Impact of Mobile Phone Use on Students' Moral and Learning Behaviour at Higher Secondary School Level

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Abstract
The study was sought to determine the impact of mobile phone use on students' moral and learning behaviour. The study was descriptive in nature. Nineteen principals, 113 subject specialist and 114 secondary school teachers serving in 19 Government Higher Secondary School constituted the population of the study. Out of the total population 19 principals, 100 subject specialist and 76 secondary school teachers were randomly selected as a sample of the study. A closed ended questionnaire was developed containing 30 items with based on Likert scale related to the objectives of the study. The data were organized, analyzed, and interpreted by using frequency, percentage, mean and standard deviation. To test the hypotheses, chi-square technique was used. Findings of the study revealed that mobile phone use did not promote morality among students. Students using mobile phone did not give respect to teachers. Mobile phone use did not inculcate optimism in students' thoughts. Students using mobile phone are not punctual. students having mobile phone are not obedient. Students using mobile phone are impatient. students using mobile phone did not follow classroom rules. students use mobile phone for whole day and night. students using mobile phone are not careful. using mobile phone did not give time to his brothers and sisters. mobile phone use badly affects students' dignity. students using mobile phone develop the habit of cheating in exam. students using mobile phone are not taking interest in their classes. Students' using mobile phone never complete their assignment on time. students using mobile phone did not take active part in classroom activities. students' having mobile phone did not take good grades in internal exams. students' having mobile phone often failed in external exams. It was recommended that measures may be taken to prohibit bringing mobile phones in the premises of school. A request may also be made to the parents to have a strong check on it at home. mobile phone may completely be banned on students.
Keywords: Mobile Phone, Behaviour, Learning, Higher Secondary School Level,

1. Introduction
1.1 Background of the study
According to Montgomery (2007), no one can think about such a device in past. Everyone knows that mobile phone even changes the way how a society performs its functions. Many aspects of a society have fastened its work. While mobile phone spreading out at "breath-taking fast speed" (Geser 2004 P.4) message via mobile phone permeate "Like the fire in forest" (Vaidyanathan & Latu, 2007, P.4) the related literature shows that how mobile phone affects students' moral behavior and learning. For young generation, this device has become a "social fashion" students use mobile phones for various functions such as video, picture, games, contacts with parents and friends, for making and establishing romantic relationships,

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alarm, clock, and time, about location identity, internet, downloading, sending, and receiving calls and text etc. (Buckly 2005 & ling 2006).

Mobile phone permits the user to make "their own at home "situation without considering where a person finds himself in physical place (Srivastava 2004, p.7). A student in Japan stated that mobile phone is like "a part of brain "and if you lose your cell phone you lose a main part of your brain" (Prensky 2005). In Finland, mobile is known as "Far reaching hand" and personal cell is more valuable than computer technology (Campbell and park 2008). The creative use of mobile phone increases a tremendous comfort to life. There are many advantages of mobile phone use but no one deny the disadvantages of mobile use and its impact.

A lot of reports and investigations show that it has produced so many problems in school. The purpose of both mobile phone and school are different from each other (Ling and Helmerson 2000) while the purpose of school is to provide quality education to students on priority basis. The students should be kept aloof from outside contacts in order to give full concentration on their studies. The mobile phone links student's role with other roles and in such a way that it distracts and disrupts the learner's academic performance and learning (Gergen 2002).

In the past times, there was only one communication device i.e. telephone. So there were less chances of distracting but in present time, with the invasion of mobile phone and insist of the parents to have contact with their children it became the part of school and even classroom (Haruna et al 2016). Thus, the use of mobile phone by students in school is the tool of interruption in school environment. It not only badly affects the learning and academic performance of the students but also weakens the control of school authority over students. A report has come from the examination council of the West Africa saying that most of the students failed in mathematics and English language. Due to excessive use of mobile phone by students during studies/classroom/school and not giving proper attention to learning. Students who fail in exam do not give due attention to class work. They use mobile phone even during break time/free time/ground time. However, there are various causes of student's failure i.e., lake of learning material, lake of audio-visual material, poor teaching methods, lake of control from parents' side, weak management, and administration etc. All these may affect the achievement and performance of students in school. Students often use mobile phone during and after the school time. Text messaging, free night calls, chatting, exam malpractices, social networking and use of different packages etc badly influence students' academic performance and learning to a great extent (Haruna et al 2010).

