

**THE INFLUENCE OF SMART PHONES UTILIZATION ON THE STUDENT
HABITS AND ACADEMIC PERFORMANCE OF STUDENTS IN TERTIARY
INSTITUTIONS**

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BY

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND
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JANUARY, 2026.

CERTIFICATION

We the undersigned, Certify that this Research work was carried out and written by **Oghenekome Harriet HENRY** of the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City, Edo State.

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DEDICATION

This project work is dedicated to God Almighty for His abundant grace in my life and for seeing me through my academic pursuit.

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The researcher wishes to express her profound gratitude to Almighty God for His divine guidance, protection, and strength throughout the course of this research work. Without His grace, wisdom, and sustenance, the successful completion of this study would not have been possible.

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ABSTRACT

The study investigated the influence of smart phones utilization on the student habits and academic performance of students in tertiary institutions. The main purpose of the study was to examine how smartphones affect students' academic behaviour and engagement in learning activities. Data were collected using a structured questionnaire administered to two hundred (200) students from the University of Benin, selected through a stratified random sampling technique. The study adopted a survey research design, and the collected data were analyzed using mean, standard deviation, percentages, and inferential statistics including Pearson correlation analysis, independent sample t-tests, and paired sample correlation analysis.

The findings revealed that smartphone utilization had both positive and negative effects on students' academic experiences. Students frequently used smartphones to support learning through academic discussions, managing study schedules, accessing study materials, and understanding difficult concepts, which positively influenced their study habits. Smartphone use also enhanced students' motivation by increasing engagement, interest, and commitment to academic tasks through interactive learning platforms. However, excessive use of smartphones for non-academic purposes, such as social media and entertainment, could distract students and reduce the effectiveness of their study habits and academic performance.

Furthermore, the study showed that smartphones greatly improved students' access to educational resources, allowing them to obtain lecture materials, academic updates, and research information conveniently. The results also revealed that the influence of smartphones varied depending on students' level of study, while gender and age did not significantly affect academic outcomes or motivation. Based on these findings, the study concluded that smartphones can serve as valuable learning tools when used responsibly. Recommendations were made for tertiary institutions, lecturers, and students to promote balanced and academic-focused smartphone use, including integrating digital literacy programs, setting usage guidelines, and encouraging educational applications to maximize the benefits of smartphone technology in learning.

CHAPTER ONE

INTRODUCTION

Background to the Study

The growth of Information and Communication Technology and internet availability has deeply changed how people live, especially in the area of education. ICT has played an important part in improving learning methods, with smartphones now used by many schools as useful learning tools. These devices have become a regular part of life, especially for undergraduate students who now use them more often than ever. They rely on smartphones for different needs such as chatting with friends, enjoying music or videos, and getting access to learning materials. Smartphones have gained wide attention because of their many features and the ease they bring to daily communication. Research shows that many young people spend a large part of their time using these devices for calls, messages, online chats, and games, which shows how much they depend on them. With internet connections becoming faster and more available, information can now move quickly from one person to another, reaching large groups of people within a short time (Bello & Aliyu, 2022).

Smart phones are advanced mobile devices equipped with a unique operating system that integrates features typical of personal computers and offers high-speed mobile broadband capabilities. This innovation is one of the most dynamic developments globally (Gupta, 2015). Over recent years, smartphones have emerged as the next generation of mobile phones and have quickly dominated the market. With their mini keyboards, smartphones

serve not only as phones but also perform computer functions such as email, calendar management, and office applications for reading and editing documents. Their multimedia capabilities, including advanced cameras, video recording, and podcasting, can compete with specialised devices. Also, smartphones can be customised with an increasing variety of software applications. Popular features include social media platforms (like Facebook, X (formerly Twitter), Instagram, and WhatsApp), GPS functionality, and gaming (Sheeba, 2022). According to Taylor (2023) from Statista, a global business data platform, the number of smartphone users in Nigeria, Africa's largest economy and most populous country, is projected to exceed 140 million by 2025. Current estimates suggest that there are between 25 and 40 million smartphone users in Nigeria, though exact numbers are difficult to ascertain. However, data indicates a strong growth trajectory for the Nigerian smartphone market, with user numbers expected to triple in the next five to six years. Moreover, research shows that smartphone ownership is notably high among university students, who use their devices for various personal and academic purposes (Ataş & Çelik, 2019). The use of smartphones among tertiary students has surged in recent years, prompting higher education institutions to devise effective strategies to harness this trend and foster a more autonomous learning environment (Ng et al., 2017).

For students in tertiary institutions to be successful in their academics, they must cultivate an effective study habits. Study habits are the ways students study on their own. That is, the learning tendencies that enables students to work privately Study-habit is a well-

planned and deliberate pattern of study, which has attained a form of consistency on the part of the students towards understanding academic subjects and passing examination (Siahi & Maiyo, 2015). It is a behaviour exhibited on scheduled, regular and planned basis includes such actions as reading, taking notes, holding study groups which the students perform regularly and habitually in order to accomplish the task of learning. However, study habits must not be used interchangeably as academic performance of a student. Academic performance on the other hand refers to how well a student is able to do in school-related tasks such as classwork, tests, assignments, and projects. It shows the level of understanding a student has in different subjects and how well they can apply what they have learned. While student's study habit comprises of components such as good study time management skills, study environment, test preparation habits, note-taking, reading and writing habits, Academic performance comprises study habits, motivation, understanding of subjects, environment, and access to resources. Together both student's study habit and academic performance move closely with each other because the way a student plans and carries out study tasks can deeply affect the results they achieve in school. A good study habit helps the student to understand what they are taught and remember it better during tests or exams. When students build a steady study routine and stay focused while learning, they gain better knowledge of their subjects, which helps them perform well academically. However these are influenced by various factors such as the student's environment, personal attitude, family background, school support, peer group, and the use of smartphones utilization.

The relationship between smartphone utilization, students' study habit, and academic performance cannot be overemphasized. When students use smartphones for learning, like watching educational videos or reading online notes, it can help improve how they study and remember things. But when smartphones are mostly used for chatting, gaming, or watching unrelated content, it can break their focus and reduce the time they spend reading or doing assignments. This habit of switching attention can weaken their learning pattern and lower their test scores. The way students manage their smartphone time has a lot to do with how well they plan their study hours and stick to their goals. Recent Studies shows the utilization of smartphones by students in the education sphere (Sambo et. al., 2021; Musa et. al., 2023; Abdulmalik & Anka, 2024; Irielle, 2024), yet failed to proof its effectiveness in utilization towards both students' habit and academic performance. It is against this backdrop that the study aims to examine the influence of smart phones utilization on the student habits and academic performance of students in tertiary institutions.

Statement of the Problem

The rapid growth of Information and Communication Technology (ICT) and the widespread use of smartphones has had a major influence on the education sector, particularly in tertiary institutions. Smartphones, once viewed as simple communication tools, have become powerful devices with capabilities that extend to academic learning. Students now use smartphones for various activities such as accessing learning materials, watching educational videos, and collaborating with peers. However, while smartphones

have the potential to enhance academic performance and study habits, their excessive use for entertainment or social media can lead to distractions that harm students' academic achievements. The relationship between smartphone utilization, students' study habits, and their academic performance needs further exploration, especially as smartphones become increasingly embedded in students' daily lives.

Existing research has explored the effects of smartphone usage in education, with many studies focusing on how these devices can support learning, enhance motivation, and provide access to resources. Several studies have also examined the role of smartphones in improving students' academic performance, with findings that show a positive impact when used correctly. However, research has also pointed out the negative consequences of excessive smartphone use, such as reduced study time, increased distractions, and decreased academic outcomes. While there is substantial research on smartphones' potential for academic use, gaps remain in understanding the full extent of their influence on students' study habits and academic performance.

This study plans to tackle specific gaps by examining key areas tied to smartphone use among tertiary students. It will explore how smartphones shape study habits, like managing time and staying focused while learning. The study will also check how smartphone use affects academic performance, such as grades and understanding of school topics. Beyond that, it will look into how smartphones influence students' drive to learn and their ability to reach useful resources for their studies. By addressing these

points, the study aims to offer clear ideas on how smartphones can be used to strengthen students' habits and academic performance, filling in the gap left by past research.

