Original Research Article

A Study on Mobile Phone Usage by the University Students in Oman

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Abstract

Mobile phones is playing an incredible role in the hands of the younger generation and becoming an integral part of survival, even some have even gone to the extent of saying that they would rather survive without food for a day than without their mobile phones. Mobile phones are both a curse and a boon to the newer generation as phones are being primarily used for education and entertainment purposes; it also inculcates a lot of ill habits in the younger generation. The purpose of this research is to understand the usage of mobile phones for academic, personal and other reasons by the students of university in Oman. To shed light on the nature and sensitivity of the mobile phone usage on students and its effect on them. The main objective of the research is to understand the perceptions and effects of mobile phone usage by the University students in Oman. The outcomes of the study will be beneficial for students and university administrators for improving existing mobile phone usage to be more effective for the benefit of University students. The research is descriptive and structured questionnaire is administered through google forms for collecting the primary data. The Population is 796 including all the levels of students in business department (i.e Diploma, Advanced diploma and B.tech). The sample size is 266 with (95% confidence level). Stratified convenient sampling method is used to collect data from the students of business department at University in Oman. As the data collected is not normally distributed, so Non- Parametric tests like Man Whitney-U-test and Kruskal wallis test is used for testing the hypothesis. Findings revealed that there is a difference of opinion among respondents on gender and time spent towards Perception, hindrance factors and the effect of the mobile phone on students learning activities. Future research can be extended to factors like social and family related issues to get a better idea about the research. Further it can also be extended to schools in Oman to know the students basic understanding and usage of mobile phone and its impact on them.
Keywords: Mobile phone usage, ill habits, Perception, Learning, Hindrance factors, Impact.

INTRODUCTION

Today everything is in our hands because of technology. Even a small piece of technology can cause a big change in our lives. The mobile phone is one example of the fastest growing technology in the last few decades. A mobile phone is a smart device that allows people to make calls, receive calls, listen to music, take pictures and check their health, etc. In 2021, the number of unique mobile internet users stood at 4.32 billion, indicating that over 90 percent of the global internet population uses a mobile device to go online. Mobile ownership and internet usage are forecast to keep growing in the future, as mobile technologies are becoming more affordable and available than ever. This upward trend in mobile internet adoption is particularly visible in developing digital markets where mobile networks are the primary means of internet access. (statista.com). the total number of mobile phone subscriptions (Post-paid and prepaid) in Oman by end of April 2022 increased by 1.7 percent compared to the same period in 2021. Currently, the number of mobile phone subscribers has reached 6,136,665. (info@thearabianstories.com). Nowadays, it is necessary for students studying in colleges and universities to have mobile phones, in case of the outbreak of the new world pandemic, as academic curricula are based on the internet. Moreover, not everyone can afford to buy a laptop, so a mobile phone is a cheaper alternative to a laptop that has similar features to do the tasks. We can also say that

Citation: V. Vishnukanth Rao, Mawada Abdullah Alwaaili, Zainab Juma Al-abdali, Fakhari Suliman Alshaaili (2023). A Study on Mobile Phone Usage by the University Students in Oman. *Saudi J Bus Manag Stud, 8*(1): 1-9.

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everything has its pros and cons, and the mobile phone has its pros and cons for students, which will be highlighted in this research. The process of accessing the internet is one of the most important uses and benefits of a mobile phone; Where studies indicate that the user spends 10% of the total time for the use of the mobile phone browsing the Internet, through the Internet browsers available on the phone, through which it is possible to search for various information and access it quickly. In addition to that, a mobile phone is considered as a great importance for students in the process of teaching and learning, as it provides them with communication with their colleagues and teachers. The mobile phone is used as a main tool in the process of e-learning that takes place at a distance. Education, as the mobile phone makes it easier to retain information and knowledge for reference when needed for revision, all these and many other issues will be discussed in detail in the research.