1.2   Statement of the Problem

Education is a way to transmit knowledge; transform attitude and cultivate skills among the young blood of the nation. It is a unique treasure, which is strengthening and increasing upon usage. But due to certain technological developments, young generation is distracting from its aim of life and abates their potentialities to the media, especially mobile phone. Mobile phone is a vital source of communication, but students are using this vital source in an undesirable way. The present study was designed to identify the impact of mobile phone use on students moral and learning behaviour at higher secondary school level in Swabi.

1.3 Objectives of the study
Objectives of the study were to
1.   Identify the impact of mobile phone use on students' moral behaviour at higher secondary school level.
2.   Find out the impact of mobile phone use on students' learning behaviour higher secondary school level.

1.4.1 Research Hypotheses
H01 There is no significant effect of mobile phone use on students' moral behaviour higher secondary school level.
H02 There is no significant effect of mobile phone use on students' learning behaviour higher secondary school level.

1.5 Significance of the study
The present study will be beneficial for all the stakeholders belongs to teaching learning process, especially for the teachers, principals, parents, policy makers, educationist, psychologist, researcher, scholars, RITE, PITE and IERs.

1.6 Delimitation of the study
The study was delimited to Principals, Subject Specialist and Secondary School Teachers of Public Sector Higher Secondary School in district Swabi.

Review of Related Literature
According to Mahmood et al (2020), technology brought an unbelievable change in individual lifestyle. A drastic change in behaviour has been occurred due to the emergence of information communication technology. Every individual is dependent on different kinds of machines like, computer, internet, mobile phone etc. Abbas (2020) argued that life without technology is looking hard. Android mobile occupies a central place in human life. Computers, laptops, desktops have been replaced by a pocket size machine called mobile. The communication, dissemination and retrieval of information can be done through mobile in an easy way.
Hossain (2019) stated that 63% students in North America use mobile phone for completing their academic tasks. The growing ratio of students in US used mobile phone for entertainment, online banking, and shopping purpose. Mobile phone is become a necessary tool of students' life and they have been addicted by it. Students use android phone for downloading different kind of books, songs, movies, and journals. They also connected with the world through social media application like, face book, WhatsApp, Twitter, and Instagram.
Mobile phone is not only limited to communication, but it has some other interesting features to attract the students' attention and engage them in chatting, video calling, making video and images. Mobile phone has positive as well as negative impact on students moral and learning behaviour. Students use mobile phone for taking online classes, completing their assignment, using dictionaries for building vocabulary. On the other hand, students are engaged in making snake videos, using tiktok application and WhatsApp. Which has a negative impact on learner

behaviour (Ahmad et al., 2020).

Al-Daihani (2018) argued that in USA students of undergraduate program use mobile phone for academic purpose, like searching for online libraries, fetching information from different search engines like Google, Mozilla Firefox, and so on. Safdar et al. (2020) stated that research studies have been conducted to identify the percentage of students using mobile phone different productive activities. Students relate to website and different social media application to confirm the accuracy of information retrieve from numerous sources. The students of medical sciences use mobile phone for searching images, video, YouTube lectures and diagram of human body organs to build their conceptual understanding. Beside that student faced some problems related to the use of mobile for academic purpose, like shortage of time, small size of screen, lack of awareness and no opportunity provide to students for training to use mobile phone in a positive way.

According to AL-Daihani (2018), research study results revealed that using of mobile phone at tertiary level has a significant impact on students GPA. Students who are engaged in using different application like, WhatsApp, Facebook and Tiktok affect their academic performance. Findings showed that there is a positive relationship between excessive mobile phone use and dropping out GPA.

Alfawareh and Jusoh (2014) argued that most of the college students use mobile phone in an undesirable way. Findings of the study revealed that use of mobile phone during the lecture has distracted his attention and after the end of the class he has no idea about the topic covered. This affect students' academic performance badly.

An experimental study conducted to determine the effect of using mobile phone during the lecture on students' academic achievement. One group of students were allowed to use mobile phone during the lecture and other group were taking lecture without phone. Finding of the study elaborated that student's attention distracted due to use of mobile phone. The academic performance of the students without using mobile phone during lecture was better than those who use it during the lecture (Ahmed et al., 2020).

According to Campbell (2006), a research study conducted in India to find out the effect of mobile phone on students learning. The researcher has highlighted the difference between male and female usage of mobile phone. Findings of the study reveals that male students have excessively use mobile phone rather than female, due to which their academic performance remain poor.

