principals were hesitant to complete the questionnaire, they were persuaded to do so in order to obtain accurate data. While some of the questionnaires were returned after a few days, the majority were completed and returned immediately. The researcher personally gave out

100 questionnaires to the topic specialist and 19 to the principals. None went missing, and all were returned.

ANALYSIS OF DATA

Different statistical analysis such as Frequency, percentage, mean, and standard deviation were used to receive, analyze, and interpret the data. The chi-squared method was applied to test the hypotheses.

Perceptions of educational managers and teachers regarding the impact of mobile phone use on students learning

	Observed No	Expected No	Df	Residual
Strongly agree	77	585.0	4	-508.0
Agree	347	585.0	4	-238.0
Neutral	483	585.0	4	-102.0
Disagree	1256	585.0	4	671.0
Strongly disagree	762	585.0	4	177.0
Total	2925			

Test Statistics

Chi-Square	1378.944 ^a
Df	4

0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 585.0.

The above table shows that the value of chi-square is 1378.944 which is much greater than the probable value at $\alpha=0.05$. So, it is concluded that a number of respondents were of the view that using mobile phone affects students' learning. So, the researcher rejected the null hypothesis.

Students using mobile phone demonstrate maximum performance

	Frequency	Percent	Valid Percent	Cumulative Percent
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Strongly agree	3	1.5	1.5	1.5
Agree	23	11.8	11.8	13.3
Neutral	46	23.6	23.6	36.9
Disagree	81	41.5	41.5	78.5
Strongly disagree	42	21.5	21.5	100.0
Total	195	100.0	100.0	

Table 01 shows that 63% respondents were disagree that students using mobile phone demonstrate maximum performance. 13.3% educational managers, subject specialists and secondary school teachers were agree while 23.6% respondents remain neutral.

Students who use mobile phone complete their homework / assignments

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	2	1.0	1.0	1.0
Agree	17	8.7	8.7	9.7
Neutral	30	15.4	15.4	25.1
Disagree	97	49.7	49.7	74.9
Strongly disagree	49	25.1	25.1	100.0
Total	195	100.0	100.0	

Table 02 shows that 74.8% respondents were disagree that student who use mobile phone complete their homework / assignments. 9.7% were agree while 15.4% were neutral.

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Students with mobile phone take dynamic part in class room activities

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	1	.5	.5	.5
Agree	19	9.7	9.7	10.3
Neutral	34	17.4	17.4	27.7
Disagree	88	45.1	45.1	72.8
Strongly disagree	53	27.2	27.2	100.0
Total	195	100.0	100.0	

Table 03 shows that 72.3% respondents were disagree, 10.3% were agree and 17.4% remain neutral regarding the statement that students with mobile phone demonstrate a dynamic part in class room activities.

Students using mobile phone take good marks in interior exams

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	1	.5	.5	.5
Agree	7	3.6	3.6	4.1
Neutral	24	12.3	12.3	16.4
Disagree	105	53.8	53.8	70.3
Strongly disagree	58	29.7	29.7	100.0
Total	195	100.0	100.0	

Table 04 shows that 83.3% participants were disagree that students using mobile phone take good marks in home/local exams. 4.1% were agree while 12.3% respondents were neutral regarding the statement.

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Students using cell phone take positions in board exams

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	1	.5	.5	.5
Agree	7	3.6	3.6	4.1
Neutral	30	15.4	15.4	19.5
Disagree	106	54.4	54.4	73.8
Strongly disagree	51	26.2	26.2	100.0
Total	195	100.0	100.0	

Table 05 shows that 80.6% respondents were not agree that learners using cell phone take positions in board exams. 4.1% educational managers, subject experts and secondary level school class and subject teachers were agree while the remaining 15.4% remain neutral in this regard.

Students using mobile phone have the spirit of competition.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	2	1.0	1.0	1.0
Agree	29	14.9	14.9	15.9
Neutral	37	19.0	19.0	34.9
Disagree	73	37.4	37.4	72.3
Strongly disagree	54	27.7	27.7	100.0
Total	195	100.0	100.0	

Table 06 shows that 65.1% respondents(educational managers, subject specialists and secondary school teachers) were disagree that students using mobile phone have the spirit of competition. 15.8% were agree while 18.9% respondents were neutral.

