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ASSESSMENT OF STUDENTS' SMART PHONE USE PATTERN AT THE FACULTY OF SOCIAL SCIENCES, ABIA STATE UNIVERSITY, UTURU, NIGERIA

Chidi P.C Onwubiko
Abia State University, Uturu

Justice Nnamdi Okorie
Abia State University, Uturu, justice202020@yahoo.com

Blessing C. Onu
Federal Polytechnic, Nekede

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Abstract
The study is on the assessment of students' smart phone use pattern at the Faculty of Social Sciences, Abia State University. The study is set on five objectives and research questions. The survey research design was adopted in carrying out the study with the questionnaire as the sole instrument for data collection. The questionnaire was administered on the accessible population of 634 respondents, out of which 616 copies were duly filled and returned. This is a return rate of 97 which was used for data collection. The researcher adopted the frequency-percentage counts and tables in data presentation, analysis and discussion. Findings of the study revealed that though the use of smart phones appeal to all students, it appeals more to female students; smart phones have a good number of features that attract students patronage and utilization; students do not use smart phones for academic activities, but mainly for social activities and leisure; they are not satisfied with their use of smart phones because of some defects; and their use of smart phones do have some adverse effects on students life on campus. Predicated on the above findings recommendations were proffered. As the study observed that students do not majorly apply their use of smart phones to academic activities, but on private communication, social activities and leisure, as well as having some adverse effects on them, it concludes that once the students are able to re-adjust and adopt holistically to the recommendations proffered the side effects of their pattern of use of smart phones would be curbed.

Keywords Assessment: Students smart phone use, faculty of Social Sciences, Abia State University.

Introduction

In this 21st century age of information explosion, the world has been turned to a global village with the revolution brought to bear with Information and Communication Technology (ICT) and the Internet. The exponential rate of development in the field of information and communication technology has tremendously impacted on all endeavours of man and society. This is prominent in the field of education, particularly in the areas of teaching, learning and research among scholars, researchers and students. The ICT of today has broadened the scope and horizon of information search, location, dissemination and utilization by scholars, researchers and students. With the boundless nature of ICT and the Internet, academics and students access and utilize information from non-traditional sources other than the library, archival and documentation centres.

The above breakthrough in information accessibility and utilization did not come to Nigeria from the blues. This has its precedence in the democratization of the telecommunication industry in 2001. According to Avagbu-Akpove (2014), the auction process for the 2001 digital mobile license (DML) action in Abuja served as conveyor belt for digital mobile service providers, fixed wire line and wireless access operators, and long distance operations to emerge and be accommodated in the Nigerian airwaves. Since after this launch, Nigeria and Nigerians have experienced some giant strides in the global system of mobile communication (GSM). Many network service providers, including MTN, GLO, Airtel, Etisalat have been licensed. With this GSM communication revolution there came the influx of assorted smart phones so much so that almost every household and students now possess them. This is a result of the prices of these phones coming down and affordable. According to Dare (2019), Nigeria as at today has 172m GSM subscribers out of the estimated population of 198m, and Dambata (2020), the Executive Vice Chairman, Nigerian Communication Commission (NCC) adds that there are 147m internet subscribers.

The use of a variety of smart phones in Nigeria today, especially among students is seen as a social symbol by students and the so-called "big girls" who have "arrived". According Ayodeji (2015), the emergence of GSM phones and recently the highly powered smart phones has made the youths, especially students who see it as a

breakthrough in telecommunication technological advancement happy. To them it is a great relief from the hitherto NITEL "palava" when it was only but a few rich families that afforded to own telephone lines at exorbitant cost. With smart phones, students gain access to lots of services at low charge from network services providers. Such services include international calls, international roaming, voice mail, call forwarding and waiting, unified messaging service, fax mail, short message service (SMS), local and international news, weather forecast, browsing and surfing the net and other related services.

In view of the above, Onwubiko (2017) opines that network service providers have covered almost all nooks and crannies of Nigeria to the extent that even illiterate parents – old men and women in the villages make use of GSM phones to be in contact with their children living in the cities. He reiterates that with smart phones students sort for such higher services as shopping online, listening to downloaded music from the Internet, watching video, browsing the Internet for research, making up class lecture note, participating in teaching and learning. With ICT (smart phones and laptops) use, teaching, learning and research have become participative and exploratory in tertiary institutions.

As teaching, learning and research have become participative and exploratory in this 21st century tertiary institutions, the smart phone student user is expected to excel as he no longer depends on the traditional purveyors of information – libraries, information and documentation centres, but on the use of these electronic gadgets and the Internet to access current, relevant, up-to-date and functional information from all over the globe at anytime without being circumscribed by any barriers. This makes students to be effective in class, group discussions, and independent study and research.

However, Unagha (2006) and Onwubiko (2016) lament that most of the students, majorly female students who use these highly powered smart phones do not use them to navigate the Internet for academic purpose. Rather they use them to form chat groups, make friends in their WhatsApp and Facebook – which eventually ruins the life of female students once they get to dubious men. They also use their smart

phones to exchange pictures, and other social engagements. Absolutely not for meaningful academic purposes.

In spite of the above, it has not been ascertained the pattern of use students of the Faculty of Social Sciences put their smart phones to. Hence the imperatives of this study, assessment of students' smart phone use pattern in the Faculty of Social Science, Abia State University, Uturu, Nigeria.

