

**INFLUENCE OF THE USE OF MOBILE PHONE FACILITIES ON THE
ACADEMIC PERFORMANCE OF LIBRARY AND INFORMATION
SCIENCE STUDENTS IN THE UNIVERSITY OF BENIN**

BY

**Okoyomon Jane ODION
EDU1803964**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT (LIBRARY AND INFORMATION SCIENCE),
FACULTY OF EDUCATION, UNIVERSITY
OF BENIN, BENIN CITY.**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
BACHELORS OF SCIENCE (B.Sc. Ed) DEGREE IN LIBRARY AND
INFORMATION SCIENCE.**

OCTOBER, 2023.

CERTIFICATION

We the undersigned, certify that this work was carried out by Okoyomon Jane ODION with the matriculation number EDU1803964 in the Department of Educational Management, Faculty of Education, University of Benin for the Award of Bachelor of Science degree in Library and Information Science (BLIS).

.....

Dr. (Miss.). Ngozi. B. Ossai-Ugbah

Project Supervisor

.....

Date

.....

Dr. (Miss.) Nkechi Obuweluzor

Project Coordinator

.....

Date

.....

Dr. (Mrs.) U Momoh

Dean, Faculty of Education

.....

Date

DEDICATION

This project is dedicated to Almighty God the giver of life, knowledge, initiatives, funds, protection and grace given to me to be able to complete this program despite various hurdles and odds encountered along the way.

ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude to all those who have contributed to the successful completion of this project, Firstly, I like to express my deep appreciation to my able project supervisor, Dr. (Miss.). Ngozi. B. Ossai-Ugbah, for her professional advice in helping me overcome the initial problem of choosing a viable research topic and whose guidance, saw me through the study.

My sincere appreciation and profound love goes to my Parents, Mr. and Mrs. Thomas Okoyomon and Siblings for their unconditional love and support. My thanks also goes to my best friends, Egbenyon Precious and Okoyomon Juliet for their assistance and guidance throughout my research. I extend my appreciation also to my colleagues and course mates who provided valuable insights, feedback, and assistance at various stages of this project. Your collaboration and willingness to share knowledge made this endeavor more enriching. This project would not have been possible without the collective effort and support of all these individuals and entities. Thank you all for your contributions and love.

To all those who directly and indirectly contributed to the success of this research, the researcher expresses her unreserved gratitude. God will reward you for all your labor of love.

TABLE OF CONTENT

	PAGE
TITLE	I
CERTIFICATION	II
DEDICATION	III
ACKNOWLEDGEMENTS	IV
LIST OF TABLES	VII
ABSTRACT	ix
 CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	7
Purpose of the Study	8
Research Questions	9
Significance of the Study	10
Scope and Limitations of the Study	11
Operational Definition of Terms	12
 CHAPTER TWO: REVIEW OF RELATED LITERATURE	
The Concept of the Mobile Phones and its Facilities on the Academic Performance of Library and Information Science Students in the University of Benin.	14

The Influence of Mobile Phones Facilities on the Academic Performance of Library and Information Science Students in the University of Benin.	21
The Use of Mobile Phones Facilities by Library and Information Science Students in the University of Benin.	25
The Extent to which Mobile Phone Facilities can Influence on the Academic Performance of Library and Information Science Students in the University of Benin	33
The Problem of Mobile Phone Facilities on the Academic Performance of Library and Information Science Students in the University of Benin.	36
Summary of Literature Review	40
CHAPTER THREE: METHODOLOGY	
Design of the Study	41
Population of the Study	41
Sample and Sampling Techniques	42
Research Instrument	43
Validity of the Instrument	44
Reliability of the Instrument	44
Method of Data Collection	45
Method of Data Analysis	45

**CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION
OF FINDINGS**

Presentation of Results	46
Discussion of Findings	55

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary	57
Conclusion	59
Recommendations	59
Contribution to Knowledge	60

LIST OF TABLES

	PAGE	
Table 3.1	Population of Respondents	42
Table 3.2	Sample Size	43
Table 4.1	Questionnaire Response Rate	46
Table 4.2	Gender Distribution of the Respondents	46
Table 4.3	Distribution of the Respondents by Age	47
Table 4.4	Level of Respondents	48
Table 4.5	The Use of Mobile Phone Facilities by Library and Information Science Students in the University of Benin	49
Table 4.6	The Influence of Mobile Phones Facilities on the Academic Performance of Library and Information Science Students in the University of Benin	50
Table 4.7	The Extent to which the Use of Mobile Phones Facilities can Influence the Academic Performance of Undergraduate Library and Information Science Students in the University of Benin.	52
Table 4.8	The Problems of the Use of Mobile Phones Facilities on the Academic Performance of Undergraduate Library and Information Science Sudents in the University of Benin.	54

ABSTRACT

The study focuses on The Influence of the use of Mobile Phone facilities on the Academic Achievement of Library and Information Science Students of University of Benin. The purpose of the study was aimed at identifying the level of the use of mobile phones facilities by Library and information science students in the University of Benin, determining the influence of mobile phones facilities on the academic performance of Library and information science students in the University of Benin, Ascertaining the extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin, and Analyzing the problems of the use of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin.

A descriptive survey research design was adopted for the study. A total of 328 comprising of 100 to 400 Level library and Information Science students were used as the total population of the study. A sample size of 100 was adopted to be used as the number of respondents. A questionnaire titled “Influence of the use of Mobile Phone facilities on the Academic Achievement of Library and Information Science Students of University of Benin Questionnaire (IUMPFOAALISSUBQ)” was designed by the researcher and used for data collection. A total of 100 copies of questionnaire were administered and 100 copies were duly completed, returned and found useable for this study. The instrument was subjected to face validation by the supervisor.

Analyses and discussions of data collected for this study were descriptively done using simple frequency percentage. The findings of the study shows that there is high level of utilization of mobile phone facilities by Library and information science students in the University of Benin, There are both positive and negative influence of mobile phones facilities on the academic performance of Library and information science students in the University of Benin, There is an extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin, there are certain problems arising from the use of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin.

CHAPTER ONE

INTRODUCTION

Background to the Study

In this digital age, mobile phones have become an integral part of our daily lives, profoundly transforming various aspects of human interactions and activities. With their increasing popularity and advancements in technology, mobile phones have emerged as powerful tools that provide numerous benefits and conveniences. However, as their prevalence grows, concerns have arisen regarding the influence of mobile phone facilities on academic performance, particularly among students, (Helmerson, 2021). The use of mobile phones among students has sparked debates and discussions among educators, parents, and researchers. While mobile phones offer access to a wealth of information and facilitate communication, they also present potential distractions that can hinder students' focus and impede their academic progress. Understanding the influence of mobile phone facilities on academic performance is essential for educators, policymakers, and parents to make informed decisions about the integration of mobile technology in educational settings, (Franzini, 2020).

Mobile phone facilities refer to a comprehensive set of services, features, and infrastructure that enable the functioning of mobile phones or cellular devices. These facilities encompass various aspects, ranging from network infrastructure to software applications, which collectively support mobile communication and connectivity. The term "mobile phone facilities" can be used to describe the entire ecosystem that enables mobile telephony and data services. Mobile phone facilities encompass a wide array of functions and services that empower users to communicate, work, play, and navigate in an increasingly connected and mobile world. The capabilities of mobile phones continue to evolve as technology advances, enabling new ways of

interacting and accessing information. Mobile phone usage poses a notable issue in terms of distraction, particularly for students. The wide range of apps, social media platforms, and instant messaging services accessible on smartphones have the potential to divert students' focus from their studies. The constant influx of notifications, messages, and entertainment choices can disrupt concentration and shift students' attention away from their academic obligations. As a result, their capacity to absorb information, finish assignments, and excel in exams may be negatively influenced, ultimately impacting their overall academic performance.

Undergraduate students according to Ling (2017) have completely adapted to modern trends, fashions and styles, as well as any new type of technology such as, social media platforms, Artificial intelligence (A.I) and so on, all which can be accessed with the use of Mobile phones. Mobile phones are a class of technology and of multi-purpose mobile computing devices. They are distinguished from other technological devices by their portable hardware capabilities and extensive mobile operating systems, which facilitate wider software, internet (including web browsing over mobile broadband) and multimedia functionality (including music, video, cameras, and gaming), alongside core phone functions such as voice calls and text messaging (CPE, 2018). Mobile phone use has undoubtedly solved a few social glitches. Better understanding of Mobile phone usage and its influence on academic performance of university students is necessary. One of the main technologies that have dominated the classroom is the mobile phone; it is one of the most popular device that allows users to connect to the internet.

Mobile phones have revolutionized the way student's access and consume information. With a smartphone in hand, students have a wealth of educational resources at their fingertips. They can easily search for relevant academic content, access digital textbooks, and explore online courses and tutorials. Mobile apps specifically designed for educational purposes further enhance

learning opportunities, enabling students to engage with interactive content and collaborate with peers on projects, (Franzini, 2020). These technological advancements have the potential to enhance students' understanding, facilitate independent learning, and promote engagement with academic materials.

Mobile phone has been popular since the late 1990s and today, with 7 billion mobile connections worldwide and unique mobile subscriptions of over 3.5 billion, they are very popular with young people and are commonplace in our educational institutions. These phones are no more just voice communication tools, functions like short message service (SMS) or texting have become global phenomenon. Not many of us keep wallet photos of loved ones. Now we save photos in our mobile phones, and view them on a touch of the screen, (Ling, 2017). Exposure to new technologies provides many benefits for everyone. It also includes the benefits that can be gained by students through the development of these tools as a medium of learning.