Purpose

Mobile phones can play an incredible role in the hands of the younger generation with help of growing social influence and the new ideas that occur daily in the minds of the younger people. Mobile phones are both a curse and a boon to the newer generation as a lot of these phones when being used for education and entertainment purposes, also inculcates a lot of ill habits in the younger generation. The purpose of this research is to understand the usage of mobile phones for academic, personal or any other reasons by the students of university in Oman. To shed light on the nature and sensitivity of the mobile phone usage on students and its effect on them.

Statement of the Problem

The mobile phone today is a lifeline for many. It is estimated that around 7.1billion people (2021) use the mobile phone worldwide. And it comes as no surprise that a huge chunk of this quantity consists of the youth. The mobile phone is more of a necessity for them than a luxury. Number of surveys conducted on the youth worldwide has figured out that they consider mobile phones an integral part of survival and some have even gone to the extent of saying that they would rather go without food for a day than without their mobile phones. With constant texting, calling, listening to music, playing phone games or simply fiddling with the phone being such an integral part of their lifestyles. Although there is some evidence regarding students' use of mobile phones in higher education, there is little research on how they have used mobile phones to support learning activities and how this relates to academic performance. But, there is no precise research conducted by including both the academic and non-academic (personal and other) reasons for using the mobile phones and their effect on the students. Hence, researchers felt that the need to conduct a study on the mobile usage by the students of University in Oman.

OBJECTIVES OF THE STUDY

- ❖ To determine the perceived usefulness of mobile phone in students' academic achievement.
- ❖ To examine the factors that hinders the use of a mobile phone as a learning tool.
- ❖ To study the effect of the use of a mobile phone in students' learning activities.

Scope of the Study

The scope of this study is confined to University in Oman, during the semester one academic year 2022-2023. The respondents are students from business department covering different levels (i.e., Diploma, Advanced Diploma, B. Tech). The study is confined to the mobile phone usage by the University students. This study will emphasize the perceptions of students, factors that hinders in usage of mobile phone and the impact of using a mobile phone.

Significant of the Study

To understand the perceptions and evaluate the various effects of mobile phone usage by the University students in Oman. The outcomes of the study will be beneficial for students and university administrators for improving existing mobile phone usage to be more effective for the benefit of University students. It is also significant for students to understand the pros and cons of using a mobile phone and the required measures to improve their productivity.

REVIEW OF LITERATURE

Mohammed Farrah, Ala' Abu-Dawood (2018) "The use of mobile applications and technological resources enables learners to have a comprehensive scope of the learning process in the language classroom, accelerating an interdisciplinary perception of learning and opening up new opportunities for learners." Monika, *et al.,* (2020) the impact of the mobile phone and evaluates the addiction of mobile phones and the negative impact of mobile phone addiction on students in general and on the health and quality of sleep of students. Ozdemir, *et al.,* (2013) the students with suspected addiction to advanced healthcare facilities, performing occasional scans for early diagnosis and informing the students about controlled mobile phone use are required for the purposes of definitive diagnosis and treatment. Belwal (2022) students studying in higher educational institutions are one of the target groups of phone users and their preferences over time increased about the usage of the mobile phone. Oluwafemi *et al.,* (2021) the greater the use of the phone during the study, the greater the negative impact on education. The results also indicate that the cognitive skills and abilities necessary for students 'success and education are negatively affected. Iqbal, *et al.,* (2017) the results indicated that the students have a positive attitude towards learning by mobile phone. Chan Yuen Fook *et al.,* (2021) the students were addicted to their

smartphones most of the time as they browse the Internet, which prompted them to use the phones. Songli Mei *et al.*, (2022). The college students with severe MPA who used their phones for more than 4 hours each day were more likely to develop higher problems. Findings reveal that relieving mental pain and anguish and controlling phone use can alleviate psychological, physical, and sleep problems. Moghtada Abbasi, Masoud Hashemi (2013). The use of mobile phones by intermediate EFL learners has a significant impact on learners' vocabulary retention and there is no significant difference between intermediate male and female EFL learners in vocabulary retention while using mobile phones.