Research Questions

Four research questions has been raised to guide this study

1. How does smartphone utilization influence students' study habit in tertiary institutions?
2. To what extent does smartphone utilization affect the academic performance of students in tertiary institutions?
3. What is the relationship between smartphone utilization and student motivation in tertiary institutions?
4. How does smartphone utilization influence students' access to educational resources in tertiary institutions?

Hypothesis

HO₁: There is no significant difference in the extent of utilization of smartphone on academic performance of students

HO₂: There is no significant difference of smartphone utilization on students' motivation base on Gender

Purpose of the Study

The main purpose of the study is aimed at examining influence of smart phones utilization on the student habits and academic performance of students in tertiary institutions. Specifically, the study aims to:

1. Investigate the relationship between smartphone utilization and students' study habits in tertiary institutions;
2. Determine the effect of smartphone utilization on the academic performance of students in tertiary institutions;
3. Assess the impact of smartphone utilization on students' motivation in tertiary institutions, and;
4. Examine the influence of smartphone utilization towards students' access to resources in tertiary institutions

Significance of the Study

The study will be of immense benefit to students, institutions, curriculum planners, and researchers. Students will better understand how their use of smartphones affects their learning habits and school performance. Many students often use their phones without thinking about how it affects their reading time, attention during lectures, and ability to complete assignments. Through this study, students will be exposed to the positive and negative effects of smartphones. This can help them become more careful and plan how they use their phones during school hours or study time. It will guide them in using smartphones more wisely, like using them to search for useful information or for reading purposes rather than for constant chatting or social media scrolling.

For institutions, the findings of this study will serve as a guide to create better rules and support systems that help students use smartphones responsibly on campus. When schools understand how phones are affecting the reading patterns and learning output of

their students, they can introduce learning programs that encourage proper smartphone use. This could include the use of digital libraries, school apps for assignments, and even organized phone-free reading times. It also helps institutions see the kind of support students need to perform better without being distracted by phones.

Curriculum planners will also benefit by gaining a clearer picture of how smartphones have become a part of student life and how this should be reflected in the way learning is planned. With this understanding, they can build more engaging and flexible content that works well with digital tools. They may also include courses or topics that teach digital responsibility, time control, and how to balance technology use with proper reading culture. This helps in shaping a learning experience that relates better to modern student life while still keeping academic quality.

Researchers will also find this study useful because it brings new ideas on how phone usage links with students' reading behavior and learning success. It creates a new space for more questions to be answered about modern learning challenges and possible digital solutions. With this study, they can look deeper into how technology affects education and use the results to develop better ways to help students stay focused, improve their habits, and achieve better results in school. It opens the door for more studies to be done around student lifestyle and academic growth.

Scope and Delimitation of the Study

The study focuses on examining the influence of smartphone utilization on the student habits and academic performance of students in tertiary institutions. This study is

delimited to undergraduate students across faculties in the University of Benin, Benin City. The research is limited to students within selected tertiary institutions, thereby excluding secondary and primary school students as well as individuals not currently enrolled in any academic program. The study does not consider other technological devices such as tablets or laptops, focusing solely on smartphones as the variable of interest. This delimitation ensures that the research remains clear and relevant to understanding the specific impact of smartphone usage on tertiary students' study habit and academic performance.

Definition of Terms

The following terms has been operationally defined.

Influence: In this research, influence refers to the impact or effect that smartphone utilization has on the study habits, academic performance, motivation, and access to educational resources of tertiary students.

Smartphone Utilization: In this study, smartphone utilization is defined as the frequency, duration, and purpose of a student's engagement with their smartphone.

Student's Habit: In this research, students' habit refers to the consistent and deliberate pattern of behaviors students engage in to achieve learning goals.

Academic Performance: In this study, academic performance is measured by the student's success in school-related tasks.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature pertinent to the study on the influence of smart phones utilization on the student habits and academic performance of students in tertiary institutions will be discussed under the following sub-headings:

- Theoretical Framework
- Concept of Smartphone
- Concept of Study Habit
- Concept of Academic Performance
- Smartphone Utilization and Students' Study Habit
- Smartphone Utilization and Students' Academic Performance
- Smartphone Utilization and Students' Motivation
- Smartphone Utilization and Students' Access to Resources
- Empirical Studies
- Summary of Reviewed Literature

Theoretical Framework

The study hinges on the Uses and Gratifications Theory (UGT). The Uses and Gratifications Theory propounded by Elihu Katz, Jay Blumler, and Michael Gurevitch, (Sichach, 2023), emphasizes that why and how people actively choose specific media to satisfy their individual needs. Unlike earlier theories that viewed audiences as passive consumers of media, UGT emphasizes that people are active participants who make

deliberate choices based on personal goals, such as seeking information, entertainment, social interaction, relaxation, or escapism (Boudkouss & Djelassi, 2021). It proposes that the value and impact of a medium depend on the user's motivations and the extent to which it meets their psychological, social, and cognitive needs. In essence, the theory sees media consumption not as something that simply influences individuals, but as an activity shaped by their desires, expectations, and context.

In the context of smartphone utilization among tertiary institution students, the theory explains how students actively select different smartphone applications and features to meet diverse needs such as entertainment, social interaction, information seeking, personal identity formation, and academic support (Şahin, Şahin, & Okur, 2024). Students may use smartphones for educational purposes by accessing learning management systems, conducting research through mobile browsers, participating in academic discussions through messaging platforms, or utilizing educational applications that enhance their learning experience. Simultaneously, students also employ smartphones for non-academic gratifications including social networking to maintain relationships with peers, gaming for entertainment and stress relief, streaming media content for relaxation, and accessing social media platforms for self-expression and identity validation. The theory recognizes that students are not passive recipients of smartphone technology but rather active agents who consciously decide how, when, and why they engage with these devices based on their immediate needs and desired outcomes (Aina, 2025). The theoretical framework becomes particularly relevant when

examining how different gratification-seeking behaviors influence student habits and academic performance outcomes. Students who primarily use smartphones to satisfy academic-related gratifications, such as accessing course materials, collaborating on projects, or seeking educational information, may develop positive study habits and potentially improve their academic performance through enhanced access to learning resources and improved communication with instructors and classmates. Conversely, students who predominantly seek entertainment and social gratifications through excessive gaming, social media browsing, or media consumption may develop habits that interfere with their academic responsibilities and negatively impact their performance due to time displacement and attention fragmentation. The theory helps explain why some students experience positive academic outcomes from smartphone use while others face academic challenges, as the difference lies in the types of gratifications they prioritize and how they balance competing needs.

The Uses and Gratifications Theory presents several strengths that have contributed to its relevance in media and communication studies (Sichach, 2023). The theory's primary strength lies in its recognition of audiences as active participants rather than passive recipients of media content, challenging earlier models that portrayed media consumers as helpless victims of mass communication effects. This audience-centered approach acknowledges that individuals make deliberate choices about media consumption based on their personal needs, motivations, and circumstances, providing a more nuanced understanding of human media behavior. The theory's flexibility allows researchers to

apply it across diverse media platforms and contexts, from traditional television and radio to contemporary digital media and social networking sites. Its emphasis on individual agency and purposeful media selection has proven valuable for understanding how people navigate increasingly complex media environments. The theory also provides practical insights for media producers and marketers by identifying specific gratifications that audiences seek, enabling more targeted content creation and distribution strategies. Additionally, the framework's focus on psychological and social needs offers interdisciplinary connections with psychology, sociology, and consumer behavior research, enhancing its theoretical richness and applicability.

Despite its strengths, the Uses and Gratifications Theory faces criticism from communication scholars and researchers. Critics argue that the theory places excessive emphasis on individual choice while neglecting the structural and institutional factors that shape media content and availability, potentially overlooking how economic, political, and cultural forces influence what media options exist for audiences to choose from. The theory's reliance on self-reported data about media use and motivations raises methodological concerns, as individuals may not accurately recall or articulate their media consumption patterns and underlying reasons for their choices. Some scholars contend that the theory oversimplifies the complex relationship between media content and audience interpretation, failing to account for how media messages can influence audiences in ways they do not consciously recognize or control. The framework has been criticized for its limited attention to media effects beyond gratification fulfillment,

potentially missing important consequences of media exposure such as agenda-setting, cultivation effects, or unintended behavioral changes. Critics also point out that the theory's individualistic focus may inadequately address how social contexts, cultural backgrounds, and group dynamics shape media consumption patterns.