Literature Review

The literature review for this paper is based on studies carried out by scholars and researchers on the use of cell phones. In a study carried out on the use of cell phones by students in Japan's Universities, Brenda (2011) asserts that in Japan's university campuses cell phone mania is the norm among students. Students use cell phones in their classes to make contact by sending e-mail messages, surfing the web for fashion designs, shopping online, getting news and playing games. In the study in which he used the questionnaire for data collection, 915 university students in seven universities in Japan revealed that 90% of the students surveyed owned cell phones with full Apps capable of being put to any use including browsing the Internet for topics to be researched on. They mainly use their phones to send and receive messages, according to 56% of the students. Thirty percent (30%) owned up to sending as many messages as called for in a day without any browsing on academic class activities.

In a similar situation, Mutula, Komanyane and Grand (2010) maintain, students use cell phones mainly for communicating because it is cheaper and convenient to use anywhere. Unagha (2006) in a discourse asserts that at University of Uyo, Nigeria have taken advantage of GSM phones which they mainly use for communication purposes. They ostensibly rely on internet-based free e-mail services as their major means of communication. In his study on awareness and utilization of ICT s by LIS students, ABSU, Onwubiko (2016) did find out that out of 204 students randomly sampled, majority of them, 52(25.49%), 48(23.53%) and 42(20.59%) respectively use ICT –cell phone and the Internet to make e-friends, that is WhatsApp and Facebook and other social media, leisure (chatting) and communication. On the other hand, only 34 (16.66%) of the students use ICT and the Internet for academic activities, while the

last 28(13.37%) of the students applied ICT to improve their literacy level and skill on ICTs. The study concludes that LIS students are aware of the potentialities embedded in ICT and the Internet, but misapply in them their utilization on daily life activities especially in participative and exploratory teaching, learning and research for independent study.

Statement of the Problem

The democratization of the telecommunication sub-sector in Nigeria since 2001 has tremendously contributed to the liberalization of cell phone ownership. These phones, though imported into Nigeria are relatively cheaper and affordable today than they were at inception in 2001. Above all, it has revolutionalized the application of ICT and the Internet to all spheres of life of the people, including education – teaching, learning, and research, information collection and delivery, personal communication and relationships. This liberalization has equally brought the ownership and use of assorted phones, including smart phones by the youths especially students. Smart phones are highly empowered. With a variety of Apps and put to a variety of use. As students are in love with these smart phones, it is envisaged that they would apply and utilize them in the most viable endeavour of their life; that is education - learning and research for independent study, carrying out class assignments and writing term papers, projects, dissertations and theses. However the above is mere speculation whose veracity or otherwise has not been ascertained empirically, hence the imperatives of the present study as entitled above, particularly focusing on students of the Faculty of Social Sciences, Abia State University, Uturu, Nigeria.

Objectives of the Study

The following have been formulated as objectives of the study.

The general objective of the study is the assessment of students' smart phone use pattern at the Faculty of Social Sciences, Abia State University, Uturu, Nigeria.

The specific objectives are to:

i.   Ascertain the gender of students that smart phones appeal more to.

ii.   Find out the features of smart phones that attract students use.

iii. Assess the pattern of use of smart phones by students.

iv.   Investigate the effects of smart phones use on students life.

Research Questions

The following research questions based on the objectives of the study are put forward to guide the study.

    i.   What gender of students do smart phones appeal more to?

    ii.   What features of smart phones do attract students us?

    iii.   What pattern of use do students put smart phones to?

    iv.   What are the effects of smart phones use on students' life?

Research Methods

The study adopted the survey research design. This refers to the process of eliciting information (data) from a target population through the use of questionnaire or interview schedule. It is considered appropriate for the study because it permits the use of carefully selected sample that is representative of the population of the study.

It permits the use of carefully selected sample that is representative of the population of the study. It is extensive in nature and gives every category of the population a chance to be represented. The use of questionnaire gives quality to collected data and makes eventual analysis of result and appropriate deduction of inferences easy. Generally the survey research design helps to eliminate personal bias and attachment in data collection.

The Faculty of Social Sciences, Abia State University is made up of four departments, namely Library and Information Science, Political Science, Public Administration and Sociology. The population of study of 634 was drawn from each of these departments, final year students comprising Library and Information Science 214; Political Science 265; Public Administration 243; and Sociology 278.

To settle for the above the proportional sampling technique was adopted and from each of the departments samples were randomly selected. A self designed questionnaire of items based on the four objectives and research questions formulated for the study was used for data collection. Frequency percentage counts and tables and bar graphs were used for data presentation and analysis. Where imperative two or three tables were presented to illustrate research questions for explicit understanding.

The bar chart/graphs were numbered based on the number of the tables being illustrated.

Data Presentation, Analysis and Discussion

As said earlier in research methods, the population of study was extracted from each of the departments of the Faculty of Social Sciences on proportional percentage basis based on their population. See Table 1: Population of the Study.

Table 1: Population of the Study

Departments.	Proportional in Percentage		Sample Size
Library & Information Science	214	70	150
Political Science	265	60	159
Public Administration	243	63	153
Sociology	278	62	172
Total	**1000**	**-**	**634**

Table 1 as presented shows that the selected sample size is 634 (63.4%) of 1000. However, from the aggregated population of each of the departments, out of 214 students of Library and Information Science 150 (70%) was selected; Political Science, 159 (60%) out of 265 formed the sample size; whereas the sample size for Public Administration and Sociology stood at 153 (63%) of 243 and 172 (62%) of 278 respectively. This is a fair representation of the population of the departments that was used for data collection.