Findings of the studies showed that excessive use of mobile affect students learning behaviour. Students often engaged in chatting with friends through internet by using different applications. A bulk of time wasted in unproductive activities. Students may use it for preparing their assignments in MS word, PDf and prepare their presentation in PowerPoint. There are many ways to use mobile phone in a positive way, the only thing is to aware students (Darko-Adjei, n.d.).

The addiction of using games application online like PUBG and other have badly affect the life of students. Most of the students have got lower grades just because of wasting their time in playing games. The excessive use causes anxiety and depression among the students. Addition of watching movies and dramas, especially by female students on their smart phone creates problems for them in their studies. Often such type of students couldn't succeed in their future and cannot live according to the expectation of the society (Lepp et al., 2015)

Keeping in view the previously conducted work, it is easy to conclude that use of mobile phone is a contradictory issue. Some studies are in favour of using mobile phone in classroom, school, colleges, and universities and several are against it. To find it effect on students moral and learning behaviour, the current study was conducted.

In Pakistani context it was observed that 60% of the youth are indulge in mobile phone use. Students use mobile phone in positive as well as in negative way and its excessive use affect students' morality and learning (Ahmed et al., 2020).

Research Methodology
3.1 Nature of the study
The study was descriptive in nature in which the current condition of the participants was studied and analyzed appropriately.

3.2 Population
Nineteen principals, 113 subject specialist and 114 secondary school teachers serving in 19 Government Higher Secondary School constituted the population of the study.

3.3 Sample
Out of the total population 19 principals, 100 subject specialist and 76 secondary school teachers were randomly selected as a sample of the study.

3.4 Research Instrument
A closed ended questionnaire was developed containing 30 items with based on Likert scale related to the objectives of the study.

3.5 Reliability
To check the reliability of the instrument, it was tested at a pilot mode. The questionnaire was distributed among 20 participants easily available, and SPSS were used to determine the reliability using Cronbach Alpha reliability test. The value of α was 0.90.

3.6 Data analysis
The data were organized, analyzed, and interpreted by using frequency, percentage, mean and standard deviation. To test the hypotheses, chi-square technique was used.

4.1 Analysis of Data
Table 4.1.1   Impact of mobile phone use on student moral behaviour

S#	Items	SA (1)		A (2)		N (3)		DA (4)		SDA (5)		$\bar{x}$	χ^2
		f	%	f	%	F	%	f	%	F	%		
1	Mobile phone use promote morality among students	1	0.5	11	5.6	40	20.5	90	46.2	53	27.2	3.9	128.7
2	Students using mobile phone	0		16	8.1	45	23.1	92	47.2	42	21.5	3.8	61.59

show respect to teachers

No	Statement	SA	%	A	%	UD	%	D	%	SD	%	Mean	χ²
3	Mobile phone use inculcate optimism in students' thoughts.	1	0.5	26	13.3	39	20.0	80	41.0	49	25.1	3.78	7.02
4	Students using mobile phone are Punctual	0	0	17	8.7	32	16.4	98	50.3	48	24.6	3.9	76.2
5	Students having mobile phone are obedient	2	1.0	12	6.2	39	20.0	90	46.2	52	26.7	3.9	124.8
6	Students using mobile phone have patience.	3	1.5	18	9.2	41	21.0	82	42.1	51	26.2	3.9	95.7
7	Students using mobile never told lie.	4	2.1	11	5.6	31	15.9	76	39.0	73	37.4	3.8	117.8
8	Students using mobile never stole money for easy load.	5	2.6	9	4.6	49	25.1	88	45.1	44	22.6	4.0	117.4
9	Students using mobile phone follow classroom rules.	4	2.1	13	6.7	26	13.3	94	48.2	58	29.7	3.8	139.8
10	Students using mobile phone obey parents' advice.	7	3.6	16	8.2	26	13.3	87	44.6	59	30.3	3.9	113.4
11	Students did not use mobile phone for whole day and night.	1	0.5	8	4.1	25	12.8	81	41.5	80	41.0	3.8	155.0
12	Students never use mobile phone for sexual satisfaction.	1	0.5	9	4.6	14	7.2	65	33.3	106	54.4	4.1	208.4
13	Students using mobile phone are careful.	4	2.1	30	15.4	39	20.0	73	37.4	49	25.1	4.3	65.9
14	Students using mobile phone give time to brothers and			5	2.6	40							