Concept of Smartphone

The smartphone represents a revolutionary mobile computing device that combines traditional cellular phone capabilities with advanced computing functions, internet connectivity, and multimedia features within a single portable unit (Okunlola, 2021). This device integrates multiple technologies including touchscreen interfaces, high-resolution cameras, GPS navigation systems, wireless connectivity options, and powerful processors capable of running complex applications and operating systems. Unlike conventional mobile phones that served primarily for voice calls and text messaging, smartphones function as miniature computers that enable users to perform diverse tasks such as web browsing, email management, social media interaction, document editing, gaming, and multimedia consumption. The smartphone concept emerged from the convergence of personal digital assistants, mobile phones, and portable media players, creating a unified platform that revolutionized personal communication and information access (Irielle, 2024). Modern smartphones incorporate sophisticated sensors including accelerometers, gyroscopes, magnetometers, and biometric scanners that enable advanced functionalities such as motion detection, augmented reality applications, and secure authentication methods.

The evolution of smartphones demonstrates remarkable technological advancement through various generations of devices that progressively enhanced user capabilities and experiences. Early smartphones like the IBM Simon in 1994 and Palm Treo series in the early 2000s established foundational concepts but lacked the processing power and user-friendly interfaces of contemporary devices (Mon, 2024). The introduction of the Apple iPhone in 2007 marked a pivotal moment in smartphone development, introducing the multi-touch interface, app ecosystem, and sleek design that redefined user expectations and industry standards. Samsung responded with its Galaxy series, beginning with the Galaxy S in 2010, which showcased Android operating system capabilities and larger screen sizes that appealed to users seeking different form factors and customization options. BlackBerry devices dominated business communications during the mid-2000s with their physical keyboards and secure email systems, while companies like HTC, LG, and Motorola contributed innovations in camera technology, display quality, and hardware design. Google's Pixel series demonstrated the integration of artificial intelligence and computational photography, while Chinese manufacturers like Huawei, Xiaomi, and OnePlus introduced competitive features at various price points, expanding global smartphone accessibility.

Contemporary smartphones continue evolving with cutting-edge technologies that push the boundaries of mobile computing capabilities and user interaction methods. Modern devices feature advanced camera systems with multiple lenses, optical image stabilization, and computational photography that rival professional cameras, exemplified by the

iPhone Pro series with its ProRAW capabilities and Samsung Galaxy Ultra models with their periscope zoom lenses (Blahnik & Schindelbeck, 2021). Processing power has reached levels comparable to laptop computers, with Apple's A-series chips and Qualcomm Snapdragon processors enabling complex tasks such as video editing, 3D gaming, and machine learning applications directly on mobile devices. Battery technology improvements, fast charging capabilities, and wireless charging options address power consumption challenges while maintaining device portability and convenience. Security features have advanced through biometric authentication methods including fingerprint sensors, facial recognition systems, and even iris scanning technology implemented in various Samsung Galaxy models.

Concept of Study Habit

Study habit refers to the consistent patterns of behavior, techniques, and approaches that students adopt when engaging in learning activities and academic tasks (Akinlabi, 2023). These habits represent the regular methods and routines that learners develop over time to acquire, process, and retain knowledge effectively. Study habits include the specific strategies students use for reading, note-taking, memorization, problem-solving, and test preparation, as well as the environmental conditions and time management practices they establish to support their learning process. The concept extends beyond mere academic activities to include the psychological and behavioral dispositions that students bring to their educational experiences. These habits form through repeated practice and become automatic responses that shape how students approach new information, organize their

learning materials, and prepare for academic assessments. The development of study habits occurs through conscious effort and unconscious adaptation to academic demands, influenced by personal preferences, learning styles, and external factors such as teacher guidance and peer interactions.

The formation and maintenance of study habits involve both cognitive and behavioral components that work together to create effective learning experiences (Oyeniran, 2024). Cognitive aspects include the mental strategies students use to understand and remember information, such as creating mental associations, using visualization techniques, and applying critical thinking skills to analyze complex concepts. Behavioral components involve the physical actions and routines that support learning, including choosing appropriate study locations, managing time effectively, organizing study materials, and maintaining consistent study schedules. Effective study habits require students to develop self-regulation skills that enable them to monitor their learning progress, identify areas of difficulty, and adjust their approaches accordingly (Oyeniran, 2024). The quality of study habits directly impacts academic performance, as students with well-developed habits typically demonstrate better comprehension, retention, and application of learned material. Research shows that students who establish productive study habits early in their academic careers tend to maintain higher levels of achievement and experience less stress related to academic demands.

Study habits can be categorized into effective and ineffective practice (Chukwu et al., 2022). Effective study habits include active reading strategies, regular review sessions,

creating comprehensive study schedules, seeking help when needed, and using appropriate study environments that minimize distractions. These positive habits promote deep learning, long-term retention, and the ability to transfer knowledge to new situations. Ineffective study habits, such as cramming before exams, passive reading without engagement, studying in distracting environments, and procrastinating on assignments, typically result in poor academic performance and increased academic stress. The modification of study habits requires conscious effort and sustained practice, as changing established patterns of behavior can be challenging. Educational interventions designed to improve study habits often focus on teaching students specific learning strategies, helping them develop time management skills, and providing guidance on creating optimal study environments.

Concept of Academic Performance

Academic performance can be defined as the measurable outcomes that demonstrate a student's achievement and competency within educational settings (Hamidu, H. (2022). This concept refers to how well students master academic content, develop cognitive skills, and meet the learning objectives established by educational institutions. Academic performance serves as an indicator of educational success, measured through various assessment methods including examinations, assignments, projects, presentations, and standardized tests (Balogun, 2023). The measurement of academic performance provides educators, students, parents, and educational administrators with concrete evidence of learning progress and areas requiring improvement. Educational systems worldwide rely

on academic performance metrics to evaluate the effectiveness of teaching methods, curriculum design, and institutional policies. The concept extends beyond simple grade accumulation to include the demonstration of knowledge application, critical thinking abilities, problem-solving skills, and the capacity to synthesize information across different subject areas.

The components of academic performance include cognitive achievement, which measures the acquisition and retention of knowledge within specific subject areas such as mathematics, science, language arts, and social studies (Akanni, 2021). Academic skills development forms another crucial component, covering abilities such as reading comprehension, writing proficiency, analytical thinking, and research capabilities that students need across all disciplines. Behavioral aspects of academic performance include class participation, homework completion, attendance rates, and engagement with learning activities, which contribute to the holistic evaluation of student achievement (Ayodele & Sodeinde, 2024). Time management and study habits represent important elements that influence academic outcomes, as students who develop effective organizational skills and consistent study routines typically demonstrate better performance across all subjects (Akinlabi, 2023). Assessment methods vary widely, ranging from formative evaluations that provide ongoing feedback during the learning process to summative assessments that measure cumulative knowledge at the end of instructional periods. These assessment approaches include traditional written

examinations, practical demonstrations, portfolio compilations, peer evaluations, and technology-enhanced testing methods that adapt to individual student responses.

Academic performance measurement serves multiple purposes within educational systems, providing data for student placement decisions, grade progression determinations, and college admission requirements (Odunlami, Oni, & Alaka, 2024). Educational institutions use performance metrics to identify students who may need additional support or those who would benefit from advanced placement opportunities (Yusuf & Ibrahim, 2024). The data collected through academic performance assessments helps teachers modify instructional strategies, adjust curriculum pacing, and develop targeted interventions for struggling learners. Parents and guardians rely on academic performance indicators to monitor their children's educational progress and make informed decisions about tutoring, extracurricular activities, and future educational pathways. Educational policymakers utilize aggregate academic performance data to evaluate system-wide effectiveness, allocate resources, and implement reforms aimed at improving educational outcomes.