Table 2: Distribution and Return Rate of Questionnaire

Departments	No. of Distributed	No. of Returned	Percentage Returned
Library & Information Science	150	148	99
Political Science	159	152	96
Public Administration	153	148	97
Sociology	172	168	98
Total	**634**	**616**	**97**

Table 2 shows that 150 copies of questionnaire were administered to the students of Library and Information Science while 148 (99%) was returned, and 2 (1%) not returned. For departments of Political Science and Public Administration, return rate respectively stood at 152 (96%) of 159 and 7 (4%) was not returned. For Sociology, 172 copies were administered, with 168 (98%) of 172 returned and 4 (2%) not returned

In its totality an above average return rate of 616 (97%) of 634 and not returned 18 (3%) was achieved. This high return rate was achieved as a result of using the various students' course representatives as research assistants by the researchers. It is imperative to present the aggregated and distinct or separated population based on gender (male and female) respondents. This is presented and analysed in the following Tables. 3a –c.

Table 3a: Aggregated Gender of Respondents (Students)

Depts.	No. of Respondents	Male	Female	Percentage
Library & Information Science	148	66	82	24.0
Political Science	152	81	71	24.7
Public Administration	148	83	65	24.0
Sociology	168	56	112	27.3
Total	**616**	**286**	**330**	**100**

Table 3a above shows the gender of the respondents (students) put together from each of the four departments. In Library and Information Science male population stood at 66 (10.7%) of the totality of the population of 616, whereas the female respondents 8 (13.3%) of the total population and when aggregated they to a population of 148 (24.0%) for the department of LIS. The female population is higher than the male. This situation is corroborated in a study by Arnanze-Unagha (2018) who found that even in practice female professionals working in Ebonyi State University Library outnumber the males. In the Department of Political Science, the male population is minimally, that is 81(13.1%) higher than that of the females, 71(11.5%), giving a total, 152(24.7%) for the department of Public Administration, the total population for the males stands at 83(13.5%) while the females are 65(10.6%,

resulting to 148(24.0%). Like the Department of Library and Information Science, the females, 112(18.2%) are higher in number than the males 56(9.1%) in the Department of Sociology, thus giving a total of 168(27.3%) as shown in Table 2, with the aggregated population of study males 286(46.4%) and 330(53.6%) for females, giving 616(100%). The drop in male population could be generally attributed to the phenomenon of the boy-child (male) drop out from school in Nigeria to the extent that primary and secondary school artisans get married to female university graduates for the fact that they can carter for them. See Table 3b as analysed and discussed above.

Table 3b: Separated Gender of Respondents

Depts.	No. of Respdts.	Male	Percentage	Female	Percentage
Library & Information Science	148	66	10.7	82	13.3
Political Science	152	81	13.1	71	11.5
Public Administration	148	83	13.5	65	10.6
Sociology	168	56	9.1	112	18.2
Total	**616**	**286**	**46.4**	**330**	**53.6**
Percentage Total			**→ 100% ←**		

Research Question 1: What gender of students do smart phones appeal more to?

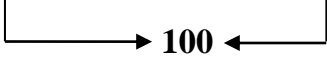**Table 4a: Gender of Students Smart Phones Appeal More to.**

Response	Male	Female	Total	Percentage
Smart phones appeal to me	63	192	255	41.3
Do not really appeal to me	48	31	79	13.0
Use any model	77	62	139	22.5
Use all models	98	45	143	23.2
Total	**286**	**330**	**616**	**100**

As shown in Table 4 above 255(41.3%) of which 63(10.2%) are males and 192(31.2%) females indicated that they use smart phones because they greatly appeal to them. During an informal discussion with the respondents, especially the female students indicated that they use smart phones to exhibit their socio-economic status to men who would want to hang out with them. Forty-eight (48 or 7.8%) opined that

smart phones use do not really appeal to them, whereas the female respondents of 31(5.0%) indicated that the use of smart phones do not appeal to them. The implication of the totality of 79(13.0%) of these respondents (students) who are not being appealed to the use of smart phones is that they cannot necessarily cheat, disturb or steal from their parents, guardians or friends because of smart phones. On the use of any model of smart phones, 77(12.5%) of the males indicated that they are adaptable and can use any model of handset or celephones; 62(10.0%) of the females expressed the same feeling. In essence, the male and female students of 139(22.5%) of the total respondents of 616(100%) use any model of handset.

Similarly, the highest number, 98 (16.0%) of male respondents opined that they are prone to using all models of celephones, whereas only 45(7.3%), second lowest of female respondents (students) have the same opinion with their male counterpart. Alongside the 139(22.5%) students that use any model of celephone, the 143(23.3%) respondents are not in any way moved by the mad rush for smart phones by their peers, 255(41.3%) of the total respondents of 616(1005). See data and analysis as further presented in Table 4b.

Table 4b: Separated Gender of Students Smart Phones Appeal More to.

Response	Gender (Male)		Gender (Female)	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Appeal to me	63	10.2	192	31.2
Do not really appeal to me	48	31	31	5.0
Use any model	77	12.5	62	10.0
Use all models	98	16.0	45	7.3
Total	**286**	**46.5**	**330**	**53.5**
Percentage Total		→ 100 ←		

Research Question 2: What Features of smart phones do attract students use?

Table 5: features of Smart Phones that do Attract Students Use.