Evren Sumer (2021) the effect of mobile phone usage policies on college students' learning mixed analysis of the variance test showed that there is a change in the students' scores from the pre-test to the post-test, which confirms the impact of the mobile phone and its use on students significantly. Almaiah, *et al.*, (2021) showed that factors of technology, awareness, training and experience had a significant and positive influence on the actual use of mobile learning applications. While, the results indicated that psychological factors had a negative effect on the actual use. Tashfeen Ahmad, (2020), an overall positive student perception toward cell phones usage as a learning tool and integrating cell phones into learning activities. Students were keen on its usage as a social connectivity and collaborative tool, which they can use for flexible and personalized learning activities. Norazah Mohd Suki, Norbayah Mohd Suki (2011) Students were not keen on m-learning. The majority of the students did not rely greatly on the mobile phone in assessing their learning materials, such as lectures and lab sessions. Vaidya *et al.*, (2016) in their study found that smart phones were used by majority of the college students and smartphone was not used according to the gender of the respondents. Samsung was the most popular brand among the college youth. Goswami *et al.*, (2016) concluded the impact of mobile phone on adolescent's life. There were several reviews addressing the definition, Mobile phone addiction symptoms, Assessment of Mobile phone addiction, Negative effect of Mobile phone addiction on adolescents and some reviews addressing the role of Mobile phone addiction on adolescent's mental and physical health. Mahindrakar (2017) found out the extent of smart phone addiction and also assessed the effect of smart phone addiction on mental health and sleep quality of students. Smart phone usage interfere work life and social activities of an individual. Sebastian and Jinesh (2018) study aimed to found out the impact of excessive use of smart phone on health of college students. Sumathi *et al.*, (2018) found out the impact of smart phone on academic performance of students in higher learning. The time invested on the smart phones were also gauged and compared with one another focusing on studies and learning perspectives respectively. Han and Jeong Yi (2018) evaluated how policymakers and educators can provide information about smart phone utilization. Ataş and Çelik (2019) studied use of smartphone by university students in developing countries. The results revealed that texting and talking with someone, followed by checking social media and doing Internet search were most frequent purpose of smartphone usage, on the contrast was shopping. Shruthi and Indiramma (2019) found out the trends of smartphone usage among college students. The results indicated that, every student is having access to at least one smartphone. The findings also suggested that most of them started using their smartphone when they have entered the college for studies. The results also indicated that they mostly use in the afternoon or night. Majority of them used the phones at home. The findings also revealed that students are utilizing their smartphone to the fullest to connect with others and socialize through various applications. Ahmed *et al.*, (2020) revealed that smartphone functions have a potential impact on students' academic performance. They also provided information which helps to improve academic performances of students inside and outside the university campuses.

METHODS
Research Design and Methodology
This study is about the mobile phone usage by the university students in Oman. It is conducted at one of the University in Oman. It is descriptive aimed at analyzing and evaluating the usage of mobile phones among University students in Oman. In this method, data is collected through questionnaires to know the impact of mobile usage by the students. A structured questionnaire is administered for collecting the primary data. The instrument consists of demographic variables and Likert five point scales to know the perceptions and opinions of students. The researcher collected secondary data from university registration department, previous studies, newspapers and magazines etc. The study area selected for the research is the students of business department at University in Oman covering Diploma, Advanced Diploma and B. Tech. The population of the proposed research include all the students of University in Oman (Population is 796) by including all the levels of students in business department (i.e Diploma, Advanced diploma and B. tech). The sample size is 266 with (95% confidence level). Stratified convenient sampling method is used to collect data from the students of University in Oman.

Sampling Frame

Table-1.1: Stratified convenient sampling method is used to collect data from the students of business department at University in Oman

Department	Population	Samples	percentage
Diploma	611	126	47
Advanced Diploma	117	80	30
B.Tech	68	60	23
Total	**796**	**266**	**100**

Source: Registration Department- University

Data Collection Method

Data is collected from primary and secondary sources. The supportive literature review and the conceptual framework are taken from secondary sources. This study relies on the primary data collected from the University in Oman to achieve the objectives of the study. For collecting the primary data, a structured questionnaire is administered. The instrument consists of demographic variables and Likert five point scales to know the perceptions and opinions of students. The research is conducted between October-December 2022.