The interpretation of academic performance requires careful consideration of various factors that influence student achievement beyond innate ability or effort. Socioeconomic background, family support systems, access to educational resources, and cultural factors all play roles in shaping academic outcomes (Nwokike & Nwadike, 2023). Students from different backgrounds may demonstrate their knowledge and skills in diverse ways, requiring educators to employ multiple assessment methods to accurately capture

academic performance. The concept has evolved to recognize that academic success cannot be measured solely through standardized testing, leading to the development of authentic assessments that evaluate real-world application of knowledge and skills. Modern approaches to academic performance evaluation increasingly incorporate collaborative learning assessments, creative projects, and technology-integrated assignments that reflect the demands of contemporary society (Abubakar, Ogunlade, & Ibrahim, 2024).

Smartphone Utilization and Students' Study Habit

The widespread adoption of smartphones among students has fundamentally transformed how young people approach their academic responsibilities and develop study habits (Esechie et al., 2022). Modern smartphones serve as powerful computing devices that provide instant access to educational resources, digital libraries, online courses, and collaborative learning platforms that were previously unavailable to students. These devices enable students to access lecture materials, take digital notes, create study schedules, and participate in virtual study groups from virtually any location. Educational applications designed for smartphones offer interactive learning experiences through flashcards, quiz systems, language learning programs, and subject-specific tools that can enhance comprehension and retention. Students can now photograph lecture slides, record audio notes, and use cloud storage systems to organize their academic materials across multiple devices. The convenience and portability of smartphones have made it

possible for students to engage in learning activities during previously unproductive time periods, such as commuting or waiting between classes.

Despite the educational benefits that smartphones provide, their impact on student study habits presents complex challenges that require careful examination. Research demonstrates that the mere presence of smartphones can reduce cognitive performance and attention span, even when the devices are turned off or placed face down (Wellington, Ajilore, & Sodeinde, 2024). Students frequently experience interruptions from social media notifications, text messages, and entertainment applications that fragment their study sessions and reduce the quality of their learning experience. The addictive nature of smartphone applications, particularly social media platforms and gaming applications, can lead to compulsive checking behaviors that interfere with sustained academic focus (Ujah-Ogbuagu, 2021).

Many students struggle with the temptation to multitask between studying and smartphone activities, which research shows reduces learning efficiency and information retention. The instant gratification provided by smartphone interactions can also diminish students' tolerance for the sustained concentration required for deep learning and complex problem-solving tasks. A study was carried out by Esan et al. (2025) on the impact of mobile phone use on the study habits and time management of undergraduate students at a private university in Nigeria. The research adopted a quantitative descriptive cross-sectional design and involved 382 students from different colleges and class levels, selected through a multistage sampling technique. Data were collected using a semi-

structured pretested questionnaire, and a mathematical model was applied to examine the effect of specific absorption rates from mobile phones on students' mental concentration. The findings showed that 56.0% of respondents were aged between 19 and 23 years, with a mean age of 20.5 ± 3.2 , and 52.4% were females. Most of the students (64.9%) spent over 5 hours daily on their mobile phones, 57% exhibited poor mobile phone usage patterns, and 59% had poor study habits, while 73% demonstrated good time management. Significant relationships were found between mobile phone use and study habits ($p=0.001$), as well as between study habits and time management ($p=0.001$), but no significant link existed between mobile phone use and time management ($p=0.070$). The model indicated that specific absorption rates from mobile phones could affect concentration, leading to varying distraction levels. The study concluded that while many students had poor study habits and mobile phone use patterns, most maintained good time management, and it recommended educating undergraduates on the negative effects of excessive mobile phone use on their health and academic performance.

The development of effective study habits in the smartphone era requires students to navigate the balance between leveraging technology benefits and maintaining academic focus. Students who successfully integrate smartphones into their study routines often employ specific strategies such as using airplane mode during intensive study sessions, utilizing website and application blocking software, and establishing designated phone-free study periods (Ogbuju et al., 2022). Time management applications and productivity tools available on smartphones can help students track their study hours, set academic

goals, and monitor their progress across different subjects. Some students have adopted the practice of using their smartphones exclusively for educational purposes during study time, while relegating social and entertainment activities to designated break periods. In another study, Suman and Devasirvadam (2022) conducted research to assess the impact of smartphone use on study habits among students in selected nursing colleges of Jammu and Kashmir. A quantitative research approach was employed, and purposive sampling was used to select 250 students. The research tool, developed through literature review, expert consultations, and guidance from supervisors, measured the physical and psychological health impacts of smartphone use, with Cronbach's alpha values of 0.845 and 0.764 respectively, indicating high reliability. A pilot study with 30 participants confirmed the feasibility and relevance of the tool. Data were collected between March and April 2021 and analyzed using descriptive statistics (frequency, percentage, mean, standard deviation) and inferential tests (Chi-square, Fisher's exact test). The results showed that most students were aged 19–21 years, predominantly female (86.4%), and lived in nuclear families (70.8%), with an average household income of Rs 32,880. Findings revealed varied smartphone use patterns: 42.4% did not use phones in college, 52.4% used Facebook, 82% engaged in social networking, 79.6% played games, and 80.8% listened to music. Most students (44%) spent 1–2 hours daily on their devices, with 74% reporting a positive effect on study habits and 26% reporting a negative effect. Statistical analysis indicated significant associations between study habits and smartphone use patterns, including purpose of internet use, daily usage duration, and

online activities ($p=0.001$). The study concluded that smartphone usage patterns had a measurable impact on students' study habits and emphasized the role of nurses in managing and preventing related academic and health issues.

The creation of study environments that minimize smartphone distractions, such as placing devices in another room or using specialized study applications that limit access to distracting content, has proven effective for maintaining academic concentration.

The long-term implications of smartphone utilization on academic performance and study skill development continue to evolve as technology advances and educational institutions adapt their teaching methods. Educational researchers are examining how smartphone integration affects memory formation, critical thinking skills, and the ability to engage in sustained intellectual effort (Education, 2020). Some studies indicate that students who effectively manage their smartphone usage develop enhanced digital literacy skills and demonstrate improved ability to evaluate online information sources (Esechie et al., 2022). However, concerns remain about the potential for smartphones to create dependency relationships that may impair students' ability to study effectively without technological assistance. The integration of artificial intelligence and personalized learning algorithms in educational smartphone applications promises to create more adaptive and effective study tools, yet these developments also raise questions about student privacy and the potential for technology to replace rather than supplement traditional study methods.

Smartphone Utilization and Students' Academic Performance

The influence of smartphones on students' academic performance represents one of the most debated topics in contemporary educational research. Modern smartphones provide access to information, educational applications, and learning resources that can enhance academic achievement when used appropriately. Students can access online libraries, educational videos, research databases, and collaborative platforms that support their studies and expand learning opportunities beyond traditional classroom boundaries (Ibrahim & Jibia, 2024). However, the same connectivity that enables educational benefits also creates potential distractions that can negatively impact concentration, study habits, and academic outcomes. The dual nature of smartphone impact on academic performance depends largely on how students utilize these devices, the context of usage, and the presence of self-regulation strategies that govern their interaction with technology during academic activities.

Educational benefits of smartphone utilization emerge through various applications and features that support different learning styles and academic needs. Students can use smartphones to access digital textbooks, participate in online discussions, submit assignments through learning management systems, and engage with multimedia content that enhances comprehension of complex subjects (Tabowei, 2021). Language learning applications, scientific calculators, and research tools available on smartphones provide immediate access to academic resources that were previously limited to computer labs or libraries. Collaborative features such as group messaging, shared documents, and video

conferencing enable students to work together on projects and study groups regardless of physical location. Additionally, organizational applications help students manage their schedules, set study reminders, and track assignment deadlines, potentially improving time management skills and academic planning. These positive applications demonstrate how smartphones can serve as powerful educational tools when integrated thoughtfully into academic routines and learning strategies. Mohammed, Micheal, and Christian (2023) investigated the impact of mobile phones on the academic performance of students in tertiary institutions and examined how these devices affected their academic, social, and personal lives. They noted that mobile phones had become essential tools in academics, aiding communication and access to information. The study adopted a mixed-methods approach, using surveys and interviews with a diverse sample of students, and employed descriptive statistics for analysis. Questionnaires were administered using departments as units, with 200 copies distributed and a 98% response rate achieved across all departments and schools. The findings showed that while mobile phones supported academic activities, they also posed challenges such as distraction, addiction, and academic misconduct. The research further revealed the influence of mobile phones on social interactions, shaping friendships and relationships, and affecting the broader social environment in tertiary institutions. It also addressed the potential mental health effects of excessive screen time and digital isolation. The authors emphasized the need for institutions and policymakers to balance the advantages of mobile technology with

measures to reduce its negative impacts, promoting responsible phone use among students for better academic and social outcomes.