	(1) f	%	(2) F	%	(3) f	%	DA (4) f	%	SDA (5) F	%	x̄	χ2
sisters.		20.5	26	13.3	84	43.1	40	20.5	3.6	85.9		
15 Mobile phone use did not affect students' dignity.	1	0.5	19	9.7	17	8.7	99	50.8	59	30.3	4.0	162.2

Table 4.1.1 showed 73.4% of participants were disagreed that mobile phone use promote morality among students, 68.7% of the respondents were disagreed that students using mobile phone show respect to teachers, 67.1% of the subjects were against the statement that mobile phone use inculcate optimism in students' thoughts, 74.9% of the respondents were disagreed that students using mobile phone are punctual, 72.9% were against the statement that students having mobile phone are obedient, 68.3% were not in favour of the statement that students using mobile phone have patience, 76.4% were disagreed that students using mobile never told lie, 67.6% were against the statement that students using mobile never stole money for easy load, 77.9% were disagreed that students using mobile phone follow classroom rules, 74.9% were not in favour of the statement that students using mobile phone obey parents' advice, 82.5% were against the statement that students did not use mobile phone for whole day and night, 87.7% were disagreed that students never use mobile phone for sexual satisfaction, 62.5% were not in favour of the statement that students using mobile phone are careful, 63.6% were disagreed that students using mobile phone give time to brothers and sisters, and 81.1% of the respondents were against the statement that mobile phone use did not affect students' dignity.

Table 4.1.2   Impact of mobile phone use on students' learning behaviour

S#	Items N	(1) f	%	(2) F	%	(3) f	%	DA (4) f	%	SDA (5) F	%	x̄ SA	A	χ2
1	Students use mobile phone for cheating purposes	27	13.8	90	46.2	32	16.4	18	9.2	28	14.4	2.6		86.0
2	Students using mobile phone taking interest in their classes.	82	42.1	41	21.0	3.6	88.5	3	1.5	23	11.8	46	23.6	
3	Students' using mobile phone always complete their assignment on or before due time.	2	1.0	17	8.7	31	15.9	97	49.7	48	24.6	3.8		137.4
4	Students using mobile phone take active part in classroom	1	0.5	19	9.7	34	17.4	88	45.1	53	27.2	3.8		114.5

activities.

| 5 | Students' having mobile phone take good grades in | | | 1 | 0.5 | 7 | 3.6 | 25 | 12.8 | 105 |

53.8   57   29.2   4.0   188.3

internal exams

| 6 | Students' having mobile phone take positions in | | | 1 | 0.5 | 6 | 3.1 | 31 | 15.9 |

106   54.4   51   26.2   4.0   185.3

external exams

| 7 | Students using mobile phone are always motivated for | | | 2 | 1.0 | 29 | 14.9 | 37 | 19.0 | 73 |

37.4   54   27.7   3.7   73.1

learning.

| 8 | Students using mobile phone take part in co- | | | 10 | 5.1 | 47 | 24.1 |

35   17.9   66   33.6   37   19.0   3.3   42.4 curricular activities

| 9 | Mobile phones use improves students' intellectual | | | 8 | 4.1 | 8 | 4.1 | 29 | 14.9 | 102 |

52.3   48   24.6   3.8   155.6

abilities.

| 10 | Mobile phone use improves students' ability to remember | | | 4 | 2.1 | 16 |

8.2   30   15.4   78   40.0   67   34.4   3.9   106.1 different

concepts

| 11 | Mobile phone use improves students ability to understand | | | 3 | 1.5 | 16 |

8.2   24   12.3   93   47.7   59   30.3   3.9   137.5 different

concepts.

| 12 | Mobile phone use improves students' ability to apply | | |

3   1.5   14   7.2   19   9.7   92   47.2   67   34.4   4.0   151.6

different concepts in real life situation.

| 13 | Mobile phone use improves students' ability to analyze | | | 5 | 2.6 | 20 |

10.3   52   26.7   82   42.1   36   18.5   3.6   90.8 different concepts

| 14 | Mobile phone use improves students' ability to evaluate | | | 3 | 1.5 | 21 |

10.8   50   25.6   81   41.5   40   20.5   3.6   89.8

different concepts

| 15 | Mobile phone use enhances students' creative thinking | | | 3 | 1.5 | 12 |

6.2   35   17.9   91   46.7   54   27.7   3.9   127.4 abilities.