Features	Frequency	Percentage
Sleek nature	125	20.2
Lasting battery	88	14.3
Better brand	104	17.0
Many Apps	88	14.3
Easy to operate	97	15.7
Durability	114	18.5
Total	**616**	**100**

Table 5 is all about the features of smart phones that do attract students use. Data collected and presented in Table 5 show that 125(20.2%) indicated that they use smart phones because of the sleek nature; it is slim, beautiful, portable and handy. It is all these features in the sleek nature of smart phones that attract the highest number of these respondents to rush use smart phones. Eighty-eight (88 or 14.3%) of these respondents revealed that they use smart phones because of the long lasting battery and their having many Apps (ie assorted applications) that make them amenable and adaptable to visualizing the world as a global village and sourcing information, businesses, and making all sorts of contacts from all crannies of the globe without any physical barriers. On their part 104(17.0%), 97(15.7%) and 114(18.5%) of the respondents, respectively indicated that they use smart phones because they are of better brand, easy to operate or manipulate and durable. To these students of Faculty of Social Sciences, ABSU smart phones have the features that make them the companion and favourite of students. This is further presented in bar chart in figure 1; showing features of smart phones.
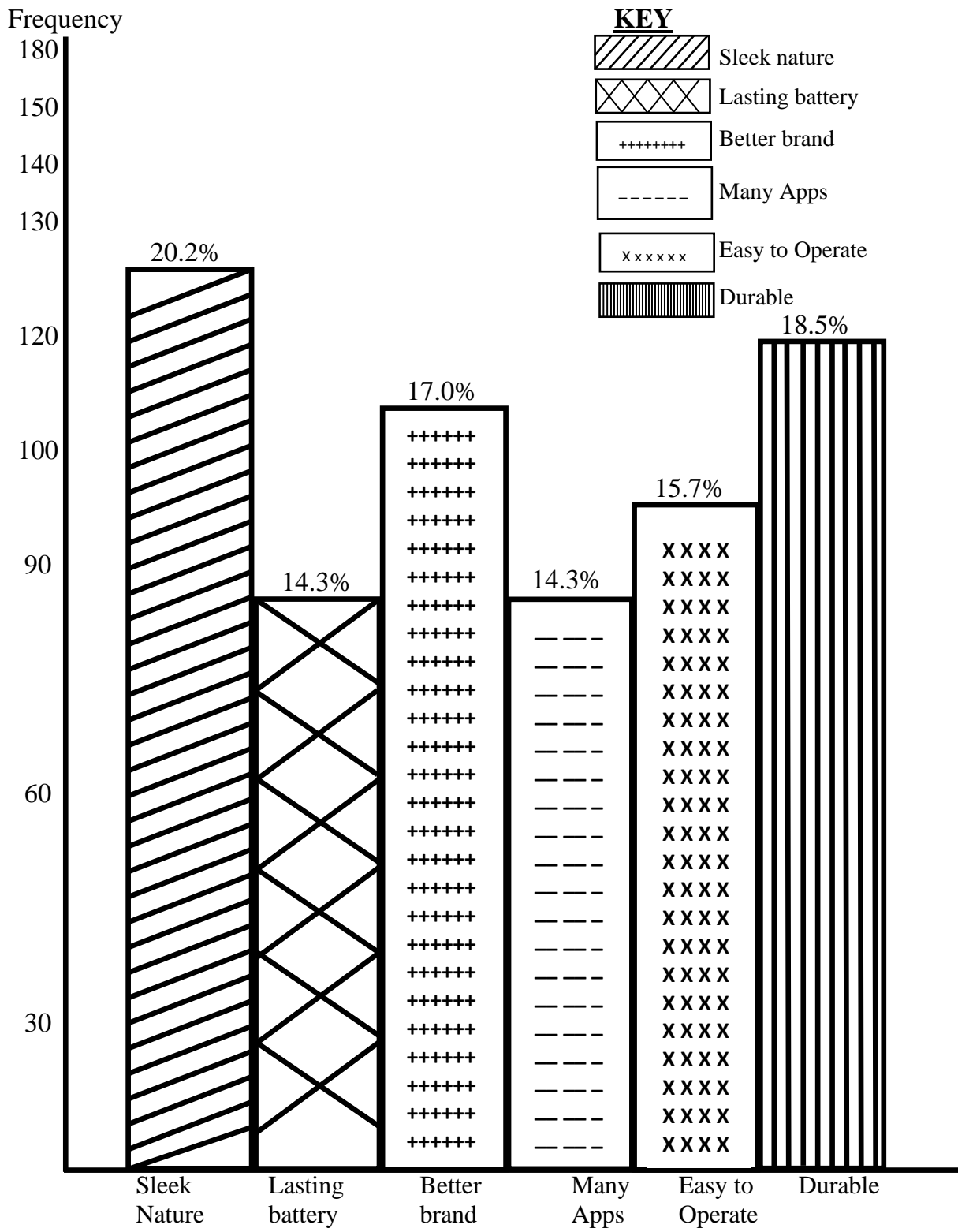
Fig. 1: Features of Smart Phones

Research Question 3: What pattern of use do students put smart phones to?