Hypotheses

Ho = There is no difference of opinion on the perceived usefulness of mobile phones in students' academic achievement.

Ho = There is no difference in factors that hinder students to use the mobile as a learning tool.

Ho = There is no effect of the use of a mobile phone in students learning activities.

RESULTS AND DISCUSSIONS

The data that is collected from the respondents is analyzed with the help of descriptive statistics- Mean, standard deviation, and coefficient of correlation. As the data collected is not normally distributed, so Non-Parametric tests like Man Whitney-U-test is used for testing the hypothesis. Correlation is conducted to know the association between Usage of mobile phone and its impact on students. Microsoft excel and SPSS version 22 is used for analysis.

Table-1.2: Reliability of the Questionnaire

	No of items	Cronbach Alpha
Perception of Students	10	.833
Obstructing factors	07	.809
The Effect of Mobile usage	09	.844

Cronbach's Pallant (2001) states Alpha Cronbach's value above 0.6 is considered high reliability and acceptable .Whereas, the value of Alpha Cronbach is less than 0.6 considered low. Alpha Cronbach values in the range of 0.60 - 0.80 are considered moderate, the value of Alpha Cronbach is more than 0.8 considered good. We got above 0.8 for all the constructs in the questionnaire. Hence, it is indicated that our measures had good reliability.

Validity of Questionnaire

N= sample size, Degree of freedom = N-2, Sample size is 266 =N, *df* = N-2 = 266-2 = 264, Critical value at 264 *df* in table. 264 *df* (.05) = 0.095**.** Conducted the validity of questionnaire data by checking all the questions one by one, which is > critical value 0.095 and is highly significant. So, all the questions are valid.

Normality of the Data

When we tested the questionnaire data with normality by checking the skewness and k urtosois Z-values, the shapiro wilk- test p-value and Histograms, Normal Q-Q plots and box plots and found that the data is not normally distributed. So we have taken non-parametric techniques for testing the hypothesis.

Table-1.3: Demographic profile of the Participants

	Frequency	Percentage
Gender		
Male	105	39.5
Female	161	60.5
Age		
18-20 Years	81	30.5
21-23 Years	157	59.0
24-26 Years	26	9.8
27-29 Years	2	0.8

	Frequency	Percentage
Qualification		
Bachelors	60	22.6
Adv. Diploma	80	30.1
Diploma	126	47.4
Specialisation		
Diploma-1	92	34.6
Accounting	55	20.7
Marketing	51	19.2
Human Resources	68	25.6
Marital Status		
Married	42	15.8
Un-Married	224	84.2
Distance to college		
Less than 20 KMS	70	26.3
More than 20 KMS	196	73.7
Living in		
Hostel	92	34.6
with Family	174	65.4
Time spent using mobile in a day		
Less than 2 hrs	16	6.0
2 to 4 Hrs	43	16.2
4 to 6 Hrs	118	44.4
More than 6 hrs	89	33.5

A total of 266 respondents from the University-Business department participated in our survey. Based on gender, 105 participants were male and 161 were female. In terms of age, 81 belonged to the age group of 18 to 20 years of age; 157 belonged to the age group of 21 to 23 years of age, and 26 belonged to the 24 to 26 years of age. In terms of qualification, 60 respondents pursuing bachelor; 80 respondents are pursuing Advance diploma and 126 are pursuing Diploma. In terms of marital status 42 are married and 224 are unmarried. In terms of Living in 92 are staying in hostel and 174 respondents are staying with family. Time spent using a mobile in a day ranging from 4 to 6 hours and more with 188 and 89 respondents respectively.

