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Impact of GSM Gazette on Students' Performance



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ABSTRACT

The study examined the impact of GSM gazette on students' learning performance in science education. The rationale is to survey how the use of GSM gazette affects interactive processes in classrooms and its implications for the teaching and learning processes. The study was guided by four research questions and one hypothesis. The research questions were analyzed using simple percentages and t-test to test the hypothesis at 0.05 level of significance. The study used questionnaire to sample the opinions of the students. A total of 200 students were randomly selected from a population of about 3, 500 NCE II students using both sexes as respondents. The finding revealed that there a habitual use of GSM gazette by the students for various purposes during lesson hours for chatting, playing games, listening to music, making and receiving calls; and that the female students use the mobile phone frequently than their male counterparts during lesson hours. On the basis of the finding, the study outlines the educational implications of using GSM gazettes during school hours and suggests the way forward. It is therefore recommended that school authorities in conjunction with the ministry of education should provide appropriate information guiding the students on the use of GSM gazettes and their effects on the success of their learning performance.



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INTRODUCTION

GSM gadget devices have become an essential part of daily life and a valuable means of information dissemination since its evolution in the late 1990s' in Nigeria and in most developing countries. The use of GSM gadget among students is very important but its habitual use is associated with deviant behaviours, distraction, and loss of attention. In Nigeria, the emergence of GSM gadgets with internet services has brought about a profound and diverse pool of knowledge. However, it has also inadvertently lead to circumscribed student's commitment to serious academic work, negatively impacted their thinking processes, communication and language skills (Etukudo, 2009). Owning a GSM gadget has social, economic, psychological and educational consequences on the learners as it has the power to influence their attitude and behaviour to academic activities of the school.

The implication is that the use of GSM gadgets has posed a challenge not only for the teachers but to primary, secondary and university authorities as well. It is in the light of this Ibrahim (2011) pointed out that no professional teacher worth his worth would mortgage classroom management to the whims and caprices of his learners dictate because rap and adequate attention of the learners are highly some of these negative behaviours of the students while in class. Student commitments to classroom work desirable at every time, be it in the lecture room, during training or while practicing. Since to facilitate good performance from the students is the teacher's obligation in teaching-learning process he, therefore, shall seek to check essential requirements for classroom management. Lack of commitment would result to inadequate knowledge of the lesson and of course failure on the part of the students.

Owuamanam and Owuamanam (2002) studied on student's laxity and opined that poor attitude and commitment to their work in school results into failure and sometimes school dropout because their attention used to be shifted to contrary issues. This study surveyed the relationship between the students use of GSM gadget and the academic activities of the teacher in the lecture room. This is done with reference to the individual using them, the location (classroom) of their usage and the educational implication associated with it. James (2011) has put it succinctly, when he pointed out that GSM gadget as tool for information dissemination is good no doubt, but its unbridled access especially by the adolescence, may not be in their best educational

interest as there is bound to be decline in what psychologists call mental ideational (Yang, 2008). Also, Adenya and Oyeyinka-Oyelaran (2002) observed that school authorities have noted in the recent past, the astronomical increase in the use of GSM gazettes by students to cheat during examination apart from the distractive roles of some student's users who are found of using it for different application in the classroom. Smith and Robert (2010) highlighted some disruptive factors affecting students in the classroom to include the following; poor classroom management, music, climate or atmosphere trivial, alertness rivalries among peers and a host of others. Likewise, Park (2005) and Etukudo (2002) lamented the gross damage the GSM gazette has done to the lives of various categories of students most especially those in tertiary institution who play away their times on games, music, pornography and Facebook, Whatsapp, 2go, Viber, Skype, etc. GSM gazette has become a gadget of the moment on which most of our students commit their valuable learning time. Some even from classroom communicate with friends using earphones and also connect ear piece into their GSM gazettes to listen to music, making or receiving calls, texting messages to friends, relations, and other people.

It is a fact that the internet has brought about a profound pool of knowledge, that today we think and act in an e-knowledge era. But unintentionally, they have contributed to circumscribed students commitment to various academic works, their thinking processes, communication and language skills, which unsuspecting parents, educators and other stakeholders are yet to appreciate the magnitude of damage done to student's academic commitment. These have implication for lecture room management. These views as expressed above have compelled lecturers and school administrators to adopt measures to ensure sanity among student's use of GSM gazettes during academic activities in institutions of higher learning. It is on the basis of this background that this study is carried out.