Table 6: Pattern of Use of Smart Phones by Students

Pattern of Use	Frequency	Percentage
Academic Activities	72	11.7
Communication	118	19.2
E-Business	88	14.3
Skill improvement	94	15.2
E-Friends	120	19.5
Leisure	124	20.1
Total	616	100

Students put smart phones to a variety of pattern of use that are amenable and adaptable to this use. As students, they are expected to apply the use of smart phones to the most beneficial and profitable areas of their career, especially academics. Unfortunately however, the data collected and presented in Table 6 show that the least number, 72(11.7%) of the respondents (students) indicated that they use smart phones for academic activities. This is a paradox. Students are suppose to use this gadget for browsing, sourcing information for research, class assignments, making up their note and writing term paper, dissertations and theses, but as indicated by the respondents, the reverse is the case. This is a misplaced priority and the misapplication of the potentials of smart phones by students on their social activities rather than academics as shown by the presentation in Table 6. One hundred and eighteen (118 or 19.2%) of the respondents (students), revealed that they use their smart phones for the purpose of communication. This is true because students make use of all the paraphernalias of the social media-WhatsApp, Facebook, Instagram, Twitter, etc for personal communication, exchange and posting of photographs, sending short messages, etc. In their response to e-business and skill improvement, 88(14.3%) and 94(15.2%) respectively indicated that they use their smart phones for the above purposes. However, the response on e-business or commerce is not surprising, unless for the few who are genuinely engaged in internet trading or the criminally minded students involved in cyber crimes. Communication is likened to making e-friends and leisure

as 120 (19.5%) and 124 (20.1%) respectively affirmed that their smart phones are important to them because of the e-friends they make and leisure they enjoy. This invariably implies they are addicts of social media for communication, chatting, posting and exchanging photographs, recording and watching videos and songs. This is a typical downplay on the potentials of smart phones use because these student neglected the issue of academic activities and skill improvement, that would enhance their status in life.

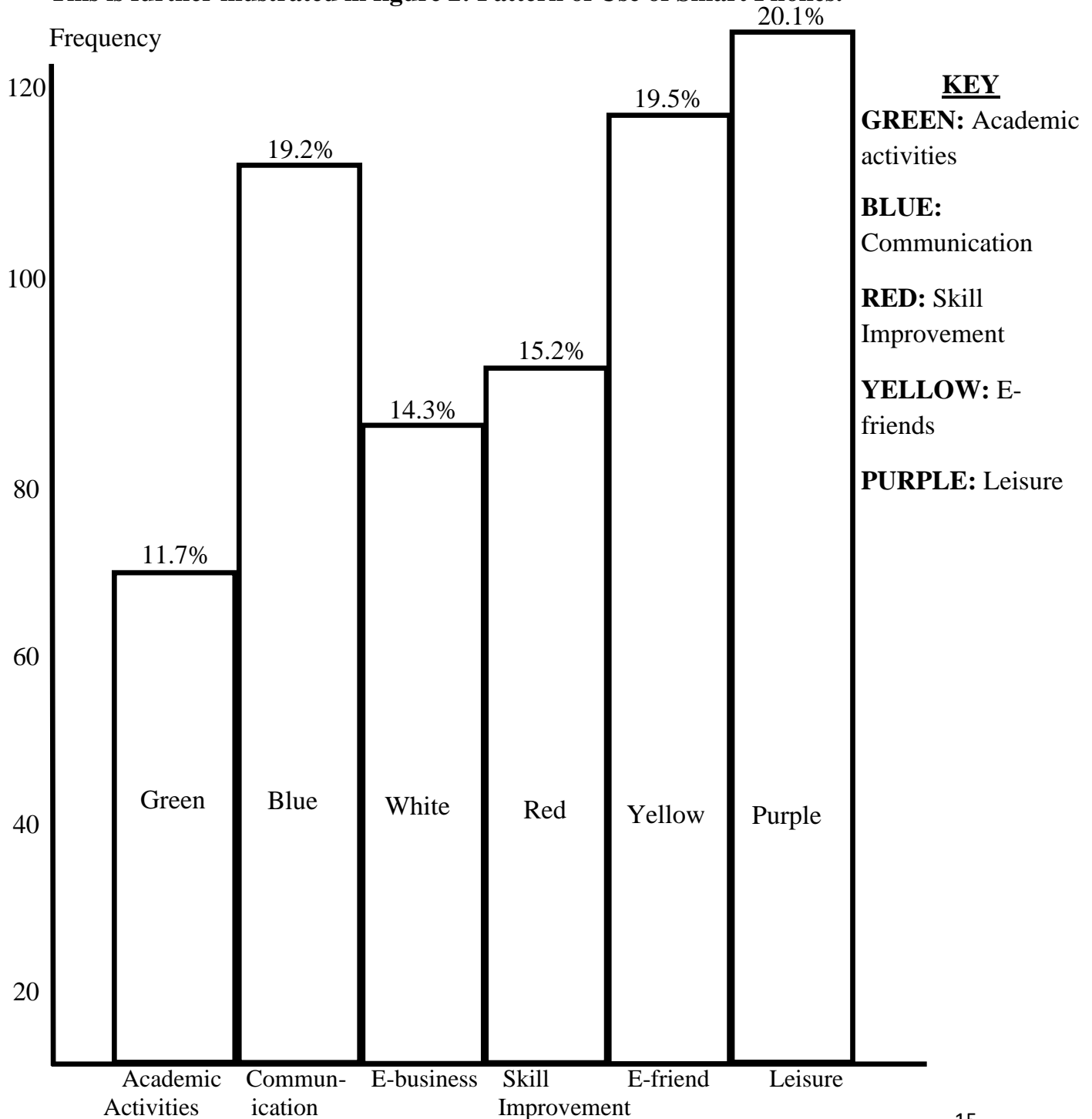**This is further illustrated in figure 2: Pattern of Use of Smart Phones.**

Fig. 2: Pattern of Use of Smart Phones

Research Question 4: What level of satisfaction do students derive from the use of smart phones?