Table 1.4: Descriptive statistics- The effect of the Mobile phone on students learning activities

SL.NO	Opinions	Mean	Standard deviation	Coefficient of variation
1.	My Mobile phones usage for playing games and social media is more than for studying.	3.73	1.24	**33**
2.	Mobile phone can potentially increase multitasking during studying leading to decrease in academic performance	3.89	1.00	26
3.	Sometimes I am not able to pay attention in class because of my Mobile phone.	3.84	0.97	25
4.	Using Mobile phone for learning consumes a lot of data which increase my expenditure.	3.97	0.92	23
5.	Intensive usage of Mobile phone effects mental and physical health(lacks concentration & fatigue)	3.95	0.88	**22**
6.	Due to more usage of Mobile phone effected my eyesight	**4.02**	0.88	**22**
7.	Due to more usage of Mobile phone I suffered from neck and back pain	**4.09**	0.89	**22**
8.	I encountered sleeplessness due to over usage of mobile phone.	4.03	0.92	23
9.	Mobile phone usage reduced my interaction with family and friends	3.98	1.04	26

Descriptive statistics indicate that in our sample, the mean value shows that the due to more usage of mobile phone i suffered from neck and back pain with a highest value of 4.09. The second highest factor that the respondents opine that because i encountered sleeplessness due to over usage of mobile phone with a mean value of 4.03. To know the consistency of these factors, coefficient of variation is calculated. It is found that consistency is high for intensive usage of mobile phone effects mental and

physical health (lacks concentration & fatigue), due to more usage of Mobile phone effected my eyesight and due to more usage of mobile phone i suffered from neck and back pain with 22%. It is also clear that there is less consistency for my mobile phones usage for playing games and social media is more than for studying with 33%.

Hypothesis Testing-Man Whitney U-Test

Ho = There is no effect of the use of a mobile phone in students learning activities.

Ha - There is an effect of the use of a mobile phone in students learning activities.

Table – 1.5: The effect of the Mobile phone on students learning activities.

Sl. No	Null Hypothesis	Sig.	Decision
1.	My Mobile phones usage for playing games and social media is more than for studying is same across the categories of Gender	.931	Retain Null Hypothesis
2.	Mobile phone can potentially increase multitasking during studying leading to decrease in academic performance is same across the categories of Gender	.470	Retain Null Hypothesis
3.	Sometimes I am not able to pay attention in class because of my Mobile phone is same across the categories of Gender	.039	**Reject Null Hypothesis**
4.	Using Mobile phone for learning consumes a lot of data which increase my expenditure is same across the categories of Gender	.265	Retain Null Hypothesis
5.	Intensive usage of Mobile phone effects mental and physical health(lacks concentration & fatigue) is same across the categories of Gender	.305	Retain Null Hypothesis
6.	Due to more usage of Mobile phone effected my eyesight is same across the categories of Gender	.004	**Reject Null Hypothesis**
7.	Due to more usage of Mobile phone I suffered from neck and back pain is same across the categories of Gender	.332	Retain Null Hypothesis
8.	I encountered sleeplessness due to over usage of mobile phone is same across the categories of Gender.	.194	Retain Null Hypothesis
9.	Mobile phone usage reduced my interaction with family and friends is same across the categories of Gender	.063	Retain Null Hypothesis

The significance level is .05

There is a difference of opinion among respondents on Gender, towards the effect of the mobile phone on students learning activities. Difference of opinion conveyed on the points like not able to pay attention in class because of mobile phone and more usage of mobile phone effected my eyesight. Hence, we reject the null hypotheses and accept the alternate hypotheses.

Ho = There is no difference of opinion on the perceived usefulness of mobile phones in students' academic achievement.

Ha - There is a difference of opinion on the perceived usefulness of mobile phones in students' academic achievement.

Perception of students on usefulness of Mobile phone in their academic activities. There is a difference of opinion among respondents on Gender, towards Perception of students on usefulness of mobile phone in their academic activities. Difference of opinion conveyed on the points like mobile phone help them in quick access to social media platforms and mobile phone enables them to read the handout/PPTS given by tutors. Hence, we reject the null hypotheses and accept the alternate hypotheses.

Ho = There is no difference in factors that hinder students to use the mobile as a learning tool.