Table 4.1.2 elaborated 60% of the respondents were agreed that students use mobile phone for cheating purposes, 63.1% of the participants were disagreed that students using mobile phone taking interest in their classes, 74.3% were against the statement that students' using mobile phone always complete their assignment on or before due time, 72.3% were not in favour of the statement that students using mobile phone take active part in classroom activities, 83% were disagreed that students' having mobile phone take good grades in

internal exams, 80.6% were not in favour of statement that Students' having mobile phone take positions in external exams, 65.1% were disagreed that students using mobile phone are always motivated for learning, 52.6% were against the statement that students using mobile phone take part in co-curricular activities,

76.9% were disagreed that mobile phones use improves students intellectual abilities, 74.4% were not in favour of the statement that mobile phone use improves students' ability to remember different concepts, 78.0% were against the statement that mobile phone use improves students ability to understand different concepts, 81.6% were not in favour of the statement that mobile phone use improves students' ability to apply different concepts in real life situation, 60.6% were disagreed that mobile phone use improves students' ability to analyze different concepts, 62% were not in favour of the statement that mobile phone use improves students' ability to evaluate different concepts, and 74.4% of the participants were disagreed that mobile phone use enhances students' creative thinking abilities.

5.1   Findings
5.1.1   Impact of Mobile Phone Use on Students' Moral Behaviour
1.   The value of mean 3.9 and chi-square 128.7 in table 4.1.1 showed that mobile phone use did not promote morality among students.
2.   The value of mean 3.8 and chi-square 61.59 in table 4.1.1 indicated that students using mobile phone did not give respect to teachers.
3.   The value of mean 3.7 and chi-square 87.02 in table 4.1.1 elaborated that mobile phone use did not inculcate optimism in students' thoughts.
4.   The value of mean 3.9 and chi-square 76.2 in table 4.1.1 clarified that students using mobile phone are not punctual
5.   The value of mean 3.9 and chi-square 124.8 in table 4.1.1 showed that students having mobile phone are not obedient
6.   The value of mean 3.9 and chi-square 95.7 in table 4.1.1 indicated that Students using mobile phone are impatient.
7.   The value of mean 3.8 and chi-square 117.8 in table 4.1.1 elaborated that Students using mobile often told lie
8.   The value of mean 4.0 and chi-square 117.4 in table 4.1.1 clarified that Students using mobile often unfair means for easy load.
9.   The value of mean 3.8 and chi-square 139.8 in table 4.1.1 showed that students using mobile phone did not follow classroom rules.
10. The value of mean 3.9 and chi-square 113.4 in table 4.1.1 elaborated that student using mobile phone did not obey parents' advice.
11. The value of mean 3.8 and chi-square 155.0 in table 4.1.1 indicated that students use mobile phone for whole day and night.
12. The value of mean 4.1 and chi-square 208.4 in table 4.1.1 clarified that students often use mobile phone for sexual satisfaction.
13. The value of mean 4.3 and chi-square 65.9 in table 4.1.1 showed that students using mobile phone are not careful.
14. The value of mean 3.6 and chi-square 85.9 in table 4.1.1 elaborated that student using

mobile phone did not give time to his brothers and sisters.

15. The value of mean 4.0 and chi-square 162.2 in table 4.1.1 indicated that mobile phone use badly affects students' dignity.

5.1.2 Impact of Mobile Phone Use on Students Learning Behaviour.

1. The value of mean 2.6 and chi-square 86.0 in table 4.1.2 showed that students use mobile phone develop the habit of cheating in exam.
2. The value of mean 3.6 and chi-square 88.5 in table 4.1.2 indicated that students using mobile phone are not taking interest in their classes.
3. The value of mean 3.8 and chi-square 137.4 in table 4.1.2 elaborated that students' using mobile phone never complete their assignment on time.
4. The value of mean 3.8 and chi-square 114.5 in table 4.1.2 clarified that students using mobile phone did not active part in classroom activities.
5. The value of mean 4.0 and chi-square 188.3 in table 4.1.2 showed that students' having mobile phone did not take good grades in internal exams
6. The value of mean 4.0 and chi-square 185.3 in table 4.1.2 indicated that students' having mobile phone often failed in external exams
7. The value of mean 3.7 and chi-square 73.1 in table 4.1.2 elaborated that student using mobile phone are did not motivate for learning.
8. The value of mean 3.3 and chi-square 42.4 in table 4.1.2 clarified that students using mobile phone did not take part in co-curricular activities
9. The value of mean 3.8 and chi-square 155.6 in table 4.1.2 showed that mobile phones use did not improves students' intellectual abilities.
10. The value of mean 3.9 and chi-square 106.1 in table 4.1.2 elaborated that mobile phone use did not improve students' ability to remember different concepts
11. The value of mean 3.9 and chi-square 137.5 in table 4.1.2 indicated that mobile phone use did not improve students' ability to understand different concepts.
12. The value of mean 4.0 and chi-square 151.6 in table 4.1.2 clarified that mobile phone use did not improve students' ability to apply different concepts in real life situation.
13. The value of mean 3.6 and chi-square 90.8 in table 4.1.2 showed that mobile phone use did not improve students' ability to analyze different concepts
14. The value of mean 3.6 and chi-square 89.8 in table 4.1.1 elaborated that mobile phone use did not improve students' ability to evaluate different concepts.
15. The value of mean 3.9 and chi-square 127.4 in table 4.1.1 indicated that mobile phone use did not enhance students' creative thinking abilities.