The role of the mobile phone that allows access to the e-book, search information easily and assist students in completing their task will be significant in increasing student academic performance. The study conducted by Ward et al. in 2017 explored academic performance as an indicator of the extent to which students, teachers, or institutions have achieved their educational objectives. It investigated the influence of mobile phones on students' academic performance, specifically focusing on how the utilization of mobile phone resources and services facilitated learning, information retrieval for task completion, and other related activities.

Mobile phones have become an almost essential part of daily life since their rapid growth in popularity in the late 1990s. A nationwide survey conducted in 2010 shows that mobile phones are the most necessary medium of communication, it has virtually influenced the society's

accessibility, security, safety and coordination of business and social activities and has hence become a part of culture of the whole world, (Poore, 2018). On the other hand, the proliferation of mobile phone facilities has raised concerns about potential distractions and negative influences on academic performance. The constant connectivity offered by mobile phones may lead to increased screen time, diverting students' attention away from their studies. Social media platforms, messaging apps, and online gaming are just a few of the tempting distractions that can interfere with students' focus and productivity. Moreover, excessive reliance on mobile phones for entertainment purposes may lead to procrastination and poor time management, ultimately influencing students' academic achievements, (Poore, 2018).

Educators are now attempting to use Mobile phone and its facilities like the use of E-mail, Twitter, YouTube, and Facebook in their lesson plan, (McMeans, 2018, Poore, 2018). Till the end of 2000 many individuals could not afford to buy Mobile phone; Mobile phone as an Information technology device and its convenience has changed human lives. This change played a dramatic role in the revolution in learning and thinking, quality, quantity of reading and developed inclination towards reading. Eventually, this led to lifelong learning, thereby making an open-minded revolution in the society. Mobile phones enable the academic community to use various features available for enriching the knowledge in general and research productivity in particular. Mobile phones have become an integral part of daily life since they are handheld mini computers with complete operating system offer computing abilities and connectivity options. Although a tiny and handy device, it is one of the most ubiquitous, dynamic, and sophisticated trends in communication. Students use Mobile phone due to wide range of academic apps that support their learning needs (Woodcock et. al. 2017).

A digital educational environment, dependent on Mobile phones, has allowed university learners to obtain individualized assistance, as well as to have learning schedules that are more suitable for them and different from other learners. It encourages a high degree of communication and cooperation between professors or lecturers as well as peers than the conventional learning environment. The main constructs that have made Mobile phones the most promising educational technology include service, cost, quality, and speed. It is apparent that Mobile phones can empower students at higher educational levels to acquire their education while at the same time pursuing their personal objectives as well as maintaining their own careers, with no need to be subjected to rigid schedule (Borstorff and Lowe. 2017). The number of courses online has vividly increased as a result of the attained benefits for both learners and universities. Mobile phones introduced a new world of possibilities as it offers the opportunity to have anytime and anywhere access to information and applications which make access, information sharing and communication flexible, (Ward et al., 2017) . A high percentage of mobile phones are found in institution of higher learning, the influence of mobile phones on the academic performance of library and Information science undergraduates can either be negative or positive. Most students now require a mobile phone to communicate with each other and also keep in touch with ever-evolving educational resources online. These tools can be very powerful and influential in the academic performance of any student.

Additionally, mobile phones can facilitate communication between students and teachers, promoting timely feedback, clarification, and support. To explore the influence of mobile phone facilities on academic performance, various factors must be considered, including usage patterns, content consumption, multitasking habits, and self-regulation skills, (Helmerson, 2021). The influence may vary depending on factors such as age, socio-economic background, educational

environment, and individual differences. Therefore, comprehensive research and analysis are necessary to understand the complex relationship between mobile phone usage and academic outcomes.

Sstatement of Problem

The presence of mobile phones in lecture rooms can disrupt the learning environment, through ringing phones, incoming notifications and Students surreptitiously using their devices during classes can all contribute to distractions and a decline in concentration. This not only hampers students' ability to absorb information but also impedes effective lecturer to student's interaction and collaborative learning experiences. The negative influence of mobile phone use in lecture room dynamics raises questions about the necessity and appropriate usage of these devices in educational settings. This mainly manifests among the undergraduate university students, who use mobile phones.

In analysing the problem of these tools and in order to synchronize and have a clearer understanding of the problem as it is related to this study, it must be borne in mind that other varying platforms of distractions towards the academic performance of the undergraduate students in the university are also implicated, such as the computer usages, which generate internet social sites and the visual display devices for relaxation such as televisions. An area where this problem can be seen is in the aspect of non-verbal communication in the students' writings often fraught with acronyms developed for chatting purposes and the use of abbreviations to shorten the length of the write-ups. The use of abbreviations in writing a test or an exam in universities has become a norm for most undergraduate students.

The increasing ubiquity of mobile phones has sparked concerns about their potential influence on the academic performance of undergraduate students. Despite the numerous benefits associated with mobile phones, such as: instant access to information and enhanced communication, there is a growing concern that the presence and usage of mobile phone facilities in academic settings may lead to distractions and hinder students' ability to concentrate on their studies.

This study aims to investigate the influence mobile phone have on the academic performance of undergraduate library and information science students, whereby exploring the potential effects of excessive usage, distractions caused by notifications, social media engagement, and so on. By examining these factors, the research seeks to provide a comprehensive understanding of how mobile phones can influence students' learning outcomes and identify potential strategies to mitigate any negative effects, ultimately fostering an environment that promotes effective academic performance among undergraduate students in the digital era.

Purpose of the Study

The purpose of this study is to examine the Influence of the use of Mobile Phone Facilities on the Academic Performance of Library and Information Science Students in the University of Benin. This study aims to:

- 1) examine the level of the use of mobile phones facilities by Library and information science students in the University of Benin.
- 2) determine the influence of mobile phones facilities on the academic performance of Library and information science students in the University of Benin.

- 3) ascertain the extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin.
- 4) analyze the problems of the use of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin.

Research Questions

In order to guide the researcher to arrive at reliable results, the following research questions were raised for the study.

- 1) How often is the use of mobile phones facilities amongst undergraduates Library and information science students in the University of Benin?
- 2) What is the influence of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin?
- 3) What is the extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin?
- 4) What are the underlying problems of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin?

Significance of the Study

The study of the Influence of the use of Mobile Phone Facilities on the Academic Performance of Library and Information Science Students, will be significant to Students, Educators, Parents and Guardians, Policy makers, Researchers in Academic Libraries and the Society at Large.

It will be of significance to Students because, It can help students make informed decisions about their mobile phone usage and adopt effective strategies to balance their academic responsibilities with technology use. Additionally, the findings can assist students in understanding the potential distractions or benefits associated with mobile phone use, allowing them to optimize their study habits.

It will be benefit to Educators because, this knowledge can guide the development of policies or guidelines for mobile phone use in educational settings. Educators can also gain insights into how to integrate mobile phones into the learning process, leveraging their potential benefits while minimizing their potential distractions.

Parents and Guardians can also benefit from the findings of this research because this study, can inform discussions about setting boundaries and establishing responsible mobile phone usage habits. Parents and guardians can use the study's findings to guide their decisions regarding access to mobile phones and the appropriate level of supervision.

This study's results can have broader implications for society, as education plays a crucial role in shaping individuals and communities. Understanding the influence of mobile phone facilities on academic performance can contribute to the ongoing dialogue about the influence of technology on various aspects of human life. It can stimulate discussions about the responsible use of mobile phones, digital literacy, and the balance between technology and education in the modern world.

Policy makers are responsible for formulating educational policies that promote effective learning and academic success. Understanding the influence of mobile phones on students' academic performance can help shape policies related to technology usage in educational settings.

This knowledge can guide the development of policies that balance the benefits and potential drawbacks of mobile phone usage in classrooms, such as implementing appropriate restrictions or guidelines.

This study can be of significance to Researchers in Academic libraries because, they can use the information in this study as a foundation for further investigations, leading to a deeper understanding of how mobile phone facilities can influence students' learning outcomes. Academia can incorporate these findings into relevant courses or curricula, promoting discussions and critical thinking about the role of technology in education.

Scope and Limitations of the Study

The scope of the study encompasses various aspects related to mobile phone usage and its influence on students' academic achievements. The research will explore both positive and negative effects, considering factors such as usage patterns, access to educational resources, distractions, and potential benefits of mobile phone facilities.

Library and Information Science Undergraduates of University of Benin (UNIBEN), Edo state, Nigeria, will be used as the scope for this study.

Operational Definition of Terms

Academic Performance: This is the measure of a student's achievement in an educational setting. It typically refers to the grades, test scores, and overall success of students in their academic pursuits.

Influence: The effect or impact that something has on a person, group, or situation. In this context, it refers to the effect that mobile phone facilities have on academic performance.

Mobile Phone Facilities: are technological devices that can carry out mobile computing related tasks, work as a mobile computer and are small enough to fit in the user's hand. Examples are Smartphones which are a class of mobile phones and of multi-purpose mobile computing devices. In this study, mobile phones are devices that are utilized by university students of Uniben in Edo State.