The negative impacts of smartphone utilization on academic performance manifest through various mechanisms that disrupt learning processes and academic focus. Constant notifications from social media, messaging applications, and entertainment platforms create frequent interruptions that fragment attention and reduce the quality of study sessions (Sunday, 2023). Research has documented that even the presence of a smartphone within sight can diminish cognitive performance and concentration levels, as students may experience anxiety about missing notifications or feel compelled to check their devices periodically (Dahunsi et al., 2023; Abdulmalik & Anka, 2024). Multitasking behaviors, such as texting while studying or browsing social media during lectures, lead to reduced information retention and comprehension. Sleep disruption caused by late-night smartphone usage affects cognitive functioning and academic performance the following day. Additionally, excessive smartphone use can contribute to addictive behaviors that interfere with time allocation for studying, assignment completion, and class participation, ultimately resulting in lower grades and academic achievement. In another study, Offor, Obi, Okore, Baro, and Idahosa (2017) carried out a research on the influence of mobile phone services on students' study habits in tertiary institutions in the South-South and South-East zones of Nigeria. The research used a descriptive survey method and gathered data through a questionnaire administered to 448 respondents from six institutions offering Library and Information Science in the two zones. Findings

showed that services such as Facebook chatting, online sports betting, downloading and playing music, WhatsApp chatting, and email were commonly used by students. The study revealed that engaging in these services during private study and lecture periods disrupted time management and reduced concentration in class. Most students agreed that such usage during lectures and study sessions negatively affected their study habits, and it was concluded that without measures to control this, poor academic performance would persist unless students were educated on the negative effects of these mobile phone services on their learning routines.

The relationship between smartphone utilization and academic performance varies based on individual differences, usage patterns, and contextual factors that influence how students interact with their devices. Students with strong self-regulation skills may successfully leverage smartphones for educational purposes while minimizing distractions, whereas those with poor impulse control may experience more negative academic consequences. The timing and context of smartphone use play crucial roles, as device utilization during study sessions or lectures typically produces more detrimental effects than use during break periods or for specific academic tasks. Academic discipline and subject matter also influence the impact, as some fields may benefit more from mobile technology integration than others. Family and institutional policies regarding smartphone use create environmental factors that shape student behavior and academic outcomes.

Smartphone Utilization and Students' Motivation

The influence of smartphones on students' motivation represents a complex phenomenon that has transformed educational landscapes across all academic levels. Research examining the relationship between smartphone use and academic performance reveals both positive and negative impacts on student motivation and learning outcomes (Sunday, Adesope, & Maarhuis, 2021). These devices have become integral tools that can either enhance or diminish students' drive to learn, depending on how they are utilized within educational contexts. When smartphones are used appropriately for educational purposes, they can increase students' engagement with learning materials through interactive applications, instant access to information, and collaborative platforms that facilitate peer-to-peer learning (Esechie et al., 2022). The motivational benefits emerge when students use educational apps, participate in online discussions, access digital textbooks, and engage with multimedia content that makes learning more interactive and appealing. However, the same devices that can boost motivation can also serve as sources of distraction, reducing students' focus on academic tasks and diminishing their intrinsic motivation to learn through traditional educational methods.

Studies investigating smartphone effects on elementary school students have found positive correlations between smartphone behavior and academic performance when devices are used for learning effectiveness (Bello & Aliyu, 2022). The motivational impact varies considerably based on the specific applications and features students access on their devices. Educational applications that gamify learning experiences can increase

students' motivation by providing immediate feedback, achievement badges, and progress tracking that appeals to their competitive nature and desire for recognition. Social learning platforms available through smartphones enable students to connect with peers and instructors outside traditional classroom hours, maintaining engagement with course materials and fostering collaborative learning environments. The accessibility of educational resources through smartphones can motivate students who might otherwise struggle with traditional learning methods, providing alternative pathways to understanding complex concepts through visual, auditory, and interactive content formats. The relationship between smartphone utilization and student motivation also depends on factors such as self-regulation skills, addiction tendencies, and institutional policies regarding device usage (Atiri, 2020). Research examining university students has shown that smartphone applications, multimedia messaging, and entertainment functions can influence academic performance through their impact on student attitudes and behaviors (Sahid & Akeredolu-Ale, 2025). Students with strong self-control abilities can harness smartphones as motivational tools, using productivity apps, study schedulers, and educational resources to enhance their learning experience. Conversely, students lacking self-regulation may find their motivation undermined by constant notifications, social media distractions, and entertainment options that compete with academic priorities. The addictive potential of smartphones can create cycles where students lose motivation for traditional learning activities, preferring the instant gratification provided by games,

social media, and entertainment applications over the sustained effort required for academic achievement.

Educational institutions and instructors play crucial roles in shaping how smartphone utilization affects student motivation through policy implementation and integration strategies (Esechie et al., 2022). When schools embrace smartphones as legitimate educational tools and provide guidance on appropriate usage, students are more likely to develop positive relationships with these devices in academic contexts. Policies that completely ban smartphones may miss opportunities to leverage their motivational potential, while unrestricted access can lead to widespread distraction and decreased academic motivation. The key lies in creating structured environments where smartphones support rather than compete with educational goals, helping students develop digital literacy skills that enable them to use these devices as powerful motivational tools for learning. Training programs that teach students how to manage smartphone usage, utilize educational applications effectively, and maintain focus during academic tasks can transform these devices from sources of distraction into catalysts for enhanced motivation and improved academic performance.

Smartphone Utilization and Students' Access to Resources

The influence of smartphones on Students' Access to Resources has transformed the educational landscape by providing unprecedented opportunities for learning and information retrieval. Modern smartphones serve as portable gateways to vast digital libraries, online databases, educational platforms, and multimedia content that were

previously accessible only through traditional computer systems or physical resources. Students can now access scholarly articles, research papers, e-books, and educational videos directly from their mobile devices, breaking down geographical and temporal barriers that once limited learning opportunities. This technological advancement has democratized access to information, allowing students from diverse socioeconomic backgrounds to engage with high-quality educational materials regardless of their location or financial circumstances.

Educational institutions have recognized the potential of smartphone technology and have begun incorporating mobile-friendly resources into their academic programs. Universities and schools now offer dedicated mobile applications that provide access to course materials, assignment submissions, grade tracking, and communication platforms that connect students with instructors and peers (Fasae & Adegbilero-Iwari, 2015). Digital libraries have optimized their interfaces for mobile devices, enabling students to search, download, and read academic resources on their smartphones with ease. Online learning platforms such as Khan Academy, Coursera, and edX have developed mobile applications that deliver course content, interactive exercises, and assessment tools directly to students' devices. The availability of these resources has extended learning beyond traditional classroom hours, allowing students to engage with educational content during commutes, breaks, or other previously unproductive time periods.

The practical applications of smartphone utilization for resource access extend across various academic disciplines and learning contexts. Students pursuing scientific research

can use their devices to access laboratory databases, reference materials, and research collaboration tools while conducting experiments or fieldwork (Usman, 2021). Language learners benefit from translation applications, pronunciation guides, and interactive language exchange platforms that facilitate communication with native speakers worldwide. Mathematics and engineering students can utilize specialized applications that provide computational tools, graphing capabilities, and problem-solving resources that complement their coursework. Social science students can access primary source documents, statistical databases, and current news sources that inform their research and analytical work. The portability and connectivity of smartphones enable students to maintain continuous access to these resources, supporting both formal academic requirements and informal learning pursuits.

Despite the numerous advantages that smartphones provide for educational resource access, several challenges and considerations must be addressed to maximize their educational potential. Digital divide issues persist, as not all students have access to high-end smartphones or reliable internet connectivity required for optimal resource utilization. Data costs and limited mobile plans can restrict students' ability to download large files or stream educational videos, creating barriers to equitable access. The quality and reliability of information available through mobile platforms vary considerably, requiring students to develop critical evaluation skills to distinguish between credible academic sources and unreliable content (Ojukwu & Saidu, 2025).