Ha - There is a difference in factors that hinder students to use the mobile as a learning tool.

There is a difference of opinion among respondents on Gender, towards the factors that hinder the use of the Mobile phone as a learning tool. Difference of opinion conveyed on the screen and key size make mobile phone uncomfortable for learning. Hence, we reject the null hypotheses and accept the alternate hypotheses.

Table-1.6: Kruskal-Wallis - Time spent using mobile in a day and its impact

Ranks			
Items	Time spent using mobile in a day	N	Mean Rank
Mobile phone can potentially increase multitasking during studying leading to decrease in academic performance	Less than 2 hours	16	100.91
	2 to 4 hours	43	114.27
	4 to 6 hours	18	130.31
	More than 6 hours	89	152.88
	Total	**266**	
Sometimes I am not able to pay attention in	Less than 2 hours	16	94.13

Ranks

Items	Time spent using mobile in a day	N	Mean Rank
class because of my Mobile phone.	2 to 4 hours	43	124.03
	4 to 6 hours	18	132.47
	More than 6 hours	89	146.52
	Total	**266**	
Intensive usage of Mobile phone effects mental and physical health (lacks concentration & fatigue)	Less than 2 hours	16	92.91
	2 to 4 hours	43	128.38
	4 to 6 hours	18	131.75
	More than 6 hours	89	145.59
	Total	**266**	
I encountered sleeplessness due to over usage of mobile phone.	Less than 2 hours	16	85.38
	2 to 4 hours	43	105.91
	4 to 6 hours	18	143.76
	More than 6 hours	89	141.88
	Total	**266**	

Test Statistics[a,b]

	My Mobile phones usage for playing games and social media is more than for studying.	Mobile phone can potentially increase multitasking during studying leading to decrease in academic performance	Sometimes I am not able to pay attention in class because of my Mobile phone.	Using Mobile phone for learning consumes a lot of data which increase my expenditure.	Intensive usage of Mobile phone effects mental and physical health(lacks concentration & fatigue)	Due to more usage of Mobile phone effected my eyesight	Due to more usage of Mobile phone I suffered from neck and back pain	I encountered sleeplessness due to over usage of mobile phone.	Mobile phone usage reduced my interaction with family and friends
Chi-Square	1.403	12.802	8.421	4.076	8.203	7.392	5.406	17.130	5.034
df	3	3	3	3	3	3	3	3	3
Asymp. Sig.	.705	.005	.038	.253	.042	.060	.144	.001	.169
a. Kruskal Wallis Test									
b. Grouping Variable: Time spent using mobile in a day									

Kruskal –Wallis H test showed that time spent using mobile in a day and its impact. While, Mobile phone can potentially increase multitasking during studying leading to decrease in academic performance $H((3)= 12.80, p= .005$. Sometimes I am not able to pay attention in class because of my Mobile phone. $H((3)= 8.42, p= .038$. Intensive usage of Mobile phone effects mental and physical health $H((3)= 8.20, p= .042$. I encountered sleeplessness due to over usage of mobile phone $H((3)= 17.13, p= .001$. Hence, we reject the null hypothesis.

There is significant difference between the four groups in terms Perception of students on usefulness of Mobile phone in their academic activities. It is observed that the Mobile phone enables me to take class activities, quiz and assignments anytime $H((3)= 15.32, p= .002$. Mobile phone help me in quick access to social media platforms $H((3)= 15.37, p= .002$. Mobile phone enable me to take a snapshot of illustration for future reference (cannot memorize immediately) $H((3)= 21.36, p= .000$. Mobile phone gives me notification when announcement is posted on the E-learning (MOODLE)) $H((3)= 25.50, p= .000$. I can easily access my e-mail using Mobile phone $H((3)= 8.70, p= .033$. Mobile phone help me in sharing contribution in group assignments $H((3)= 10.36, p= .016$. I am using mobile phone regularly for ordering food $H((3)= 9.54, p= .023$. Hence, we reject the null hypothesis.