Undergraduates Library and Information Science Students: Undergraduates are students of universities such as Library and information science students in the University of Benin.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This research seeks to investigate the Influence of the use of Mobile Phone Facilities on the Academic Performance of Library and Information Science Students in the University of Benin, whose importance is in revealing the level of influence the Internet and Mobile phone facilities has on the Academic performance of library and information science students. However, this chapter will focus on relevant literature as listed below;

- The Concept of the Mobile phones and its facilities on the Academic performance of Library and information science students in the University of Benin.
- The influence of mobile phones facilities on the academic performance of Library and information science students in the University of Benin.
- The Use of Mobile phones facilities by Library and information science students in the University of Benin.
- The extent to which mobile phone facilities can influence on the academic performance of Library and information science students in the University of Benin.
- The problem of mobile phone facilities on the academic performance of Library and information science students in the University of Benin.
- Summary of Literature Review

The Concept of the Mobile Phones and its Facilities on the Academic Performance of Library and Information Science Students in the University of Benin

In the present age of information Technology, the use of Mobile phones through the internet has become the main tool for accessing information on any topic of your interest. It also provides tremendous opportunities to students, researchers and professionals for getting information on matters related to academic and professional topics and lot more. Most of the people who have computers around themselves use Internet to access information from the World Wide Web, exchange messages & documents and e-services, (Ogundipe, 2022).

The Internet is a global system of interconnected computer networks that use the standard Internet protocol suite (TCP/IP) to serve billions of users worldwide. It is a network of networks that consists of millions of private, public, academic, business, and government networks, from local to global scope, that are linked by a broad array of electronic, wireless and optical networking technologies, (Clark, *et al*, 2021). The Internet carries a vast range of information resources and services, such as the interlinked hypertext documents of the World Wide Web (WWW) and the infrastructure to support electronic mail. Internet is a global communication system that links together thousands of individual networks. It allows exchange of information between two or more computers over a network. Thus internet helps in transfer of messages through mail, chat, video & audio conference, etc. It has become mandatory for day-to-day activities: bills payment, online shopping and surfing, tutoring, working, communicating with peers, etc.

Since the emergence of the Internet, it has become an important medium of communication as well as a research and leisure tool. The reason is that it provides many opportunities to many people around the world in many different ways. Not only the Internet, but

the other new digital technologies also took their places in the daily life. The wide access to these technologies improves people's lives and provides great opportunities. People have started to access any kind of information easily on the Internet and also use it for social, educational and entertainment purposes. Basically, the Internet offers two main benefits which are communication and information (Warren et. al., 2020). On a more comprehensive basis, it can be pointed out that the Internet has some functions, especially in education, and these can be listed as (i) storehouse of information, (ii) communication without boundaries, (iii) online interactive learning, (iv) electronic/online research, (v) Machine learning, (vi) improve interest in learning, (vii) global education, and (viii) Artificial Intelligence (AI), (Park, 2021).

As the Internet has many different functions, it is important to consider to what extent it is used by students in higher education for academic purposes. When educational aspect of the Internet use is considered, it is obvious that students, or people in general, who look for information can access it easily and with low cost. It is evident that the Internet is a source of enormous information that anything can quickly and easily be reached. Internet also provides students asynchronous education where they can reach any kind of information anytime and anywhere. This widens the world of students as nowadays kids do not like to use libraries or any kinds of real life resources but they can access these places online and benefit from them easily and quickly. Additionally, the Internet can be used as a tool to learn the latest news all around the world as well as getting any kind of information that serves different purposes. Therefore, it can be said that the Internet is the source of spreading information quickly to a large audience and for going beyond the limitation of time and space. Regarding students who are obviously accepted as passionate users of the Internet, the use of the Internet is mainly for social and entertainment purposes since the Internet revolution is not just limited to finding information but also bringing

people together. However, it is very obvious that the Internet provides not only social connection and entertainment, but also academic and scientific information as well. Thus, it is vitally important to encourage students to use this invaluable source to get any kind of information they need in their academic studies because the development of the Internet would be meaningless if it is not used appropriately in education, (Warren et. al., 2020).

The Internet has been the most useful technology of modern times which helps us not only in our daily lives, but also our personal and professional lives developments. The internet helps us achieve this in several different ways. For the students and educational purposes the internet is widely used to gather information so as to do the research or add to the knowledge of various subjects, (Clark, *et al*, 2021). Even the business professionals and the professionals like doctors, access the internet to filter the necessary information for their use. The internet is therefore the largest encyclopedia for everyone, in all age categories. The internet has served to be more useful in maintaining contacts with friends and relatives who live abroad permanently, (Park, 2021).

The internet can be used for the following: E-mail: Email is now an essential communication tools in business. With e-mail you can send and receive instant electronic messages, which works like writing letters. Your messages are delivered instantly to people anywhere in the world, unlike traditional mail that takes a lot of time. Email is free, fast and very cheap when compared to telephone, fax and postal services. Information: Information is probably the biggest advantage internet is offering. (Trentin, 2021). There is a huge amount of information available on the internet for just about every subject, ranging from government law and services, trade fairs and conferences, market information, new ideas and technical support. You can almost find any type of data on almost any kind of subject that you are looking for by using

search engines like google, yahoo, msn, etc. Online Chat: You can access many 'chat rooms' on the web that can be used to meet new people, make new friends, as well as to stay in touch with old friends. You can chat in MSN and yahoo websites. Services: Many services are provided on the internet like net banking, job searching, purchasing tickets, hotel reservations, guidance services on array of topics engulfing every aspect of life, (Warren et. al., 2020). Communities: Communities of all types have sprung up on the internet. It's a great way to meet up with people of similar interest and discuss common issues. E-commerce: Along with getting information on the Internet, you can also shop online. There are many online stores and sites that can be used to look for products as well as buy them using your credit card. You do not need to leave your house and can do all your shopping from the convenience of your home. It has got a real amazing and wide range of products from household needs, electronics to entertainment. Entertainment: Internet provides facility to access wide range of Audio/Video songs, plays films. Many of which can be downloaded. One such popular website is YouTube. Software Downloads: You can freely download innumerable, software's like utilities, games, music, videos, movies, etc, from the Internet, (Park, 2021).

Mobile phone facilities refer to a comprehensive set of services, features, and infrastructure that enable the functioning of mobile phones or cellular devices. These facilities encompass various aspects, ranging from network infrastructure to software applications, which collectively support mobile communication and connectivity. The term "mobile phone facilities" can be used to describe the entire ecosystem that enables mobile telephony and data services. Mobile phone facilities encompass a wide array of functions and services that empower users to communicate, work, play, and navigate in an increasingly connected and mobile world, (Ling, 2022). The capabilities of mobile phones continue to evolve as technology advances, enabling

new ways of interacting and accessing information. Mobile phone usage poses a notable issue in terms of distraction, particularly for students. The wide range of apps, social media platforms, and instant messaging services accessible on mobile phones have the potential to divert students' focus from their studies. The constant influx of notifications, messages, and entertainment choices can disrupt concentration and shift students' attention away from their academic obligations. As a result, their capacity to absorb information, finish assignments, and excel in exams may be negatively influenced, ultimately impacting their overall academic performance.

Globalization has changed our lives and one of the ways in which it is changing our lives, every day, is how we communicate; thanks to advancements in Information and Communication Technologies (ICT). One of the ICT's which is seeing rapid advancement is Mobile Phone. Mobile phone has been popular since the late 1990s (Meek, 2020) and today, with 7 billion mobile connections worldwide and unique mobile subscriptions of over 3.5 billion (Twum, 2022), they are very popular with young people and are a common place in our educational institutions. These phones are no more just voice communication tools. Functions like Augmented Reality (AR) and Virtual Reality (VR), Facial recognition, GPS and mapping services, short message service (SMS), Social Media, have become global phenomenon, (Mereno, 2020).

Mobile phones have become an almost essential part of daily life since their rapid growth in popularity in the late 1990s, (Ling. 2022). A nationwide survey conducted in 2019 shows that mobile phones are the most necessary medium of communication for humans. It has virtually affected the society's accessibility, security, safety and coordination of business and social activities and hence become a part of culture of the whole world. Ling (2022), states that traditional agents of socialization are families and schools, but with the expansion of educational

system as a result of the need for highly skilled workers lead to the school system taking increasing larger responsibilities in socialization. Surprisingly, research on the influence of mobile phone facilities on our schools today has not been given much attention. There is the conflicting priority of young people, parents and teachers in relation to the mobile phone facilities, with teachers more concerned about issues such as discipline in the classroom and parents worried about means of contacting their children at every point in time.

The recent technological advancements, the innovation of computer and other discoveries in the field of information technology bring about 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(Jackson, *et al*, 2019). The mobile phone is used as means of interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks (Blumstock & Eagle, 2022). It also uses a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 that allows the creation and exchange of user-generated contents (Mayer & Mereno, 2020).

Examples of mobile phone facilities according to (Meek, 2020), include:

High-Resolution Displays: Many mobile phones feature high-quality displays with resolutions ranging from Full HD (1080p) to 4K, providing clear and vibrant visuals. Multiple Cameras: Mobile phones often come equipped with multiple cameras, including wide-angle, telephoto, and macro lenses, allowing users to capture diverse types of photos and videos. 4G/5G Connectivity: The majority of modern mobile phones support 4G LTE and some have started to support 5G connectivity, enabling faster data speeds and improved network performance. Wireless Charging: Some mobile phones offer wireless charging capabilities, allowing users to charge their devices without connecting them to a cable. Water and Dust Resistance: Many high-end mobile phones

come with water and dust resistance ratings, providing increased durability and protection against accidental spills or exposure to harsh environments. Biometric Security: Fingerprint sensors and facial recognition technology are commonly used for secure and convenient device unlocking. NFC (Near Field Communication): NFC enables contactless data transfer and payment services, allowing users to make mobile payments and use their phones for other wireless interactions. IR Blaster: Some mobile phones have an infrared (IR) blaster, which allows them to function as a remote control for various electronic devices. Dual-SIM Support: Many mobile phones support dual SIM cards, allowing users to use two phone numbers on the same device, (Meek, 2020).