5.2 Conclusion

Majority of the responses showed that mobile phone use did not promote morality among students. Most of the responses indicated that students using mobile phone did not give respect to teachers. Maximum number of responses elaborated that mobile phone use did not inculcate optimism in students' thoughts. A bulk of responses clarified that students using mobile phone are not punctual. Maximum number of responses showed that students having mobile phone are not obedient. Majority of responses indicated that students using mobile phone are impatient. Most of the responses elaborated that student using mobile often told lie. Maximum number of responses clarified that student using mobile often unfair means for

easy load. Majority of the responses showed that students using mobile phone did not follow classroom rules. Most of the responses elaborated that student using mobile phone did not obey parents' advice. Many responses indicated that students use mobile phone for whole day and night. Bulk of responses clarified that students often use mobile phone for sexual satisfaction. Majority of responses showed that students using mobile phone are not careful. Most responses elaborated that student using mobile phone did not give time to his brothers and sisters. Several responses indicated that mobile phone use badly affects students' dignity. Majority of the responses showed that showed that students using mobile phone develop the habit of cheating in exam. Most of the responses indicated that students using mobile phone are not taking interest in their classes. Maximum number of responses elaborated that students' using mobile phone never complete their assignment on time. A bulk of responses clarified that students using mobile phone did not take active part in classroom activities. Maximum number of responses showed that students' having mobile phone did not take good grades in internal exams. Majority of responses indicated that students' having mobile phone often failed in external exams. Most of the responses elaborated that student using mobile phone are did not motivate for learning. Maximum number of responses clarified that students using mobile phone did not take part in co-curricular activities. Majority of the responses showed that mobile phones use did not improves students' intellectual abilities. Most of the responses elaborated that mobile phone use did not improve students' ability to remember different concepts. Many responses indicated that mobile phone use did not improve students' ability to understand different concepts. Bulk of responses clarified that mobile phone use did not improve students' ability to apply different concepts in real life situation. Majority of responses showed that mobile phone use did not improve students' ability to analyze different concepts.

Most responses elaborated that mobile phone use did not improve students' ability to evaluate different concepts. Several responses indicated that mobile phone use did not enhance students' creative thinking abilities.

5.3   Recommendations

1. This research study showed that students using mobile phone do not follow school discipline. Therefore, it is highly recommended that measures may be taken to prohibit bringing mobile phones in the premises of school.
2. This research study brought forward that the use of mobile phone affects students' study habits negatively. So, it is recommended that the administration may strictly prohibit the use of mobile phone in school. A request may also be made to the parents to have a strong check on it at home.
3. This research study explored that use of mobile phone does not create favorable learning environment. Therefore, it is suggested that during the instructions mobile phone use may be avoided.
4. This research study highlighted those students who use mobile phone do not take interest in their studies. Therefore, it is recommended that mobile phone may completely be banned on students.
5. This research study showed that the use of mobile phone badly affects students' morality. Therefore, it is suggested that mobile phone may be kept aloof from students.

6. This research study explored that mobile phone use does not prevent students from sexual orientation. Therefore, it is recommended that strong check may be kept on students' mobile phone use.
7. This research study showed that the use of mobile phone disturbs students' emotional stability. Therefore, it is suggested that mobile phone may not be given to the students.
8. This research study highlighted those students who use mobile phone do not take good grades in exams. Therefore, it is recommended that mobile phone may not be allowed to the students especially during exams.
9. This research study showed that the use of mobile phone mars students' academic performance. Therefore, it is suggested that mobile phone may strictly be prohibited to students throughout their education.

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