There is significant difference between the four groups in terms of factors that obstruct the use of the

mobile phone as a learning tool. It is observed that unstable internet connectivity $H((3)= 12.61, p= .006$. The screen and key sizes make Mobile phone uncomfortable for learning $H((3)= 24.01, p= .000$. File/formats of contents sometimes do not support Mobile phone browsing $H((3)= 12.77, p= .005$. The phone can freeze during important learning moments

$H((3)= 10.24, p= .017$. Interfering calls may come during my learning $H((3)= 20.71, p= .000$. Without internet bundle or Wifi- connection, I cannot access course information online $H((3)= 11.57, p= .009$. Limited storage space for learning and saving $H((3)= 12.89, p= .005$. Hence, we reject the null hypothesis.

Table 1.7 Correlation analysis

	1	2	3
Perception	1		
Obstruction-hurdles	.457**	1	
Impact on students	.567**	.691**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Our correlation results indicate that there is a positive and significant association between Usage of mobile phone and its impact on students including perception (r=.567, P<.05); Obstruction-hurdles (r=.691, P<.05).

RECOMMENDATIONS

Based on the results of the study and the effects it showed at the undergraduate level, few recommendations were suggested like conducting orientation programs for both students and teachers to employ and use all available tools in the educational process, except the mobile phone. Awareness program to be conducted once in a semester to the students at different levels for the loss occurring while usage of mobile phones. Organizing awareness sessions with medical practitioners about the ill effects of mobile phone usage. Organizing awareness sessions with all the stakeholders including the parents for reducing the usage of mobile phone. Spreading awareness of the importance of family cohesion and rationalizing the use of mobile phones so that this does not affect social communication with the family. The need to strengthen the role of a teacher in the university by refraining students' the use of smart phones extensively. The need to work on rationalizing the student's use of smart phones at the undergraduate level. Depositing the mobile phones in pigeon holes in every class (corner) by the students during lecture, so that zero disturbances due to mobile technology can be encouraged. Withdrawal of mobile phones usage by the students during lecture, so that all the student's focus is on the teacher's explanation only. Conducting competitions among the students for minimizing the usage of mobile phone during teaching hours. Conducting studies to identify the reasons for mobile phone usage by the students and developing remedial measures to overcome them. Organizing periodical counselling and yoga sessions for mobile phone addicted students.

CONCLUSION

Present research is descriptive aimed at analysing and evaluating the use of mobile phones among University students. In this method, data is collected through online questionnaires using google forms and analysed. The data that is collected from the respondents is analysed with the help of descriptive statistics- Mean, standard deviation, and coefficient of correlation. As the data collected is not normally distributed, so we applied Non- Parametric tests like Man Whitney-U-test for testing the hypothesis. Correlation is conducted to know the association between Usage of mobile phone and its impact on students. Microsoft excel and SPSS version 22 is used for analysis. To know the consistency of these factors, coefficient of variation is calculated. It is found that consistency is high for intensive usage of mobile phone effects mental and physical health (lacks concentration & fatigue), due to more usage of mobile phone effected my eyesight and due to more usage of mobile phone i suffered from neck and back pain with 22%. It is also clear that there is less consistency for my mobile phones usage for playing games and social media is more than for studying with 33%. Correlation results indicate that there is a positive and significant association between usage of mobile phone and its impact on students, including perception (r=.567, P<.05); Obstruction-hurdles (r=.691, P<.05). There is a difference of opinion among respondents on Gender, towards Perception of students on usefulness of mobile phone in their academic activities, the factors that obstruct the use of the mobile phone as a learning tool and the effect of the mobile phone on students learning activities. Hence, we reject the null hypotheses and accept all the alternate hypotheses. Hence, it is conclude that there is a difference of opinion among respondents regarding their perception, factors that obstruct during usage and the effect of mobile phone on students learning.

Scope for Further Research

This research can be extended to other universities in Oman by region wise and then nationwide. Other factors can also be included like social and family related issues to get a better idea about the research. Further it can also be extended to schools in Oman to know the students basic understanding and usage of mobile phone and its impact on them.

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