It is believed that GSM gazettes have the potential of having a central place in the daily lives of secondary school and undergraduates students. But research shows that there is the difference between student's performance and commitment to academics in the classroom between those who use GSM gazettes during lecture hour due to lecture room disruption, inattentiveness, and non-participation in academic assignments or field works (Ling, 2005). The problem is that the use of GSM gazette among students has become habitual rather than conscious and this has

implication for education where a conscious effort is required to achieve the objective of teaching and learning the process in the lecture room.

Etukudo (2009) and Ling (2005) have stated that GSM gazettes in academic institutions may have a negative consequence on students who may be carried away by worries which could affect their concentration. Siragusa and Dixon (2008), have studied attitudes of students towards the use of GSM gazettes and the perceived social pressure and likely consequence. The study revealed a high usage of GSM gazettes and found that students found the usage pleasant, helpful and easy. But on the contrary, others said they experience feelings of anxiety, distraction and that it sometimes takes too much of their attention that could have been allotted to other facet of the main school programs. Thus, there are challenges and implications that require being addressed.

Studies have shown that there is a relationship between student's performance and commitment to academics in the classroom as those who use GSM gazette during lecture hours are more likely to experience distraction, inattentiveness, and non-participation in academic class work (Ling, 2005). The problem is that the use of GSM gazettes among students has become habitual thus negatively impacting on conscious efforts required to achieve effective teaching and learning.

Educational institutions have witnessed an astronomical increase in the use of GSM gazettes by students in recent times resulting in deviant behaviours such daydreaming, learning interruption, noise, and attention diversion; and consequently, affect learning performance. A study carried out at Ball State's Hanley Institute for mobile media research on student's use of GSM gazettes, revealed that students not only use a GSM gazette for voice calls, but they also use it to e-mail, send text, download and listen to music and access social media sites (Park, 2005). The study also found that 49% of students use GSM gazettes to access websites for entertainment or concert information, 52% use it for movie viewing, 61% for news, 87% for weather reports while 57% of students reported using it for searching and 51% reported making one or more calls per day (Park, 2005).

Cheung (2008) asserted that students use their GSM gazettes for tagging location, status update, and broadcasting where they are and what they are doing to all of their friends. Students also use it to grab pictures of what is going on other than waiting for photos to download or develop as

soon as they snap their classic pictures of their friends antics on the squad. They also share photos with a picture message or facebook post or Instagram. Students also add filters to their pictures to give simple digital snapshots a more interesting look using their phones to keep afloat at school juggling between classes, work, friends, and family.

They also use it to stay in the loop and express themselves. Cheung (2008) revealed that boys tend to use GSM gazettes for recreational and communicative purposes such as playing games, listening to music, sending or receiving e-mails and accessing the internet whereas girls are more likely to use the device for maintaining social contacts by using features such as text messaging, social networking or using the phone as a phonebook.

Ling (2005) asserts that much has been made of how rapid advances in technology have changed the way we learn and communicate. In terms of personal interaction, social networking tools such as Whatsapp, MySpace, Facebook, Twitter, Texting, YouTube, etc. have become common methods of communication for young consumers and they are gaining interest and acceptance among consumers of all ages. We are also seeing technology changing the way formal learning takes place with laptops in the classroom, iPhone applications, and online course offerings. It can no longer be argued that these technologies do not exist or that they are not widely used. However, questions that remain unanswered are, do these technologies actually enhance learning and do students believe that they are appropriate forms of communication for use in an academic setting?

Social Networking Sites Used By Students

Some social networking sites commonly used by students include:

1. Facebook: With Facebook, you can browse and join networks, pull contacts from a web-based e-mail account, find friends in several ways, upload pictures, and video clips etc. Facebook has recently crossed 700 million users and is the most popular social networking site of the world.
2. MySpace: When you join MySpace, the first step is to create a profile. You then, invite friends to join there and search for your friends already profiled on MySpace.

3. Twitter: Twitter is a social networking site that is rapidly becoming one of the most talked-about. When one has a Twitter account, he can use the service to post and receive messages to a network of contacts, as opposed to sending bulk email messages.

4. LinkedIn: LinkedIn is an online social network for business professionals, which is designed specifically for professional networking, to help them find a job, discover sales leads, connect with potential business partners. Other popular social networks include; Skype, Viber, Whatsapp, Bebo, Friendster, Ning, Classmates, Tagged, My Year Book etc.