Table 7: Level of Satisfaction Derived from Using Smart Phones by Students

Satisfaction level	Frequency	Percentage
Highly Satisfied	95	15.4
Satisfied	103	16.7
Nominally Satisfied	138	22.4
Fairly Satisfied	134	21.8
Not Satisfied	146	23.7
Total	**616**	**100**

To librarians or information professionals the smart phone is an aspect of ICT and ICT is all about information gathering, processing, dissemination and satisfaction. Hence, as smart phones are used for information gathering, communication and utilization. It is imperative that the satisfaction level of users are ascertained in their response as shown in Table 7 where 95(15.4%) of the respondents (students) indicated that they are highly satisfied with the use of smart phones. Running down the Table 7 of data presentation, this is the least of all the responses as another second least number 103(16.7%) of the respondents revealed that they are satisfied. On the second category of the satisfaction level, 138(22.4%) indicated that they are nominally satisfied, whereas 134(21.8%) opined that they are only fairly satisfied using smart phones. The response to nominally and fairly satisfied respectively ramify that the respondents derive insignificant (nominal) and average satisfaction in their use of smart phones. The highest number, 146(23.7%) of respondent indicated outright that they derive no satisfaction in their use of smart phones

Compare this direct opposite response on satisfaction with Table 5 on their various reasons for the mad rush for smart phones by students.

Their response in Table 7 shows that the respondents are highly disappointed from their great expectation on the use of these phones. We can attribute this to the fact that they acquired these phones to boost their ego and exhibit their socio-economic status as indicated by the highest number 192(41.3%) of female smart phone users in Table

4. See graphical illustration in figure 3 on levels of satisfaction on use of smart phones.

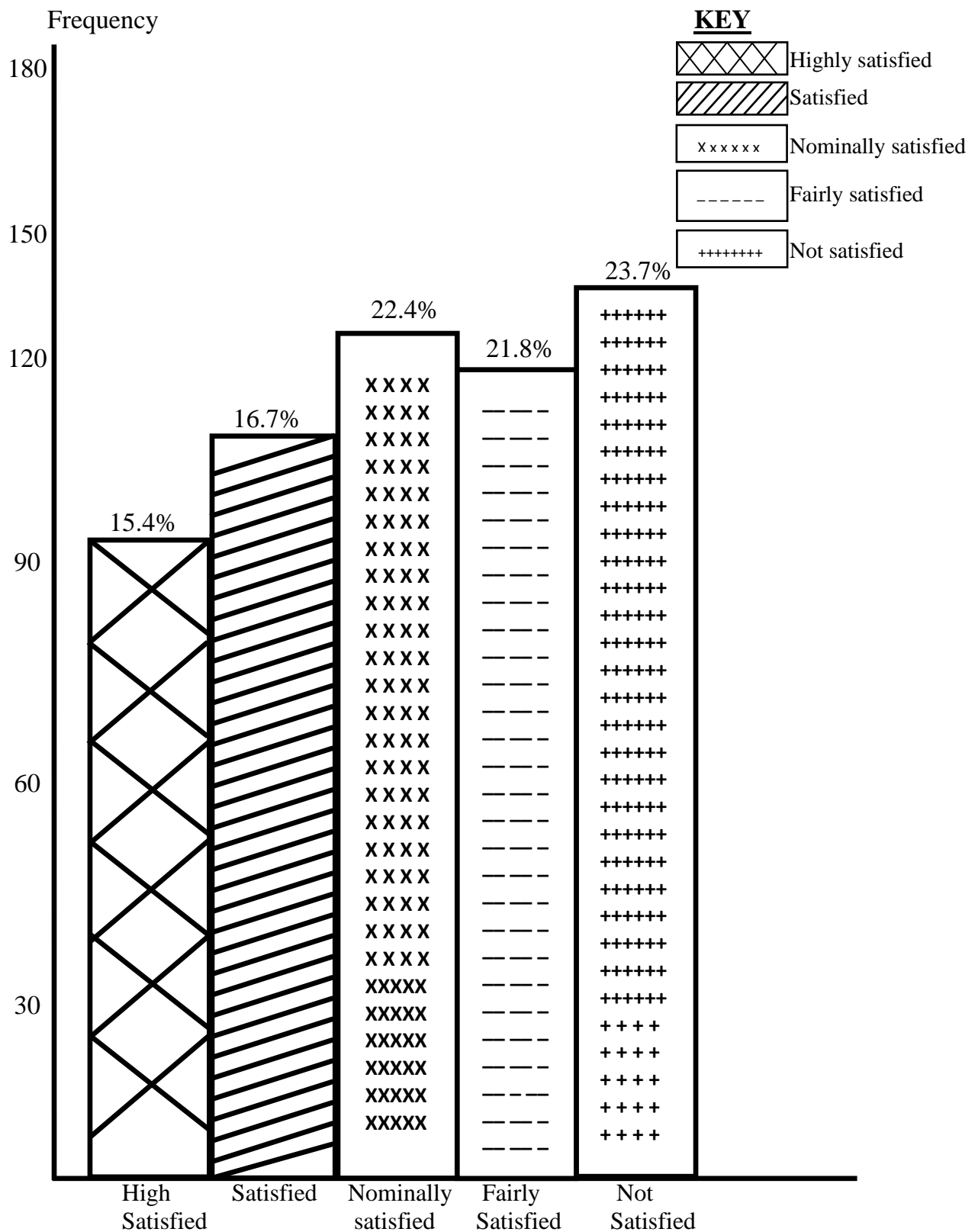**Figure 3: Levels of Satisfaction on Use of Smart Phones**

Figure 3: Levels of Satisfaction on Use of Smart Phones

Majority of the students in Table 7, figure 3 indicated that they are neither highly satisfied nor satisfied in their use of smart phones hence the imperatives of finding out reasons for this situation. This is presented in Table 7b.