The Influence of Mobile Phones Facilities on the Academic Performance of Library and Information Science Students in the University of Benin

Teaching and learning in higher education over the past few decades has incorporated information and communication technology (ICT) as it is seen as a crucial component to be adapted in the development of social environment (Rung et al., 2021). The most popular trend in term of ICT use can be seen by the growth of dependency on mobile-connected devices as it is not limited for daily tasks but also been utilized in educational environments (Koszalka & Ntloedibe-Kuswani, 2019). Educational activities that incorporate Mobile phones and internet use are accessing of course content, inspiring sharing and discussion session between teachers and students and retrieving information regarding students' performances (Cochrane, 2019). Therefore, mobile phone and internet use may lead to important influence in enhancing students' performance as this device might boost teaching and learning experience.

Woodcock et al. (2019) stated that various area of students' lives have change by the increase in Mobile phones and internet use as students utilize this devices to increase their learning knowledge. The internet and mobile phones use in learning context can further lead students to be aware of the benefits they might encounter such as: been able to learn anything at anywhere and anytime as well as encourage students to involve in learning activities. This shows that technology has opened and increased student's prospect especially in their academic.

Academic learning is now innovative as a result of mobile phone and other media in promoting and advancing 21st century needed skills and knowledge (Tulenکو & Bailey, 2020; Emerson & Berge, 2022). Students have experiences of digital surroundings in a tactile and personal manner, which is brought about by some mobile devices, including tablets and Mobile phones (Cano, 2019). Mokoena (2019) argues that the use of Mobile phones (Mobile phones) by students improves collaborative learning through its connection to the internet. This statement implies that the use of mobile phones facilities drives students to be more engaged in learner-centered participation learning. This is a vivid indication on numerous supports that mobile phones have brought to the students; it advances their understanding by increasing academic performance, social media participation and information sharing; it helps their social skills by giving them opportunities to seek academic assistance and support, and many more (Mokoena, 2019).

However, according to Kinsella (2019), the challenge of communication in lecture halls with students is solved due to the use of the internet, mobile phones. Concurrently, Mokoena (2019) states that group projects and/or work given to the students by their lecturers are easily and conveniently carried out with the aid of mobile phones. This further shows that students are now able to record their lecturers' lessons and teachings in real time. This is done by recording

information during lessons, which has been made possible by the sophisticated features available on mobile phones. From different perspectives, people try to embrace the use of mobile phones because it is no longer used as communication tools (calls and text messages) only, but also as tools for people's social and work lives and possibly a potential instrument in their academic lives (Cano, 2019).

According to Buck, Melnnis, and Randolph (2020), Lytle (2019) reports that college students using the Study Blue Flash Cards believed it assists them in memorizing the key terminologies when preparing for their tests. The study further states that some students use iPhones for the Evernote Peek application, which serves as a note-taking cloud service, thereby giving them the opportunity to sort out their notes and transforming them into effective study materials. With the evolution of mobile phones, what the students do outside the classroom is very much the same as the work they do inside of the classroom. This observation is very important to the issue brought up in the study with regard to the responsibility or role of mobile phones outside the premises of the school (university). It can be observed that students use their mobile phones for various reasons at university without restrictions. Then, according to Vanwelsenaers (2019), students spend a considerable percentage of the 4.5 lesson hours using mobile phones. Currently, collaboration is a key 21st century skill that teachers are trying to help their students learn. In addition, through the effective use of mobile phone facilities, students are engaged in dialogues and other collaborative activities, and this is an excellent illustration of how the mobile phone facilitates conversation and information/content sharing (Buck et al., 2020).

Froese et al. (2019) conducted a self-report survey to investigate students' mobile phone facility activity in classes and the potential effect of the activities on students learning

performance. The result indicates that the use of mobile phone distracts students learning process and students believe that their classroom learning is disrupted during texting. Another study conducted by Tindell and Bohlander (2019) to understand the use and misuse of Mobile phones in college lecture setting. The finding shows that students are not paying attention to their class lecturer as they are spending too much time on texting. Study conducted by Elder (2020) shows that students who use mobile phone in class score lower than students who did not use mobile phone and they are even not able to recall much information from the lecture. Alfawareh and Jusoh (2021) study revealed that students do not fully utilize mobile phones for learning motive but utilize it to make calls, taking pictures and surfing the internet.

Furthermore, Hanson et al. (2022) stated that students prefer to use instant messaging, email and web-surfing in library rather than looking into library online resources. Mobile phones has influenced students life in various areas especially education, Mobile phones use for education purposes introduce students to world of knowledge as students are able to obtain various information by a click. Mobile phones equipped with internet enabled feature provide students the ability to be connected always and is easier for them to obtain academic related materials online anytime. Sarwar and Soomro (2020) stated the positive influence of mobile phones in education context, it enables society to access various learning resources and provide opportunities for individuals to continue their education by distance learning.

The use of Mobile Phones Facilities by Library and Information Science Students in the University of Benin

According to technopedia (2019) “a mobile phone is a digital device that is comprised with highly advanced features, it has a high-resolution touch screen display, WiFi connectivity, Web browsing capabilities, and the ability to accept sophisticated applications.” Ebiye (2021) regards a mobile phone as a smart movable device used for fast access to knowledge, geared towards students achieving their teaching and learning and academic research objectives. Globally, the explosion of mobile phones and its facilities has greatly transformed the academic performances of undergraduate students in developed nations where developing nations are not the exception (Tagoe, 2021). Studying and learning with mobile phones is a mode whereby mobile computing coupled with wireless technology help reading to take place anywhere and anytime (Asabere, 2020). Naismith et al. (2004 as cited in Sarfoah, 2019, p.29) briefly define mobile phone reading as “learning which employs wireless devices like mobile phone PDA, iPod, palmtop, laptop or even digital camera and USB keys in the learning and teaching process”.

The use of mobile phones facilities by undergraduate students has expanded dramatically in recent years and has become their primary source of Internet access on campus (Keller, 2022). The use of mobile phones in higher education has been shown to upgrade learning when they are utilized with Mobile applications to get to podcast lectures, streaming videos, social networking sites and a large group of other course assets (Cochrane & Bateman, 2009; Huang, Wu & Chen, 2019; Solberg & Rismark, 2019; Williams& Pence, 2022). Anecdotal studies investigating the use of mobile phones in higher education proposes that learning is improved when these mobile devices are used with applications to access podcast lectures, streaming video, social networking sites and a host of other course resources (Cochrane & Bateman, 2017; Huang, Wu & Chen,

2019; Solberg & Rismark, 2019), Be that as it may, the utilization of mobile phones by student in higher education classrooms isn't grasped universally. Milrad (2022), states that the use of mobile phone by undergraduate students is a moderately new expansion to the everyday lives of individuals around the Globe. More than ever, innovation is influencing how students work, how they exercise, and spend leisure time, as well as how students are instructed in schools. Present day lives have been revolutionized by this access to data and simplicity of correspondence. Technologies and new types of mobile correspondence and collaboration have been generally received by youngsters and incorporated into their regular daily existences", students can access their lecture materials on their Mobile phones, quickly access information online to meet their information needs via learning management systems, access academic databases, and a website to mention but a few. This was evident in the works of Masiu & Chukwuere (2022) where it was stated that "The mobile phones has also made students' lives easier, as they can access their school information on the gadget through Mobile phones reading, electronic learning (e-learning), and mobile learning (m-learning)." The development of mobile phone keeps on evolving as human lives keep evolving. Due to the varying needs, demand, and taste of Mobile phones users, the new version comes frequently with additional features (Alfawareh & Jusoh, 2021).

Most educators have adopted the use of mobile phones for teaching due to its perceived usefulness such as affordability, flexibility, readiness, popularity and other practical functions (Pullen, *et al*, 2021), because of this students are spending more time on their mobile phones, accessing information resources and reading with their Mobile phones. According to the researchers own preliminary investigation, it was noted that despite the remarkable benefits of the Mobile phones in learning, students mostly use a Mobile phones on social media platforms such as Facebook, WhatsApp, Instagram, twitter, snapchat, tango, rather using it for educational

purposes. Hanson et. al. (2022), stated that this generation has grown up in a technologically rich world, using mobile phones on chat rooms, electronic mails, computer games, and listening to music and watching TV and videos.

According to Tindell and Bohlander (2019) in an emergency, text messages can be sent directly to students' phones informing them of the source of the emergency and instructions on how to respond. Mobile phones as discussed by Hingorani, et al. (2019) can access social media sites, such as Facebook and Twitter in addition to the traditional use of calling and sending text messages. Universities also used mobile phones to advertise campus events and happenings, to promote the university brand among their students and to stay connected for a safer campus. Balakrishnan and Raj (2019), female students in Malaysia and Australia use their phones as a security device to contact others when they are in danger. Oksman, (2019) stressed that in addition to new media, the traditional media such as newspapers, radio and television are also made available on the Mobile phones through the Internet. Dean, (2019) Ryerson University students' experience and expectancy with their mobile library site, "searching for articles, reading electronic Books, checking out books, and contacting librarian or getting research help" were students' top future request. It further stressed that text messaging and e-mailing are two of the most commonly used functions on Mobile phones among college students, followed by reading news, watching videos and reading books, (Alfawareh and Jusoh, 2021). Mobile phone usage includes making calls, checking email and website pages, sending text messages, reading documents, taking pictures, browsing Internet, downloading software, listening to music, taking video, watching TV, watching movies, use as an alarm clock and use as a watch.