Summary of Reviewed Literature

The reviewed literature shows that smartphones have become powerful tools for accessing information, supporting communication, and enabling diverse learning opportunities in tertiary institutions. The Uses and Gratifications Theory explains that students actively decide how to use these devices to meet needs such as acquiring knowledge, entertainment, and social connection. Research examining smartphone utilization among tertiary students reveals contrasting findings about the impact on academic behaviors. Esan et al. (2025) found that 64.9% of students spent over five hours daily on mobile phones, with 57% showing poor usage patterns and 59% exhibiting poor study habits, though most maintained good time management skills. Conversely, Suman and Devasirvadam (2022) reported that 74% of nursing students experienced positive effects on study habits from smartphone use, while only 26% reported negative impacts. Mohammed, Micheal, and Christian (2023) discovered that mobile phones served dual functions as academic support tools and sources of distraction, addiction, and academic misconduct. Offor et al. (2017) identified specific services like Facebook chatting, online sports betting, and music downloading as disruptive activities that reduced concentration during study periods and lectures.

Despite the growing number of studies, existing research often focuses on specific student groups, such as nursing students or those in selected institutions, without fully addressing how smartphone use influences both study habits and academic performance across diverse tertiary institutions. The literature lacks depth in understanding the

mechanisms through which smartphone utilization creates behavioral changes in students and how these changes translate into measurable academic outcomes. Most research concentrates on specific applications or services without considering the broader patterns of smartphone integration into academic life.

The current study on the influence of smartphone utilization on student habits and academic performance is positioned to address these gaps by providing a comprehensive examination of both behavioral changes and academic outcomes within the same research framework. This study will bridge the existing knowledge gap by investigating not just what students do with their smartphones, but how these usage patterns create systematic changes in their learning behaviors and translate into academic results. By examining both habits and performance together, the research will provide educational institutions with a more complete understanding of smartphone impact, enabling them to develop targeted interventions that maximize educational benefits while minimizing negative consequences.

CHAPTER THREE

METHODOLOGY

In this chapter, the procedures that will be used for this study are presented under the following subheadings:

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

Correlational survey design will be adopted for this study because it seeks to examine the statistical relationships between variables without manipulating them. Heath (2018) explained that correlational survey design is a non-experimental research design commonly used in observational studies when it is not ethical or feasible to manipulate the variables of interest, as in the case of studying certain human behaviours or characteristics. This design is suitable for this study because it will enable the researcher to involve a group of students from which data will be obtained, only from a few students considered to be representative of the entire group needed.

Population of the Study

The population of the study comprises of fourteen (14) faculties and total of thirty nine thousand, two hundred and forty-three (39,243) undergraduate students in the University of Benin.

Table 1: Population Distribution of Students

S/N	Faculty	Number of students
1	Physical science	3552
2	Social science	3036
3	Environmental science	596
4	Law	989
5	Life sciences	5088
6	Management science	3131
7	Agricultural science	2056
8	Basic medical science	1948
9	Medicine	795
10	Art	5710
11	Dentistry	168
12	Engineering	3811
13	Education	7369
14	Pharmacy	994
	Total	39243

Sample and Sampling Techniques

The sample of this study is composed of two hundred (200) students from the University of Benin. To get the sample, The Fourteen Faculties of the University were

stratified into three that are Humanities with the following Faculties: Social Sciences, Law, Administration Sciences, Art and Education: Life Sciences with the following Faculties: Environmental Sciences, Basic Medical Sciences, Agricultural Sciences, Medicine, Dentistry. Pharmacy and Life Sciences then Technical with the following Faculties: Physical Sciences and Engineering.

For Humanities, the Faculty of Education was chosen with a population of Seven Thousand Three Hundred and Sixty-Nine (7,369). From the Life Sciences group, the Faculty of Agriculture was chosen with a population of two thousand and fifty-six (2,056), while the Faculty of Engineering with a population of three thousand eight hundred eleven (3,811) was selected for Technical. After that, 1.5% of the students from the selected Faculties numbering around two hundred (200) formed the sample for the study as shown in table 2 below.

Table 2: Sampled Distribution of Students

Groups	Faculty selected	Total population	1.5% of population
Humanities	Faculty of education	7,369	110
Technical	Engineering	3,811	57
Life science	Agriculture	2,056	33
		Total	200

Research Instrument

The research instrument adopted for this study will be a questionnaire constructed by the researcher. The questionnaire is titled “Influence of Smart Phones Utilization on

the Study Habits and Academic Performance of Students Questionnaire (ISPUSHAPSQ)” in tertiary institutions. The questionnaire is made up of two sections; The Section A relates to the demographic data of the respondent and the Section B contains the variables drawn from the research questions. The instrument is a modified likert type scale with 4 point rating scale with response options Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point.. A benchmark of 2.5 was set as the decision rule. When the mean was greater than 2.5 the statement was noted as agreed while those with mean less than 2.5 was noted as disagreed.

Validity of the Instrument

In order to ascertain the validity of the instrument, the questionnaire will be given to the supervisor and two other lecturers in the Department of Curriculum and Instructional Technology (CIT) to read in order to make necessary corrections to ensure content as well as validity. Corrections made on the draft will be incorporated in the final draft.

Reliability of the Instrument

To establish the reliability of the instrument, the Cronbach Alpha will be used to measure the level of the items. The instrument will be administered to 20 students who are not part of the study population. A co-efficient value obtained will show how reliable the instrument is.

Method of Data Collection

The questionnaire will be administered personally by the researcher to the respondents. The respondents will be assured of confidentiality and will be urged to answer the questions honestly to the best of their knowledge. Instructions will be given to the respondent on how to fill out the questionnaire. The questionnaire will be collected on the spot for easy retrieval.

Method of Data Analysis

The data collected will be subjected to descriptive statistics. Data for the research questions will be analyzed using descriptive statistics, specifically mean and standard deviation.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter contains the findings of the Study. The responses to the various items were also organized and presented. The socio-demographic data and the research questions were tested using simple percentages and tables.

Demographic data

Table 1

Distribution of Respondents by Gender

Gender	Frequency	Percent
Female	95	47.5
Male	105	52.5
Total	200	100.0

Source: Researcher's fieldwork, 2026

Table 2

Distribution of Respondents by Age

Age	Frequency	Percent
28 and above	3	1.5
23-27	32	16.0
18-22	111	55.5
18	54	27.0
Total	200	100.0

Source: Researcher's fieldwork, 2026

Table 3**Distribution of Respondents by Academic Level**

Academic Level	Frequency	Percent
Post graduate	16	8.0
400L	61	30.5
300L	57	28.5
200L	53	26.5
100L	13	6.5
Total	200	100.0

Source: Researcher's fieldwork, 2023

Research Question One: How does smartphone utilization influence students' study habit in tertiary institutions?

Table 4: Mean and S.D on how smartphone utilization influences students' study habit

S/N	ITEMS	Mean	Standard Deviation	Decision
1.	I use my smartphone to join online study groups related to my courses.	3.64	.481	Agree
2.	I spend more time on non-academic activities on my smartphone than on reading my school work.	3.58	.496	Agree
3.	I depend on my smartphone to set reminders for my study schedule.	3.54	.500	Agree
4.	I rely on my smartphone to quickly clarify topics I do not understand in class.	3.37	.483	Agree
5.	I use my smartphone to search for study materials that help me prepare for my school work.	3.43	.497	Agree

Benchmark: 2.50

Table 4, Research question one sought to examine the influence of smartphone utilization on students' study habits in tertiary institutions, and the findings show that smartphones play a significant role in shaping how students study. The results indicate that many students use their smartphones for academic purposes such as joining online study groups ($M = 3.64$, $S.D = 0.481$), setting reminders for their study schedules ($M = 3.54$, $S.D = 0.500$), searching for study materials ($M = 3.43$, $S.D = 0.497$), and quickly clarifying topics they do not understand from class ($M = 3.37$, $S.D = 0.483$). However, the findings also reveal that students spend more time on non-academic activities than on reading their school work when using their smartphones ($M = 3.58$, $S.D = 0.496$), which suggests a possible negative effect on effective study habits. Overall, the mean scores, which are all above the decision benchmark for agreement, show that while smartphones support learning and academic engagement, they can also distract students if not properly managed.

Research Question Two: To what extent does smartphone utilization affect the academic performance of students in tertiary institutions?