Table 7b: Reasons for not being highly Satisfied and Satisfied.

Response	Frequency	Percentage
Not durable	122	19.8
Poor battery	120	19.5
Erratic power supply	119	19.3
Easily stolen	130	21.1
Poor network service	125	20.3
Total	**616**	**100**

Generally when people admire some items or products, they actually would wish to achieve their desire by acquiring and utilizing them without having a second thought of what would be the defects of such items. On beginning to use them, they now observe the challenges inherent in the products. The use of smart phones is no exception as   seen in Table 7b where 122(19.8%) of the respondents revealed that smart phones are not durable or long lasting as they hitherto thought. This makes them not to derive maximum satisfaction. In their response, 120(19.5%) of the respondents opined that smart phones do not have long lasting batteries. This implies that for them to keep pace with friends and other uses of their phones they buy series of batteries. As if corroborating the above, 119(19.3%) of these respondents indicated even if they bought their batteries, power supply with which to charge these batteries is erratic. Consequently they resort to the buying "power banks" which after charging they would use afterwards to recharge their phones. This is an added cost to smart phone use. The most pitying and appauling aspect of using smart phones is that they are easily stolen as indicated by the highest number, 130(21.1%) of the respondents. This is another unplanned expense on replacement. Like in erratic power supply, smart phone users do not derive desired satisfaction because of erratic and epileptic network service as indicated by 125(20.3%) of the respondents.

The response to all the variables presented in Table 7b bear almost it not the same weight implying that what is felt by one Smart Phone user is felt by another and all.

Research Question 5: What are the effects of Smart Phones use on Students life?

Table 8: Effects of Smart Phone Use on Students Life

| Effects	Frequency	Percentage
Lack of concentration in class	98	16.0
Skipping of meals	81	13.1
High tariffs	85	13.8
Stealing	94	15.2
Lack of required academic materials	76	12.3
Cheating of parents and guardians	84	13.6
Prostitution	98	16.0
Total	**616**	**100**

There is nothing that one does that will not have one effect or another on him/her. This effect could either be positive or negative. Hence the imperatives of research question five. Responding to the question, 98(16.0%) of the respondents indicated that the use of smart phones makes students not to concentrate while lecture is going on in class. This could be attributed to their operating and manipulating their phones while lecture is on. It also brings about prostitution, especially among female students who always think they need much money for data, power banks, stolen phone replacement and indeed all their needs Eighty-one (81 or 13.1%) opined that smart phone use makes student to skip meals. They could be eating in the ratio of morning without afternoon and eat at night (ie 1:0:1) or in the ratio of late afternoon meal without evening meal (ie 0:1:0) or even not eating in the morning and afternoon but eat in the evening (ie 0:0:1). However, there are few students who eat three times in a day (ie 1:1:1). The implication of skipping meals by students is for them to have some money for recharge card, data, power banks, downloading information or replace stolen phone. During an informal interaction with some of the students, the researchers found that this skipping of meal phenomenon is more prevalent among the male students and a few poor female students who could afford to rely on what their

parents/guardians were able to give to them. Eighty-five (85 or 13.8%) of the respondents indicated that network provider do charge high tariffs that when they recharge, with only a few calls their airtime balance goes down to an unexpected level. This adversely affects their purse.

In their own response, 94(15.2%) indicated that they feel the pinch (pains) any time their phones are stolen because they would unpreparedly look for money for replacement; whereas 76(12.3%) of these respondents revealed that as they conserve to maintain their phones, they could not adequately afford to purchase, required academic materials. The use of smart phones by Social Sciences Students makes 84(13.6%) of the respondents be on the spree of cheating their parents/guardian. They tell lies on what they were not told buy in order to extort money.

In all, the use of smart phones by students makes majority of the students engage in some unimaginable acts, as they loose their sense of fairness, morality, seriousness over academics, and a whole lot of deviant behaviours. The "height" of these effects is further illustrated in figure 4.