Educational Purpose of utilization of Mobile phone Facilities

- Mobile phones support learning either offline or online: Offline access enables users of Mobile phones to store any form of learning materials such as pdf, PowerPoint, word, excel, pictures, animations, symbols; irrespective of the geographical location. Internet access is needed for learners like students and teachers to visit websites to meet their information needs. The exploration of the Mobile phones has changed the dynamic of students learning activities. It is refreshing to note that, students can carry a whole semester's learning materials on a small Mobile phones which gives students the latitude to learn in an area which, on a normal circumstance, will require a laptop or other related form of a computer. For instance, a student can access their lecture materials whiles in a car, train, plane, and marketplace to mention but a few. It also enables students to register courses online, take a quiz or semester through the use of an assigned or registered learning management system, and can have a group discussion digitally.
- Mobile phones usage in Distance Education: Mobile phones can be considered as the central hub to enhance distance education. Tegoe (2021, p.1) concur that "Distance education has always grown on the wings of technology. Tuncay, N. (2020) postulated in the study that focused on Mobile phones as tools for distance education: "Needs of students become so sophisticated that they refuse to carry heavy weight laptops or books, and they save everything in their phones". Ketheeswaran and Mukunthan (2020) investigated the usage of the Mobile phones for learning purposes by students who pursue 'Diploma in Commonwealth Youth Development Programmes' in the Colombo and Batticaloa Centres of the Open University of Sri Lanka K. The study revealed that "the usage of Mobile phones related with distance education helps to increase students learning, social interactions, collaborative learning, and socialization of students, etc. It

was postulated in the same study that “in the coming decade Mobile phones will be a main learning tool in the distance learning system” (2020, p.1). Tegoe (2021) revealed that there is a high rate of the adoption of mobile learning across the globe and there is evidence in developing countries complementing mobile learning to its convention mode of teaching and learning. In effect, this has enhanced distance education programs been offered by higher education.

- Students’ Perceived Ease of Use of Mobile phones in Learning Activities: “Perceived ease of use (perceived complexity) has been found to be an important determinant of technology usage, both in a direct and indirect manner, and technology users have been proven to attempt to minimize their cognitive effort on their behaviors” (Cho, 2022). The author further concluded that individually students develop the intention to use Mobile phones in their learning activity, if it is perceived to be easy to use. Ifeanyi and Chukwuere (2022) revealed that most of the respondents 269 (71.7%) concur that, they sometimes find it a daunting task accessing academic material on their Mobile phones. Consequently, it affects their academic performance. This findings support the study of Sarfoah (2019) in which it was revealed that, most respondents strongly disagree to the statement that “I find Mobile phones learning easy.” This is an indication that, the students did not find it comfortable using a Mobile phones as a supplement tool for learning. On the other hand, Iqbal and Bhatti (2021) investigated University students’ readiness towards Mlearning using Technology Acceptance Model in Pakistan and it was brought to bear that, students possess the right skills to use mobile learning; they will find it easy to use a Mobile phones; and this also enhances their perceived usefulness of using Mobile phones for learning activities.

- Perceived Usefulness of Mobile phones in Students' Academic Performance: In a study conducted by Jung (2021) on determinants influencing learners' satisfaction and performance with Mobile phones, it was revealed that one of the usefulness of Mobile phones is the ability to enable users to study anywhere and at any time, making learning more attractive. Ifeanyi and Chukwuere (2022) investigated the influence of using Mobile phones on the academic performance of undergraduate students in South Africa using a quantitative methodology with 375 sample size and data was collected using a questionnaire. The study revealed that Mobile phones help students to communicate with their classmates as well as their courses masters/ tutors. Also, students use Mobile phones to explain the facts, illustrations, and concepts with colleagues. In the same study, it was brought to bear that, Mobile phones support students' learning activities in myriads of ways such as downloading of study materials, recording of live lectures, accessing lecture slides at a convenient time, aiding in research work and doing assignments.

In the same vein, Almansour and Alzougool (2019) undertook a study on "the use of Mobile phones for learning activities by university students in Kuwait", the study recorded that, the use of Mobile phones performs prodigious roles in students learning activities. For instance, students use Mobile phones for registering courses, checking lecture time table and exams schedule, checking grades, having group discussion, reading announcements and for the payment of school fees and many more.

Similarly, the usage of Mobile phones among Malaysian students was reported in the works of Mohtar Hassan, Hassan, and Osman (2020). The study revealed that university students in Malaysia had adopted Mobile phones as a necessity for learning at higher learning institutions. Students used Mobile phones for sharing notes between classmates, recording lectures, as well as

helping to take pictures of assignments for future reference and sharing exam results on Facebook through their Mobile phones. In the same vein, Tunca (2020) undertook a study on Mobile phones as tools for distance education. The study found that Mobile phones were very useful to the students; it enables them to take lecture notes, surfing the internet and instant taking of concept for later use. Furthermore, Corbeil and Valdes-Corbeil (2007), investigated the topic “are you ready for mobile learning”, the study found that, Mobile phones greatly enhance interaction between instructors/lecturers and students, thereby, paving way for instructor and students to learn while on the move as compared to the traditional face-to-face mode of teaching and learning. In the case of Ghana, Akaglo and Nimako-Kodu (2019) investigated the effects of the use of mobile phones on second cycle students in Ghana. The study brought to bear that the use of Mobile phones enhances learning activities; it helps students to conduct research at their own pace, they are able to retrieve relevant and up to date information for their assignments and projects without necessarily visiting the library physically. Also, it enables students to read ahead of time before class to have a fair idea of lessons yet to be taught.

The Extent to which Mobile Phone Facilities can Influence on the Academic Performance of Library and Information Science Students in the University of Benin

The use of the Internet has become a part of life of every student and a mean to search for the information as and when it is needed. These days, use of mobile phones for internet purposes has become a routine and number of mobile consumer accessing the Internet is surpassing fixed line internet users (Muhammad, 2021). The growing demand of Mobile phone availability of the Internet and high speed mobile browsing is ready to provide an alternative channel to deliver education services. This will provide an opportunity to the users to utilize their Mobile phones to get educational benefits within their available time irrespective to their location. The Mobile

phones with the capability of always connected makes it much easier for the students to avail this type of education facility and makes the Mobile phones a perfect fit device for learning, (Muhammad, 2021).

Mobile phones within and without the classroom make it easier for students and teachers to collaborate. Students with health issues, or miss school for other reasons would be able to attend class through their Mobile phones and keep up with their school work, rather than falling behind due to unanticipated circumstances, (Rahim, 2021). The education system of developing countries might unarguably be the most prevalent beneficiary of the mobile technologies. Mobile phones are not just supplementary devices for developing countries, but these devices can play integral part of in their education systems. The Mobile phones provide access to modern society a massive amount of educational and learning resources. In developing countries Mobile phones can easily compensates the limited access of internet and data access, which in turn help their infrastructure and education development.

Better Communication: One of the major benefits of mobile phones is that it helps people to stay connected to each other. A Mobile phones gives you the ability to do voice call, video call, and messaging to communication with each other. By communicating with anyone, at anytime and anywhere, mobile phones have transformed the telecommunication industry, (Rahim, 2021).

Keeps students organized: Another important benefit of mobile phones is that it helps students to stay organized. There are several apps in the mobile phone that assist students to manage things easily. You can store documents, send memos and emails, take notes of important events to stay ahead and in control of every single thing.

Easy execution of daily tasks: Mobile phone helps in easing execution of daily tasks to a significant extent. There are several mobile phone applications that you can install in your phone to simplify your daily task. Some of these tasks are carrying out class assignment, discussions with course mates, online classes through mobile apps, (Muhammad, 2021).

Assists in academics and skill development: Mobile phones also help in academics of students. They help in providing quick access to technology, and information to students. There are several educational applications that you can use on the phone. These apps provide an interesting way to learn topics, make presentations, complete assignments, track exam schedules etc. It helps in increasing engagement among students. In addition to academics, there are apps that a person can use to improve their skills and talents such as dancing, singing, cooking, art and craft, learning any software etc, (Rahim, 2021). You can download several free of cost books on your phone and read them. In this way, mobiles phones also serve as a cost-efficient medium to learn skills, stay organized and enhance academic performance. With mobile phones, you can access several online groups to get a guidance about future prospects, apply for jobs, find internships opportunities, and prepare for the interview. Along with their fantastic facilities, Mobile phones's enables students to text, cooperate on social networking sites, check e-mails, play online games, and even watch TV channels.

In addition, it wouldn't be easy for students to make calls during exams to cheat but it may be easy for students in a crowded classroom or examination hall to use their Mobile phones to access information online to cheat in exams, (Rahim, 2021). In fact some surprising statistics are there about the use of Mobile phones for cheating in the classroom. The misuse of Mobile phones could be through the use of text message exchange with other students, find answers on the Internet, using advanced calculator and phone applications, reading notes saved on their

phones to help on the test. Mobile phones' can encourage bullying and hazing also, (Ebiye, 2021). Bullying and hazing are very serious problems in schools across many countries, Mobile phones come equipped with camera and video technology, which can be used to record and photograph bullying and hazing in schools and colleges, (Rahim, 2021). Some students use mobile phones so much that they start to neglect their studies. They spend a major portion of the time in accessing social networking websites, chatting with friends, watching movies, listening to songs, and other activities that they don't get time to study, this ultimately gets them low grades, and destroy their career, (Ebiye, 2021).