Table 5: Mean and S.D on the extent to which smartphone utilization affects the academic performance of students

S/N	ITEMS	Mean	Standard Deviation	Decision
1.	I spend time on my smartphone during study hours for activities not related to schoolwork.	3.40	.680	Agree
2.	I use my smartphone to communicate with classmates about assignments and academic tasks.	3.70	.462	Agree
3.	I often use my smartphone to search for quick answers instead of reading textbooks in detail.	3.02	.683	Agree
4.	I get distracted by social media notifications on my smartphone while studying.	3.39	.657	Agree
5.	I use my smartphone to access online learning materials that improve my understanding of school subjects.	3.44	.498	Agree

Table 5, Research question two sought to examine the extent to which smartphone utilization affects the academic performance of students in tertiary institutions, and the findings show that smartphone use has both positive and negative effects on students' learning. The results indicate that many students spend time on their smartphones during study hours for non-academic activities ($M = 3.40$, $S.D = 0.680$), and they also get distracted by social media notifications while studying ($M = 3.39$, $S.D = 0.657$), which can reduce concentration and negatively affect academic performance. However, the findings also reveal positive academic use of smartphones, as students use them to

communicate with classmates about assignments and academic tasks ($M = 3.70$, $S.D = 0.462$) and to access online learning materials that improve their understanding of school subjects ($M = 3.44$, $S.D = 0.498$). In addition, many students rely on smartphones to search for quick answers instead of reading textbooks in detail ($M = 3.02$, $S.D = 0.683$), which suggests a shift toward convenience-based learning.

Research Question Three: What is the relationship between smartphone utilization and student motivation in tertiary institutions?

Table 6: Mean and S.D on the relationship between smartphone utilization and student motivation

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	I use my smartphone to access study materials that encourage me to complete my academic tasks.	200	3.66	.477	Agree
2.	I rely on my smartphone to connect with classmates for discussions that inspire me to stay engaged in my studies.	200	3.46	.499	Agree
3.	I use my smartphone to track deadlines and schedules, which helps me stay committed to my coursework.	200	3.59	.494	Agree
4.	I use my smartphone to watch educational videos that increase my interest in academic topics.	200	3.45	.499	Agree
5.	I engage with academic forums and groups through my smartphone, which keeps me focused on achieving better results.	200	3.49	.501	Agree

Table 6, Research question three sought to examine the relationship between smartphone utilization and student motivation in tertiary institutions, and the findings show that students generally agreed that smartphones positively support their motivation to learn. The results indicate that many students use their smartphones to access study materials that encourage them to complete academic tasks ($M = 3.66$, $S.D = .477$), showing strong motivation linked to learning resources. Students also agreed that connecting with classmates through smartphones helps them stay engaged in their studies ($M = 3.46$, $S.D = .499$), while the use of smartphones to track deadlines and schedules helps them remain committed to coursework ($M = 3.59$, $S.D = .494$). In addition, watching educational videos on smartphones was found to increase students' interest in academic topics ($M = 3.45$, $S.D = .499$), and participation in academic forums and groups through smartphones helped students stay focused on achieving better results ($M = 3.49$, $S.D = .501$).

Research Question Four: How does smartphone utilization influence students' access to educational resources in tertiary institutions?

Table 7: Mean and S.D on how smartphone utilization influences students’ access to educational resources

S/N	ITEMS	Mean	Standard Deviation	Decision
1.	I use my smartphone to download lecture notes or assignments from learning platforms.	200	3.61	Agree
2.	I use my smartphone to access educational videos and tutorials for my studies.	200	3.34	Agree
3.	I depend on my smartphone to stay updated with announcements from my school or lecturers.	200	3.64	Agree
4.	I use my smartphone to access online study materials that support my coursework.	200	3.41	Agree
5.	I depend on my smartphone to find academic articles and research information.	200	3.24	Agree

Table 7, Research question four sought to examine the influence of smartphone utilization on students’ access to educational resources in tertiary institutions, and the findings show that smartphones play a significant role in supporting students’ academic activities. The results indicate that students agreed that they use their smartphones to download lecture notes and assignments from learning platforms (M = 3.61, S.D = 200), access educational videos and tutorials for their studies (M = 3.34, S.D = 200), and stay updated with announcements from their schools or lecturers (M = 3.64, S.D = 200). Similarly, respondents agreed that smartphones help them access online study materials

that support their coursework (M = 3.41, S.D = 200) and find academic articles and research information (M = 3.24, S.D = 200).

Hypothesis 1: There is no significant difference in the utilization of smartphone on students' study habit base on level of study

Table 8: Pearson Correlation analysis on there is no significant difference in the utilization of smartphone on students' study habit base on level of study

		Correlations	
		Academic_Level	SSH
Academic_Level	Pearson Correlation	1	.155*
	Sig. (2-tailed)		.028
	N	200	200
SSH	Pearson Correlation	.155*	1
	Sig. (2-tailed)	.028	
	N	200	200

*. Correlation is significant at the 0.05 level (2-tailed).

Where SSH = Students' Study Habit

Table 8, Hypothesis 1, on there is no significant difference in the utilization of smartphone on students' study habit based on level of study, shows the result of the Pearson Correlation analysis between academic level and students' study habit (SSH). The result indicates a positive but weak correlation ($r = 0.155$), meaning that as students' academic level increases, there is a slight increase in how smartphone use relates to their study habits. The significance value ($p = 0.028$) is less than the 0.05 level of significance, which shows that the relationship observed is statistically significant and did not occur by

chance. Based on this result, the null hypothesis is rejected, and it is concluded that there is a significant difference in the utilization of smartphones on students' study habits based on their level of study.

Hypothesis 2: There is no significant difference in the extent of utilization of smartphone on academic performance of students' base on Gender

Table 9: t-test analysis on there is no significant difference in the extent of utilization of smartphone on academic performance of students' based on Gender

Gender	No Exp.	\bar{x}	SD	df	t	Sig (2-tailed)	Decision
Female	95	16.92	1.243	198	-.387	.699	H0 ₂ accepted
Male	105	16.99	1.464				

Table 9, Hypothesis on there is no significant difference in the extent of utilization of smartphone on academic performance of students based on gender, shows the result of a t-test analysis comparing male and female students. The table indicates that female students had a mean score of 16.92 while male students had a mean score of 16.99, with a calculated t-value of -0.387 at 198 degrees of freedom and a significance (2-tailed) value of 0.699. Since the significance value is greater than the 0.05 level of significance, the difference observed between male and female students is not statistically meaningful. This means that gender does not significantly affect how smartphone utilization influences students' academic performance. Therefore, the null hypothesis is accepted.

Hypothesis 3: There is no significant difference of smartphone utilization on students' motivation based on Age

Table 10: Paired sample correlations analysis on there is no significant difference of smartphone utilization on students' motivation based on Age

Variable	X	SD	df	t	Correlation	Sig (2-tailed)	Decision
Age	3.08	.697	199	-178.81	.121	.087	
SPM	17.63	1.004					

Table 10, Hypothesis on there is no significant difference of smartphone utilization on students' motivation based on age, shows the result of the paired sample correlations analysis conducted to test this hypothesis. The table indicates that age has a mean value of 3.08 with a standard deviation of 0.697, while smartphone utilization and motivation (SPM) has a mean of 17.63 with a standard deviation of 1.004. The correlation value between age and smartphone utilization on students' motivation is 0.121, which shows a very weak relationship, and the significance (2-tailed) value is 0.087. Since this significance value is greater than the 0.05 level, the result is not statistically significant. Based on this finding, the null hypothesis is accepted, meaning that there is no significant difference in smartphone utilization on students' motivation based on age.

Discussions of Findings

The study examined the influence of smart phones utilization on the student habits and academic performance of students in tertiary institutions. Research question one revealed that smartphone utilization had a strong influence on students' study habits in tertiary

institutions. The findings showed that students commonly used their smartphones to support their studies through activities such as participating in academic discussions, organizing their study time, searching for learning materials, and understanding difficult topics. At the same time, the findings also suggested that smartphones could negatively affect study habits when students spent excessive time on non-academic activities. This showed that smartphones were helpful learning tools, but their impact on study habits depended largely on how students managed and controlled their use. This aligns with study by Mohammed, Micheal, and Christian (2023), on the impact of mobile phones on the academic performance of students in tertiary institutions. They noted that mobile phones had become essential tools in academics, aiding communication and access to information. The study adopted a mixed-methods approach, using surveys and interviews with a diverse sample of students, and employed descriptive statistics for analysis. Questionnaires were administered using departments as units, with 200 copies distributed and a 98% response rate achieved across all departments and schools. The findings showed that while mobile phones supported academic activities, they also posed challenges such as distraction, addiction, and academic misconduct.