Fig. 4: Effects of Smart Phones Use on Students Life

Frequency
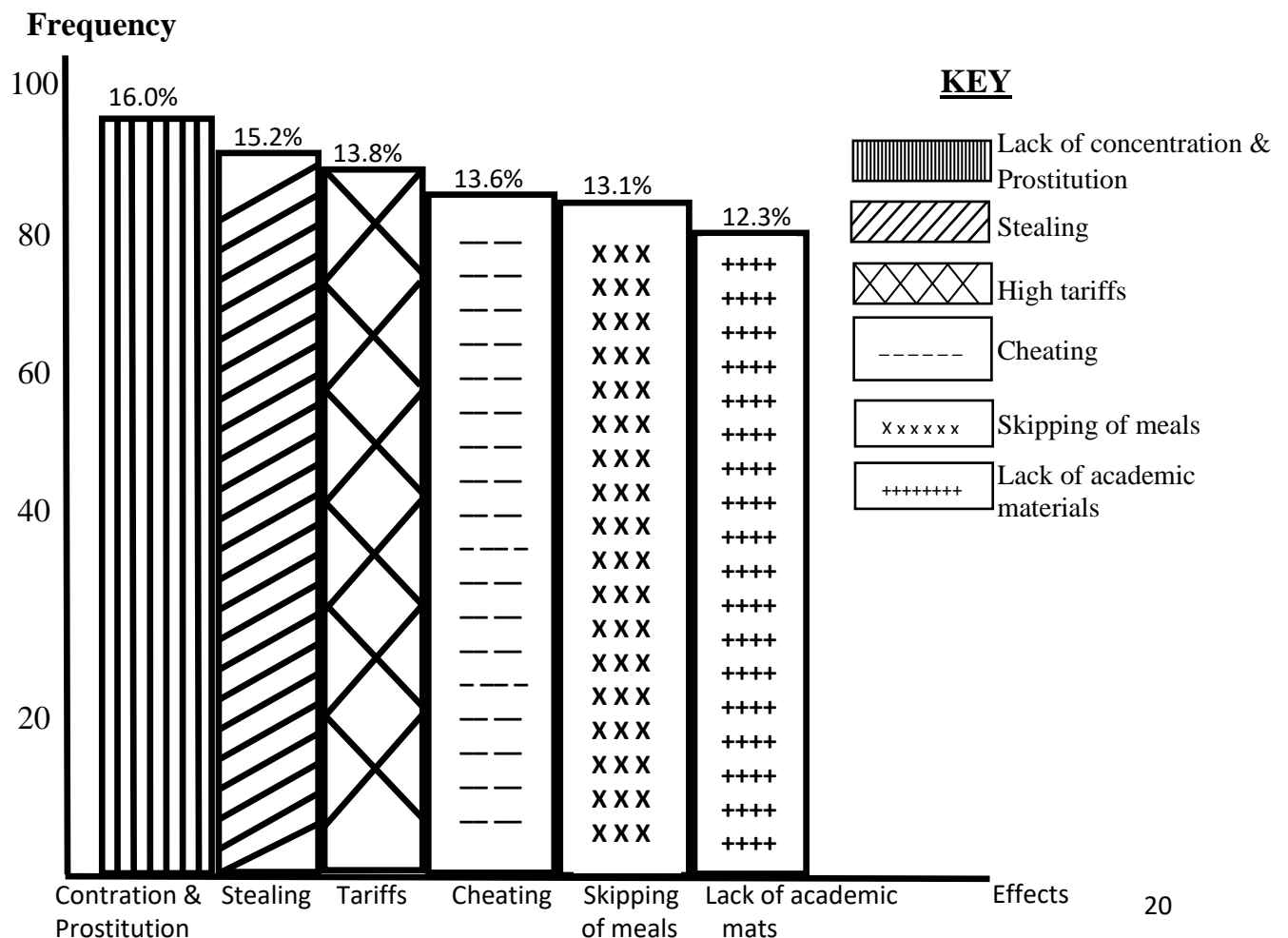
Findings, Conclusion and Recommendations

Findings

The way of life of students is intriguing and as well funny. They are easily attracted and carried away by new inventions and products they feel can be used on campus or elsewhere. At the initial stage they do not care about what would be the up-coming effects of such products on their pattern of use and life. But later and lately too they begin to discover these effects themselves after the psychology of their ego trip has dawned on them. This is exactly what is aligned to the findings on the pattern of use of smart phones by students of the Faculty of Social Sciences, Abia State University, Uturu, Nigeria.

In view of the forgoing the findings of the study include:

❖ The use of smart phones appeals more to female students. See data presentation and analysis in Tables 4a and 4b.

❖ Smart phones have a good number of features that attract students patronage and utilization (use). These include as presented in Table 5 and Figure 1.

❖ Students do not direct the use of the smart phones to accomplishing academic activities. Rather they use their smart phones more for personal communication, e-friendship and leisure. See data presentation and analysis in Table 6 and Figure 2.

❖ According to the findings of the study, overwhelming number of respondents are not in any way satisfied with their use of smart phones. Their rush for the purchase and utilization of smart phones could be attributed to the beautiful (sleek) nature or appearance of smart phones and other features (Table 5 and Figure 1). Equally their not being satisfied in their use of smart phones is as a result of some defects the phones and environmental factors as displayed by data presented and analysed in Table 7, Figure 3; and Table 7b.

❖ The use of smart phones has a good number of adverse effects on the life of students on campus. See data presented and analysed in Table 8, Figure 4.

Conclusion

The smart phones, including the so-called china phones have come to be associated with social class and "ego exhibition" amongst Nigerians, especially students. These students, whether rich or poor, male or female go all out, at all cost, to acquire these smart phones. Unfortunately however, the use of these smart phones by students do have a good number of adverse effects on them. To answer the question of what should be done to curb these effects and other findings of the study, predicted on the data presented and analyzed, the following recommendations are put forward.

Recommendations

In view of the findings of the study, the following recommendations are proffered. Yes, the beautiful nature of smart phones attracts not only students, but some other categories of people. To this end, the study is recommending that students, before buying smart phones should consult genuine electronic dealers who would advise them on durable, affordable and serviceable smart phones to buy no matter how rugged they are or could be.

As students they should always majorly apply the use of their smart phones to academic activities. This will make them to excel and achieve high academic performance that would fetch them a better future. Aligning to the first recommendation students should not be attracted or carried away by the cosmetic nature of what is called "china phones". It is only by this that they would derive maximum satisfaction in their use of smart phones.

In order for students to overcome the adverse side effects of using smart phones on campus, they should go for simple phones that are durable and serviceable, visit cybercafés when the need arises and spend relatively low amount of money that when aggregated and compared with the amount spent on replacing stolen phones, power banks, high tariffs, etc could be lesser.

It is the contention of this study that if students of the Faculty of Social Sciences, Abia State University adhere to the recommendations of this study, the adverse effects on them of their use of smart phones would be minimized to the barest level if not completely eradicated.

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