The problem of Mobile Phone Facilities on the Academic Performance of Library and Information Science Students in the University of Benin

According to (Baron, 2019), students are able to accomplish tasks using Mobile phones at universities or classrooms, while in the case of others, the Mobile phones has become a potential form of distraction. Even the visibility and mere presence of a Mobile phones that is connected to the internet attract the attention of students and many adults, thereby diverting their focus and/or attention in class. Some students can 'switch' their focus between the Mobile phones as a form of entertainment device and at the same time, a learning platform (Barnwell, 2020). Additionally, Mobile phones could prove to be very important in the sense that it gives children, or in this case, students from different kinds of socioeconomic backgrounds, the same opportunity to access learning materials (digital-age information). However, the use of Mobile phones as a form of learning entails that students have to combine information and at the same time stay focused on their lesson or discussions in class. For students, who have low literacy skills and the steady urge to multitask on social media, blending the purposeful use of Mobile phones into classroom activity can be particularly challenging. Then, the main advantage of the

tool tends to go to waste. There has been proportional growth in the use of mobile phones, and mobile phones are being overused (Baron, 2019). Mobile phones encourages micro-learning for the employed and unemployed for advancement of knowledge and skills (Emerson & Berge, 2022). Young people's use of Mobile phones invites the initiation of social circles; friendships are also initiated and destroyed. Romantic affiliations emerge from these social circles, which are often developed or established on the social and recreational websites, thereby probably leading to a shift in the relationship of users with their family members. Traditionally, friendships and social associations or connections were done in person; however, in the era of the evolving technological world of Mobile phones, they are being done over social networks and as a matter of fact have become the preferred platform to develop friendships. Friendships that are developed over social networks tend to be more recreational and are less based on educational purposes. Based on the previous sentence, it is a clear indication that less attention is given by the students to their academic work and activities. Some schools have decided to restrict the use of Mobile phones in classes or during lectures; the reason being that it enables the students to cheat during their examinations and/or tests (Buck et al., 2020). The easy internet access on Mobile phones enables students to easily look up their examination and/or tests questions online. The use of Mobile phones in this manner can cause the student to be somewhat relaxed about studying, as they can easily find the answers to their examinations or test questions online, thereby helping the students to pass their examination, but not helping them to have knowledge about what they are being taught by their lecturers. Consequently, the adoption of Mobile phones can be said to be driven by two properties of decadent and sensible dimensions. In essence, it is no longer only a task-oriented technology for the purpose of productivity, but it is also an entertainment-oriented technology that is designed for pleasure. According to Chun, Lee, and

Kim (2019), 18 to 20 persons tend to become thoroughly driven sentimentally in probing for fun and sensory stimulation when using a Mobile phones for entertainment purposes and pleasure, while they are likely to be judiciously persuaded to scrutinize cost benefits based on its performance when using Mobile phones for work (Chun et al., 2019).

Kibona and Mgaya (2021) postulated that despite the phenomenal advantage of Mobile phones in reading it is considered as double edge sword where most of the applications such as WhatsApp, Facebook, and games, affect students negatively in all level because of its addictive nature. Thus, it inadvertently steals away students' time which affects their academic performance adversely. Alfawarch and Jusoh (2021) study revealed that students do not fully utilize Mobile phones for reading and learning motive. A study conducted by Tindell and Bohlander (2019) to understand the use and misuse of Mobile phones in college reading and lecture setting. The finding shows that students are not paying attention to their class lecturer as they are spending too much time on texting. Study conducted by Elder (2020) shows that students who used mobile phone in class score lower than students who did not use mobile phone and they might not able to recall much information from the lecture. However, utilizing the Mobile phones for a long period or continuously might affect a person health; the person might experience headache and frequent messages and calls lead to interruption on student's concentration and focus on completing their coursework which will effect negatively on their academic (Abu Shanab, 2021). Study by Samaha and Hawi (2020) reported that the risk of Mobile phones addiction can be associated to life satisfaction via academic performance and perceived stress. It shows that students that achieve low academic performance will likely experience less life satisfaction and more likely prone to Mobile phones addiction. The study revealed high-risk addictions and consequently rated themselves low on 'self-regulated using

Mobile phones'. Similarly, this study agrees with in further elucidation, high excessive use of Mobile phones leads to complications which include vascular permeability, neck pain, and musculoskeletal disorders and mouse brain damages.

A survey done by Course Smart in 2022 shows that students cannot go long without checking their Mobile phones. Based on the infographic research. HackCollege.com found that 57% of learners use Mobile phones, 60% say they are Mobile phones addicted, 75% sleep next to their Mobile phones, 88% send messages before they turn to sleep, 97% of owners of Mobile phones use them for social networking and 40% use Mobile phones to read school work (Alexander, 2022). From all indications, the use of Mobile phones is a common phenomenon in the education environment. Students, lecturers and academic institutions in developing countries are gradually adopting m-learning in communicating with students, staff and others, in delivering learning contents, social media learning name them. The amount of interest and investment by academic institutions in Mobile phones for teaching and learning are proof of a great future ahead.

Summary of Related Literature

From the review of related available literature, the section was distributed into four sub-headings thus: The Concept of Mobile phones and its facilities on the academic performance of Library and information science students in the University of Benin, The Use of Mobile phones by Library and information science students in the University of Benin, The influence of mobile phones facilities on the academic performance of Library and information science students in the University of Benin, the problem of mobile phones facilities on the academic performance of Library and information science students in the University of Benin.

In this chapter, it is evident that there is a large extent of use of mobile phones and it has both positive and negative influence on the academic performances of Undergraduate student in universities. They are important factors that could influence undergraduates' reading habit, attention span, concentration, either positively or negatively. Academic performances requires active studying and research which can sometimes be difficult to access and thus can discourage them from reading, nonetheless today, Mobile phones and the internet are filling up that gap and helping these undergraduate students get access to multiple sources of information.

Studies concentrated on the Influence of Mobile Phones Facilities on the Academic Performance of Library and Information Science Undergraduates of Uniben. The subheadings were fully explained to details and a great number of materials were consulted during the review, among them are journals, books and Websites.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the description of the methods used in carrying this study. The chapter focuses on the following sub-headings: Research Design, Population of Study, Sample Size and Sampling Technique, Research Instrument, Validity of Research Instrument, Method of Data Collection and Method of Data Analysis.

Research Design

The research design for this study is descriptive survey design. According to Creswell, (2019) descriptive design involves identification of attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena.

This design was adopted because it involves a systematic and comprehensive collection of data or information about opinions, attitude, feelings and behaviors of people. This type of research design is suitable for studies that are designed to find, describe, explain or report events in their real settings, as they are based on sample data. It is this due to the quality and nature of this survey research as explained above, that prompted the adaptation of the survey design for this study.

Population of the Study

The population for this research work are the Library and Information Science students which according to current statistical figures stood at 328. This consists of all the students from 100 level to 400 level in Library and Information science student, University of Benin, Benin, Edo State. According to the data retrieved from the course representatives from each level, there exists a total of One hundred and two (102) 100 level students, Sixty five (65) 200 level students, Eighty four (84) 300 level students and Seventy seven (77) 400 level students. The tabular distribution of the population of the study is presented in table 3.1.

Table 3.1 Population Size

S/N	Level	Number of Students
1.	100	102
2.	200	65
3.	300	84
4.	400	77
	Total	328

SOURCE: Department of Educational Management

Sample Size and Sampling Technique

The sample size for this study is 100 respondents. The researcher will adopt 30% of the total population as the sample size for this study. The simple random sampling technique was employed in administering the questionnaires to the respondents. The sample size of 100 respondents is adequate for this study as it is in line with McMorgan's table for determining a sample size, He opined that, a sample size of 150 is adequate for a population of 500. As such, the adoption of a sample size of 100 for a population of 328 in this study is adequate for this study.

Table 3.2 Sample Size

S/N	Level	Number of Students
-----	-------	--------------------

1.	100	25
2.	200	30
3.	300	25
4.	400	20
	Total	100

Research Instrument

The instrument that was used in this study, for the collection of data is the questionnaire. A questionnaire titled “Influence of the use of Mobile Phone facilities on the Academic Achievement of Library and Information Science Students of University of Benin Questionnaire (IUMPFOAALISSUBQ)” was designed by the researcher. The instrument was divided into different sections. While section A elicited information on the background of the respondents with item such as gender, age, qualification, and years of working experience, Section B addressed the level of the use of mobile phones facilities by Library and information science students in the University of Benin, Section C talked about the influence of mobile phones facilities on the academic performance of Library and information science students in the University of Benin, Section D addressed the extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin, Finally, Section E addressed the problems of the use of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin.

Validity of the Instrument

The instrument was designed by the researcher and validated by the researcher's supervisor as well as other lecturers in the field of Library and Information Science. The researcher's supervisor and the lecturers studied the items and assess the suitability of the language, the adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. The corrections, comments and observations were effected and used to modify the final questionnaire used for this study. This ensured the content validity of the instrument.

Reliability of the Instrument

To ensure the reliability of the instruments, the test-retest method was adopted using 10 Library Users from John Harris Library, Benin City in order to determine the consistency of the opinion of respondents. Cronbach's alpha co-efficient was used to test for the reliability of the instrument and the reliability co-efficient of 0.79 was obtained and is considered adequate for this study.

Method of Data Collection

The questionnaire was self-administered by the researcher in order to ensure high rate of return and also to ensure that all respondents are given the opportunity to receive and complete the questionnaire. This is also to enable the researcher to cover all the areas that was used for the study. One week period was used for the administration and completion of the questionnaire.

Method of Data Analysis

The data was analyzed using descriptive statistics. Frequency was used in analyzing the demographic data received for the research questions. This is because of the descriptive nature of the data. The researcher also employed the use of tables in analyzing the results of this study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results and discussion of findings in line with the research questions asked. This chapter is discussed under following subheadings: Questionnaire response rate, Analysis of the respondents' bio-data, Answering of the research questions, Discussion of findings.

Questionnaire Response Rate

Table 4.1: Questionnaire Response Rate

Number of Questionnaires Administered	Number of Questionnaires Returned	Percentage of Questionnaires Returned
100	100	100%

A total of 100 copies of the questionnaires were distributed to the respondents and 100 questionnaires were retrieved and found usable, thereby resulting to a response rate of 100%.