Students using mobile phone take part in extracurricular practices

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	10	5.1	5.1	5.1
Agree	46	23.6	23.6	28.7
Neutral	36	18.5	18.5	47.2
Disagree	66	33.8	33.8	81.0
Strongly disagree	37	19.0	19.0	100.0
Total	195	100.0	100.0	

Table 07 shows that 52.8% respondents were not in favor of students using mobile phone take part in extracurricular practices. 28.7% respondents were agree while 18.4% respondents were neutral.

Students using mobile phone take keen interest in study

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	8	4.1	4.1	4.1
Agree	8	4.1	4.1	8.2
Neutral	29	14.9	14.9	23.1
Disagree	102	52.3	52.3	75.4
Strongly disagree	48	24.6	24.6	100.0
Total	195	100.0	100.0	

Table 08 shows that 76.9% respondents were not agree with the statements that students using mobile phone show interest in study. 8.2% respondents were in favor of the statement while 14.8% were remained neutral.

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Students use mobile phone for creative purposes

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	4	2.1	2.1	2.1
Agree	16	8.2	8.2	10.3
Neutral	30	15.4	15.4	25.6
Disagree	78	40.0	40.0	65.6
Strongly disagree	67	34.4	34.4	100.0
Total	195	100.0	100.0	

Table 09 shows that 74.4% respondents were against the sentence that students use mobile phone for creative purposes. 10.2% respondents were agree with the statement while 15.3% were neutral.

Students use mobile phone in school increases learning environment

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	3	1.5	1.5	1.5
Agree	16	8.2	8.2	9.7
Neutral	24	12.3	12.3	22.1
Disagree	93	47.7	47.7	69.7
Strongly disagree	59	30.3	30.3	100.0
Total	195	100.0	100.0	

Table 10 shows that 78% respondents were not agree with the statement that use of mobile phone by students in school enhances learning environment. 9.7% educational managers, subject specialists and secondary school teachers were in favour of the statement and 12.3% were remained neutral.

Mobile phone use increases student's level of academic performance

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	3	1.5	1.5	1.5
Agree	14	7.2	7.2	8.7

Neutral	19	9.7	9.7	18.5
Disagree	92	47.2	47.2	65.6
Strongly disagree	67	34.4	34.4	100.0
Total	195	100.0	100.0	

Table 11 shows that 81.6% respondents were disagree that mobile phone use increases students' level of academic performance. 8.7% respondents were agree while 9.7% were remained neutral.

Use of mobile phone makes the cognition strong

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	5	2.6	2.6	2.6
Agree	22	11.3	11.3	13.8
Neutral	52	26.7	26.7	40.5
Disagree	82	42.1	42.1	82.6
Strongly disagree	34	17.4	17.4	100.0
Total	195	100.0	100.0	

Table 12 indicates that 59.9% respondents were disagree that use of mobile phone makes the cognition strong. 13.8% educational managers, subject specialists and secondary school teachers were agree with the statement and 26.6% respondents remained neutral.

SUMMARY

The researcher chose this topic for study in light of the fact that young people, especially students, use a variety of technologically advanced communication devices, particularly mobile phones, and because education is important and helps students play a key role in the stability and development of their families, communities, and country. The chosen issue is to investigate how instructors and school administrators perceive the effects of cell phone use on learners' moral behavior and learning. The goals of education are not limited to cognitive growth; they also include moral standards, decent behavior, and a positive outlook. Students today take pride in using mobile phones. Every student aspires to meet their goals.

CONCLUSIONS

- The majority of respondents disagreed that pupils who use their phones perform at their best.
- The bulk of participants were of the opinion that students who use mobile phones don't complete their assignments and homework on time.
- The majority of respondents disagreed with the claim that students actively participate in class activities while using mobile phones.
- Many respondents didn't feel that students who own a mobile phone do well on internal assessments.
- A large percentage of respondents opposed students using their phones during external exams.
- The claim that students who use mobile phones have a competitive spirit was rejected by more than half of those surveyed.
- Majority of respondents believed that students who use their phones don't participate in
- Majority of respondents disagreed with the claim that students who use their phones demonstrate an interest in their academics.
- The majority of respondents opposed pupils using their phones for creative endeavors.
- A higher percentage of respondents disagreed with the claim that students' usage of mobile phones in class improves the learning environment.
- Many respondents said that students' academic performance was not enhanced by using mobile phones.
- The claim that using a mobile phone strengthens cognition was rejected by more than half of respondents.
- The majority of respondents disagreed with the claim that students' use of mobile phones improves their IQ.
- More respondents disagreed with the assertion that students should use.

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