On the second research question, the findings revealed that smartphone utilization affected students' academic performance in both positive and negative ways. While smartphones provided students with easy access to academic information and enabled effective communication with classmates on school-related tasks, they also exposed students to distractions, especially from social media and entertainment. These

distractions could reduce concentration during study time and affect learning outcomes. The findings therefore suggested that smartphones could support academic performance when used for learning, but misuse could reduce their educational value. This aligns with the study by Offor, Obi, Okore, Baro, and Idahosa (2017), on the influence of mobile phone services on students' study habits in tertiary institutions in the South-South and South-East zones of Nigeria. The research used a descriptive survey method and gathered data through a questionnaire administered to 448 respondents from six institutions offering Library and Information Science in the two zones. Findings showed that services such as Facebook chatting, online sports betting, downloading and playing music, WhatsApp chatting, and email were commonly used by students. The study revealed that engaging in these services during private study and lecture periods disrupted time management and reduced concentration in class. Most students agreed that such usage during lectures and study sessions negatively affected their study habits, and it was concluded that without measures to control this, poor academic performance would persist unless students were educated on the negative effects of these mobile phone services on their learning routines.

The findings for the third research question revealed that smartphone utilization positively supported students' motivation to learn. Students appeared to feel more encouraged and engaged in their academic activities when they used smartphones to access study materials, communicate with peers, follow academic schedules, and participate in educational platforms. The use of smartphones made learning more

interesting and interactive, which helped students stay focused on their academic goals. This indicated that smartphones could serve as motivational tools that promoted active participation in learning.

Research question four revealed that smartphones greatly improved students' access to educational resources in tertiary institutions. The findings showed that students relied on smartphones to obtain lecture materials, access online tutorials, receive academic updates, and search for relevant study information. This easy access to learning resources supported independent study and helped students stay informed about their academic responsibilities. As a result, smartphones played an important role in enhancing students' learning experiences by making educational materials more accessible.

The findings on the hypothesis revealed that smartphone utilization affected students differently based on certain factors, while in other cases, no meaningful differences existed. The results showed that students' level of study influenced how smartphone use related to their study habits, indicating that academic experience shaped usage patterns. However, gender did not significantly affect how smartphone utilization influenced academic performance, and age did not significantly affect how smartphone use influenced student motivation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this research was designed to examine the influence of smart phones utilization on the student habits and academic performance of students in tertiary institutions. Two hundred (200) students from the University of Benin were explored. The researcher made effort in identifying and understanding the relationship between smartphone utilization and students' study habits; effect of smartphone utilization on the academic performance of students; the impact of smartphone utilization on students' motivation in tertiary institutions, and; the influence of smartphone utilization towards students' access to resources in tertiary institutions, all of which have been discussed in details under the review of literature. The collection of data was carried out through the administration of questionnaire to Two hundred (200) students from the University of Benin. The data were interpreted and discussed using mean, standard deviation, and percentages, while the hypothesis were tested using pearson correlation analysis, Independent sample T-test, and paired sample correlations analysis. The sampling technique used for the research is the stratified random sampling technique.

The findings of the study revealed that:

1. The study found that smartphone utilization has a strong influence on students' study habits, as many students use their smartphones to support learning through academic discussions, time management, and searching for study materials

2. Smartphone utilization affects students' academic performance in both positive and negative ways, supporting learning and communication on one hand while causing distractions that can reduce concentration on the other.
3. Smartphone utilization positively supports students' motivation to learn by increasing engagement, interest, and commitment to academic activities through interactive and accessible learning platforms.
4. Smartphones greatly improve students' access to educational resources, making it easier for them to obtain learning materials, academic updates, and relevant study information anytime and anywhere.
5. Smartphone utilization varies based on students' level of study, while factors such as gender and age do not significantly affect how smartphones influence academic performance and motivation.

Conclusion

In conclusion, the study reveals that smartphone utilization plays a significant role in the academic life of students in tertiary institutions, influencing their study habits, motivation, academic performance, and access to educational resources. While smartphones provide numerous benefits such as easy access to learning materials, communication with peers, organization of study schedules, and increased engagement in academic activities, their misuse for non-academic purposes can lead to distractions and reduced effectiveness in learning. The study also shows that the impact of smartphones

varies depending on students' level of study, while personal factors like gender and age do not significantly alter their academic influence.

Recommendations

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

1. Tertiary institutions should educate students on responsible and balanced smartphone use to help reduce distractions and promote positive study habits.
2. Lecturers should integrate smartphones into teaching and learning activities by recommending educational applications and online resources that support academic performance.
3. Institutions should develop policies and guidelines that encourage academic use of smartphones while limiting excessive non-academic usage during study periods.
4. Students should be encouraged to use smartphones mainly for learning-related purposes such as accessing study materials, collaborating with classmates, and managing academic schedules.
5. School management and policymakers should provide digital literacy programs that help students develop self-control and effective strategies for managing smartphone use.

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APPENDIX
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY
INFLUENCE OF SMART PHONES UTILIZATION ON THE STUDY HABITS
AND ACADEMIC PERFORMANCE OF STUDENTS QUESTIONNAIRE
(ISPUSHAPSQ)

Dear Respondent,

This questionnaire is designed for academic purposes. It is structured to find out your perception towards the Influence of Smart Phones Utilization on the Study Habits and Academic Performance of Students.

Please respond sincerely to the questions by ticking [] where applicable. Your responses will be treated with a high level of confidentiality. Thank you

Section A: Demographic Data

Instructions: Please tick () where applicable.

Gender: Female (); Male ()

Age: Below 18 (); 18–22 (); 23–27 (); 28 and above ()

Level of Study: 100 (); 200 (); 300 (); 400 (); Postgraduate ()

Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD).

S/N	SMARTPHONE UTILIZATION AND STUDENTS' STUDY HABIT	SA	A	D	SD
1.	I use my smartphone to join online study groups related to my courses.				
2.	I spend more time on non-academic activities on my smartphone than on reading my school work.				

3.	I depend on my smartphone to set reminders for my study schedule.				
4.	I rely on my smartphone to quickly clarify topics I do not understand in class.				
5.	I use my smartphone to search for study materials that help me prepare for my school work.				

	SMARTPHONE UTILIZATION AND STUDENTS' ACADEMIC PERFORMANCE	SA	A	D	SD
6.	I noticed when I use my smartphone for non-academic activities during study time, it affects how well I perform in my schoolwork.				
7.	I communicate better with my classmates through my smartphone with helps me complete my assignments and academic tasks more effectively.				
8.	I rely on my smartphone for quick answers which affects how deeply I understand my study materials.				
9.	I noticed that social media notifications on my smartphone distract me and reduce my concentration while studying.				
10.	I use my smartphone to access online learning materials that helps me perform better and understand my school subjects more clearly.				
	SMARTPHONE UTILIZATION AND STUDENTS' MOTIVATION	SA	A	D	SD
11.	I use my smartphone to access study materials that encourage me to complete my academic tasks.				
12.	I rely on my smartphone to connect with classmates for discussions that inspire me to stay engaged in my studies.				
13.	I use my smartphone to track deadlines and schedules, which helps me stay committed to my coursework.				

14.	I use my smartphone to watch educational videos that increase my interest in academic topics.				
15.	I engage with academic forums and groups through my smartphone, which keeps me focused on achieving better results.				
	SMARTPHONE UTILIZATION AND STUDENTS' ACCESS TO RESOURCES	SA	A	D	SD
16.	I use my smartphone to download lecture notes or assignments from learning platforms.				
17.	I use my smartphone to access educational videos and tutorials for my studies.				
18.	I depend on my smartphone to stay updated with announcements from my school or lecturers.				
19.	I use my smartphone to access online study materials that support my coursework.				
20.	I depend on my smartphone to find academic articles and research information.				