Analysis of the Respondents' Bio-data

Gender distribution of the Respondents

Table 4.2: Gender Distribution of the Respondents

Gender	Frequency	Percentage (%)
Male	37	37
Female	63	63
Total	100	100%

Table 4.2 shows that there are more female respondents (63%) than their male (37%) colleagues.

This implies that female students participated more in this study than their male colleagues.

Age of the Respondents

Table 4.3: Distribution of the Respondents by Age

Age	Frequency	Percentage (%)
16- 20 years	14	14%
21 – 25 years	44	44%
26 -30 years	38	38%
30 years and above	4	4%
Total	100	100%

Table 4.3 shows the age distribution of the respondents. The Table reveals that 14% of the respondents are within the age bracket of 16- 20 years, 44% are within 21 – 25 years, 38% are with 26 -30 years while 4% are 30 years and above. This implies that majority of the respondents are within the age range of 26 -30 years.

Level of Respondents

Table 4.4: Level of Respondents

Level of Respondents	Frequency	Percentage (%)
100 Level	24	24%
200 Level	23	23%
300 Level	24	24%
400 Level	29	29%
Total	100	100%

Table 4.4 shows the Level of the respondents. The Table revealed that 24% of the respondents are in 100 and 300 Level respectively, 23% are in 200 Level while 29% of the respondents are in 400 level. The implication of this is that majority of the respondents in 400Level.

Answering of the Research Questions

Research Question One: How often is the use of mobile phone facilities by Library and information science students in the University of Benin?

Table 4.5: The use of mobile phone facilities by Library and information science students in the University of Benin.

Item	SA		A		D		SD		Total
	N	%	N	%	N	%	N	%	
Daily	92	92	8	8	-	-	-	-	100
Weekly	93	93	7	7	0	0	0	0	100
Monthly	80	80	17	17	-	-	3	3	100
Quarterly	90	90	8	8	1	1	1	1	100
Annually	65	65	22	22	7	7	6	6	100

Table 4.5 shows how often mobile phone facilities are used by Library and information science students in the University of Benin, the table shows that: Library and information science students use mobile phone facilities Daily (100%), Library and information science students use

mobile phone facilities Weekly (100%), Library and information science students use mobile phone facilities Monthly (97%), Library and information science students use mobile phone facilities Quarterly (98%), and Library and information science students use mobile phone facilities Annually (87%). This implies that the use of mobile phone facilities by Library and information science students in the University of Benin is significantly high.

Research Question Two: What are the influence of mobile phones facilities on the academic performance of Library and information science students in the University of Benin?

Table 4.6: The influence of mobile phones facilities on the academic performance of Library and information science students in the University of Benin.

Item	SA		A		D		SD		Total
	N	%	N	%	N	%	N	%	
Promotes collaboration between students and lecturers	91	91	8	8	1	1	-	-	100
Enables learning outside the four walls of the classroom	80	80	10	10	4	4	6	6	100
Facilitate Better Communication between students and lecturers	80	80	10	10	7	7	3	3	100
Serves as a cost-efficient medium for students to learn new skills	90	90	8	8	1	1	1	1	100
Helps students to access several online groups to get a guidance about future prospects	77	77	13	13	-	-	10	10	100
Helps students find internships opportunities online	60	60	40	40	-	-	-	-	100

Mobile phones can serve as a source of distraction	55	55	32	32	10	10	3	3	100
It can also increase and promote examination malpractice	65	65	22	22	7	7	6	6	100
Increases the chances of student neglecting their studies	69	69	11	11	15	15	5	5	100
Lead to online Bullying and hazing	80	80	17	17	-	-	3	3	100

Table 4.6 shows that the influence of mobile phones facilities on the academic performance of Library and information science students in the University of Benin, includes: Promotes collaboration between students and lecturers (98%), Enables learning outside the four walls of the classroom (90%), Facilitate Better Communication between students and lecturers (90%), Serves as a cost-efficient medium for students to learn new skills (98%), Helps students to access several online groups to get a guidance about future prospects (90%), Helps students find internships opportunities online (100%), Mobile phones can serve as a source of distraction (87%), It can also increase and promote examination malpractice (87%), Increases the chances of student neglecting their studies (80%), finally, Lead to online Bullying and hazing (97%). This implies the influence of mobile phones facilities on the academic performance of Library and information science students in the University of Benin is both positive and negative.

Research Question Three: What is the extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin?

Table 4.8: The extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin.

Item	SA		A		D		SD		Total
	N	%	N	%	N	%	N	%	
High	94	94	6	6	-	-	-	-	100
Very High	86	86	10	10	2	2	2	2	100
Extremely High	90	90	6	6	-	-	4	4	100
Low	7	7	6	6	65	65	22	22	100
Very Low	13	13	-	-	77	77	10	10	100
Extremely Low	10	10	15	15	56	56	19	19	100

Table 4.7 shows the extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin, The table reveals that: the extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin is High (100%), The extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin is very High (96%), The extent to which the use of mobile phones facilities can influence the academic performance of undergraduate

Library and information science students in the University of Benin is Extremely High (96%), The extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin is not Low (87%), The extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin is not Very Low (87%), The extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin is not Extremely Low (75%), This implies the extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin is significantly High.

Research Question Four: What is the problems of the use of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin?

Table 4.8: The problems of the use of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin.

Item	SA		A		D		SD		Total
	N	%	N	%	N	%	N	%	
Increases Malpractice in examinations	90	90	7	7	2	2	1	1	100
Causes addiction problems	78	78	12	12	2	2	8	8	100
Access to improper content online	60	60	34	34	3	3	3	3	100

Serves as a potential form of distraction.	55	55	32	32	10	10	3	3	100
Sleepless nights and fatigue	65	65	22	22	7	7	6	6	100
Can lead to loss of concentration	86	86	10	10	2	2	2	2	100

Table 4.8 shows the problems of the use of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin, The table reveals that: Mobile phone facilities Increases Malpractice in examinations (97%), Causes addiction problems (90%), Leads to access of improper content online (94%), Serves as a potential form of distraction (87%), Leads to sleepless nights and fatigue (87%), Can lead to loss of concentration (96%). This implies there are problems associated with the use of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin.

Discussion of Findings

This section discusses the findings of the study. The findings are discussed drawing inferences from author's views in the literature review and relating them to the researcher's point of view based on the result of the study.

Research question one revealed how often mobile phone facilities are used by Library and information science students in the University of Benin these include: Daily, Weekly, Monthly, Quarterly and Annually. This is in line with Keller (2022), he stated that the use of mobile phones facilities by undergraduate students has expanded dramatically in recent years and has become the primary source of Internet access on campus, therefore leading to a significant increase in its utilization of students.

Research question two revealed the influence of mobile phones facilities on the academic performance of Library and information science students in the University of Benin, which includes: Promotes collaboration between students and lecturers, Enables learning outside the four walls of the classroom, Facilitate Better Communication between students and lecturers, Serves as a cost-efficient medium for students to learn new skills, Helps students to access several online groups to get a guidance about future prospects, Helps students find internships opportunities online, Mobile phones can serve as a source of distraction, It can also increase and promote examination malpractice, Increases the chances of student neglecting their studies. This is in conformity with Ebiye (2021) that mobile phone facilities have both negative and positive influences on the academic performance of library and information science students in the University of Benin.

Research question three revealed the extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science

students in the University of Benin. This is in conformity with Rahim, (2021) indicating that the extent of utilization of mobile phones facilities can influence the academic performance of Library and information science students.

Research question four revealed the problems of the use of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin: Mobile phone facilities Increases Malpractice in examinations, Causes addiction problems, Leads to access of improper content online, Serves as a potential form of distraction, Leads to sleepless nights and fatigue, Can lead to loss of concentration. This is in line with Kibona and Mgaya (2021), stating that despite the phenomenal advantage of Mobile phones in reading it is considered as double edge sword where most of the applications such as WhatsApp, Facebook, and games, affect students negatively in all level because of its addictive nature. Thus, it inadvertently steals away students' time which affects their academic performance adversely.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on the summary of the study, conclusion, recommendations and contribution to knowledge.

Summary of the Study

The study explored The Influence of the use of Mobile Phone facilities on the Academic Achievement of Library and Information Science Students of University of Benin. 328 respondents who are Library and Information Science students consisting of all the students from 100 level to 400 level in University of Benin, Benin-city. The purpose of the study was aimed at identifying the level of the use of mobile phones facilities by Library and information science students in the University of Benin, determining the influence of mobile phones facilities on the academic performance of Library and information science students in the University of Benin, Ascertaining the extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin, and Analysing the problems of the use of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin. A total of 100 copies of the questionnaires were distributed to the respondents and 100 questionnaires were retrieved and found usable, resulting to a 100% response rate. The summary of the research findings are as follows:

1. How often mobile phone facilities are used by Library and information science students in the University of Benin these include: Daily, Weekly, Monthly, Quarterly and annually, which indicates that there is high level of utilization of mobile phone facilities by Library and information science students in the University of Benin.
2. There are both positive and negative influence of mobile phones facilities on the academic performance of Library and information science students in the University of

Benin, which includes: Promoting collaboration between students and lecturers, Enables learning outside the four walls of the classroom, Facilitate Better Communication between students and lecturers, Serves as a cost-efficient medium for students to learn new skills Mobile phones can serve as a source of distraction, It can also increase and promote examination malpractice, Increases the chances of student neglecting their studies.

3. There is an extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin
4. Mobile phone facilities Increases Malpractice in examinations, Causes addiction problems, Leads to access of improper content online, Serves as a potential form of distraction, Leads to sleepless nights and fatigue, Can lead to loss of concentration and these are problems of the use of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin.

Conclusion

This study attempted to determine, through an empirical investigation, the Influence of the use of Mobile Phone facilities on the Academic Achievement of Library and Information Science Students of University of Benin.

According to the results, mobile phone facilities can influence students' academic performance by Promoting collaboration between students and lecturers, Enabling learning outside the four walls of the classroom, Facilitating Better Communication between students and lecturers, Serving as a cost-efficient medium for students to learn new skills, but in its positivity it could also serve as a source of distraction, It can also increase and promote examination malpractice,

as well as increasing the chances of student neglecting their studies, this simply indicates that students need to be mindful of the level of utilization of mobile phone facilities in order to effectively get the best out of it.

Recommendations

Based on the conclusions and findings from this study, the following recommendations are made:

1. Library administrators should provide orientation programs to enlighten students on how to effectively utilize mobile phone facilities in order to avoid, addiction problems, access of improper content online, forms of distraction, etc.
2. There should be regular training programs for library students to improve their knowledge in using mobile phone facilities for marketing services such as: Mobile library and information products and other services, which can massively improve the Library in general.

Contributions to Knowledge

This study has no doubt contributed to the body of existing knowledge in a number of ways:

1. The study has been able to establish that the mobile phone facilities used in Academic libraries are, Social Media Apps, High-Resolution Displays, Multiple Cameras, 4G/5G Connectivity, Internet Browsing, Gaming, etc.
2. The study has been able to ascertain that, Promoting collaboration between students and lecturers, Enabling learning outside the four walls of the classroom, Facilitating Better Communication between students and lecturers, Serving as a cost-efficient medium for students to learn new skills, serving as a source of distraction, are some of the influence

of mobile phone facilities on the academic performance of library and information science students.

3. The study has been able to ascertain that Malpractice in examinations, Causes addiction problems, Leads to access of improper content online, Serves as a potential form of distraction, Leads to sleepless nights and fatigue, loss of concentration, are problems of the use of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin.

REFERENCES

- Al-Tarawneh, H. A. (2021). The influence of social networks on students' performance. *Journal of Emerging Trends in Computing and Information Sciences*, 5(3), 200–205.
- Barnwell, P. (2020). *Do mobile phones have a place in the classroom?* The Atlantic. Retrieved from http://www.theatlantic.com/education/archive/2020/04/domobile_phones_have-a-place-in-the-classroom/480231/
- Buck, J. L., McInnis, E., & Randolph, C. (2020). The new frontier of education: The influence of Mobile phones technology in the classroom. In *Proceedings of ASEE Southeast Section Conference: American Society for Engineering Education*.
- Cano, E. V. (2019). Mobile learning with Twitter to improve linguistic competence at secondary schools. *New Educational Review*, 29(3), 134–147.
- Chukwuere, J. E, Mbukanma, I., & Enwereji, P. C. (2019). The financial and academic implications of using mobile phones among students: A quantitative study. *Journal of Economics and Economic Education Research (JEEER)*, 18(1): 5.
- Chun, H., Lee, H., & Kim, D. (2019). The integrated model of Mobile phones adoption: Hedonic and utilitarian value perceptions of mobile phones among Korean college students. *Cyber psychology, Behavior, and Social Networking*, 15(9), 473–479.
- Day, S., & Erturk, E. (2019). e-Learning objects in the cloud: SCORM compliance, creation and deployment options. *Knowledge Management & E-Learning (KM&EL)*, 9(4), 449–467.
- Ebiye, E. V. (2021). Influence of Mobile phones and tablets on the information seeking behaviour of medical students and staff of Niger Delta University Bayelsa State – Nigeria. *Library Philosophy and Practice (e-journal)*. Paper 1288.
- Emerson, L. C., & Berge, Z. L. (2022). Micro learning: Knowledge management applications and

- competency-based training in the workplace. *Knowledge Management & E-Learning (KM&EL)*, 10(2), 125–132.
- Ezemenaka, E. (2020). The usage and influence of Internet enabled phones on academic concentration among students of tertiary institutions: A study at the University of Ibadan, Nigeria. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 9(3), 162–173.
- Gowthami, S., & VenkataKrishnaKumar, S. (2020). Influence of Mobile phones: A pilot study on positive and negative effects. *International Journal of Scientific Engineering and Applied Science (IJSEAS)*, 2(3), 473–478.
- Guspatni, M. (2022). Students' activities in, perceptions of and expectations for elearning: A case in Indonesia. *Knowledge Management & E-Learning (KM&EL)*, 10(1), 97–112.
- Joshua, C. E., Nehemiah, M., & Ernest, M. (2021). A conceptual culture-oriented eLearning system development framework (e-LSDF): A case of higher education institutions in South Africa. *International Journal of Trade, Economics and Finance*, 6(5), 259–265.
- Jung, H. J. (2021). Ubiquitous learning: Determinants influencing learners' satisfaction and performance with mobile phones. *Language Learning & Technology*, 18(3), 97–119.
- Kibona, L., & Mgaya, G. (2021). Mobile phones' effects on academic performance of higher learning students. A case of Ruaha Catholic University – Iringa, Tanzania. *Journal of Multidisciplinary Engineering Science and Technology (JMEST)*, 2(4), 777–784.
- Kinsella, S. (2019). Many to one: Using the mobile phone to interact with large classes. *British Journal of Education Technology*, 40(5), 956–958.
- Krejcie, R. V., & Morgan, D. W. (2021). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Ling, R. (2022). 5 apps college students should use this school year. *U. S. News & World Report*. <http://www.usnews.com/education/bestcolleges/articles/2019/09/21/5-apps-collegestudents-should-use-this-school-year>
- Mokoena, S. (2019). *Mobile phones and regular cellular phones: assessing their influence on students' education at the University of Zululand*. Doctoral dissertation, University of Zululand.
- Rouis, L., Limayem, M., & Salehi-Sangari, E. (2022). Influence of Mobile phones usage on students' academic performance: Roles of self-regulation and trust. *Electronic Journal of Research in Educational Psychology*, 9(3), 961–994.
- Tikoria, J., & Agariya, A. K. (2019). ICT enabled classroom effectiveness scale development and validation: A case of multi-campus university. *Knowledge Management & E-Learning (KM&EL)*, 9(1), 111–127.
- Tulenko, K., & Bailey, R. (2020). Evaluation of spaced education as a learning methodology for in-service training of health workers in Ethiopia. *Knowledge Management & E-Learning (KM&EL)*, 5(3), 223–233.

- Vanwelsenaers, M. (2019). *Students using their own technology device in the classroom: Can “BYOD” increase motivation and learning*. Master thesis, Northern Michigan University, USA.
- Weichhart, G., Sary, C., & Appel, M. (2022). The digital Dalton Plan: Progressive education as integral part of web-based learning environments. *Knowledge Management & E-Learning (KM&EL)*, 10(1), 25–52.

APPENDIX

University of Benin,

Department of Educational Management,

Library and Information Science,

Faculty of Education.

Dear Respondent,

As part of the requirement for the award of Bachelor of Library and Information science (BLS) degree in the above named institution and department, I am conducting a research on **The Influence of the use of Mobile Phone facilities on the Academic Performance of Library and Information Science Students in University of Benin**. Your assistance in the form of a sincere response will be of great help in fostering this study. All information provided promise to be purely for academic purpose. The respondents' identity will not be required or disclosed. Kindly answer the following questions as sincerely as possible to ensure the effectiveness of the study.

Thank you.

Yours Faithfully,

Okoyomon Jane Odion.

SECTION A: Bio-Data

Instruction: please tick $\{\sqrt{\}$ where appropriate

- 1) Gender: Male { } Female { }
- 2) Age: 16 - 20 { } 21 – 25 { } 26 -30 { } Others { }
- 3) Level: 100 Level { } 200 Level { } 300 Level { } 400 Level { }

SECTION B

- 1) How often is the use of mobile phones facilities by Library and information science students in the University of Benin?

	SA	A	D	SD
Daily				
Weekly				
Monthly				
Quarterly				
Annually				

Key: SA (Strongly agree), A (Agree), D (Disagree), SD (Strongly disagree).

SECTION C

- 2) What are the influence of mobile phones facilities on the academic performance of Library and information science students in the University of Benin?

	SA	A	D	SD
Promotes collaboration between students and lecturers				
Enables learning outside the four walls of the classroom				
Facilitate Better Communication between students and lecturers				
Serves as a cost-efficient medium for students to learn new skills				

Helps students to access several online groups to get a guidance about future prospects				
Helps students find internships opportunities online				
Mobile phones can serve as a source of distraction				
It can also increase and promote examination malpractice				
Increases the chances of student neglecting their studies				
Lead to online Bullying and hazing				

Key: SA (Strongly agree), A (Agree), D (Disagree), SD (Strongly disagree).

SECTION D

- 3) **What is the extent to which the use of mobile phones facilities can influence the academic performance of undergraduate Library and information science students in the University of Benin?**

	SA	A	D	SD
High				
Very High				
Extremely High				
Low				
Very Low				
Extremely Low				

Key: SA (Strongly agree), A (Agree), D (Disagree), SD (Strongly disagree).

SECTION E

- 4) What is the problems of the use of mobile phones facilities on the academic performance of undergraduate Library and information science students in the University of Benin?

	SA	A	D	SD
Increases Malpractice in examinations				
Causes addiction problems				
Access to improper content online				
Serves as a potential form of distraction.				
Sleepless nights and fatigue				
Can lead to loss of concentration				

Key: SA (Strongly agree), A (Agree), D (Disagree), SD (Strongly disagree).