Some of the Positive Effects of GSM Gazette usage amongst Students includes:

Though cell phones are a positive tool for keeping college students connected to their family and friends back home but obsessed indulgence to them retards their learning performance. The under-highlights are some positive effects of GSM gazette among the students.

a. Teaching Tools

In spite of the distractions they pose, many teachers use Smartphones as teaching tools such as computer-aided instruction (drill and practice, tutorial, instructional games, simulation, problem-solving and discovery software). These softwares are interactive which are used to supplement classroom instruction. They are said to offer a highly individualized instruction (Otor and Egbodo, 2015). The researchers suggest a paradigm shift in science pedagogies to computer-aided instruction instead of stereotypically teaching science concepts in theory and abstraction through conventional lecture method. The researchers added that the students appreciate the convenience and speed of this method as they are excited and motivated to learn meaningfully. Many English teachers also use text messages to teach literature, letting students write imaginary text message conversations between literary characters.

c. More Convenience

GSM gazettes are undeniably convenient. Because of GSM gazette, students never have to look for a pay phone or wonder about the location of a friend. These ubiquitous communication tools allow students to reach their peers and their parents instantly.

Adverse Effects of GSM gazette Usage among Students

GSM gazette offers a lot of advantages but it also has negative aspects. In response to a question about GSM gazette addition, one out of three students said that they felt addicted to their phones. This sense of addiction may be related to dependency and heavy usage (Ling, 2005). In addition, excessive GSM gazette usage gives rise to serious social, health and educational hazards as well while a strong correlation has been observed between excessive GSM gazette usage and criminal activities such as theft, use of alcohol and narcotics (Ling, 2005).

Tindell & Bohlander (2011) enumerate some of the adverse effects of GSM gazette usage amongst students as follows:

a. Classroom Distraction

In college classrooms, GSM gazettes can become a serious distraction that interferes with learning. It is observed that college students check their phones between one and five times during class. In addition, mobile phone usage during class affects students grades and distracts classmates from learning. Even the attentive student misses out when his classmates fiddle with their GSM gazettes.

A GSM gazette offers numerous conveniences, including easy access to calculators, dictionaries, and other tools. However, GSM gazettes do take a toll on students cognitive thinking abilities. Attention spans have shortened so dramatically that many college students struggle to read anything longer than a social network posting. In addition, becoming dependent on the phone as a quick fix for information can keep them from developing the ability to "think on their feet" in work situations (Tindell & Bohlander, 2011).

c. Cheating

Many GSM gazette users have turned the devices to a cheat machines. Students no long bother exploring creatively, the Internet facilities they have but use it to devalue themselves by cheating. Many students nowadays see visiting the library, reading a textbook, asking relevant and meaningful questions about a concept as a gross waste of time and energy. They never consider that even the very facility (GSM) they are exploring is a product of hard work and

research. Contrary to this, many students use their phones to download documents from the Internet, paste it into a word-processing program without making any input apart from replacing their names with that of the original author and submit same to their lecturers.

d. Cyber Bullying

GSM gazettes, particularly models that allow access to social networking, email, and other applications, are sometimes used for cyber bullying. GSM gazettes allow bullies to send unpleasant messages all day long, disrupting their educational progress as well as that of the recipients of such messages.

e. Health Hazards

As known to many, it has been proven that talking on a GSM gazette for as little as 500 to 1000 minutes per month can increase the probability of brain cancer. Not only that, it can also lead to difficulty in sleep, difficulty in concentration, fatigue, headache and infertility. There are also chances of leukemia, ear effects and blurring of vision among regular GSM gazette users. Intense use of GSM gazettes may cause harm to the users health including his/her psychological wellbeing.

f. Psychological Disorder

Students who are pre-occupied with GSM gazette tend to experience psychological disorders. They are usually prone to having a higher risk of developing cornucopia or other psychological disorders including mania, paranoia, aggressive tendencies and anti-social behaviours.

g. Poor Writing Skills:

There has been a dramatic decline in the writing abilities of students due to twitting, facebooking, whatsapping, skypeing, vibing and texting. They do not capitalize words or use punctuation marks anymore; any word longer than one syllable is now abbreviated to one word. Colloquial speech, slang terms, and text-speak have become a common sight on student's assignments, jumbling educators who are unsure of how to fix the growing problem. These slangs and textspeak include IJN (In Jesus name), K (Okay), RIP (Rest in peace), IWCUB (I will call you back) , D (The), U (You), UR (Your), TXN (Thank), PLS (Please), 5NE (Fine), DAT (That), 2 (To), Luk (Look),

2day (Today), IDK (I don't know), LOL (Laughing out loud), SMH (Shaking my head), BTW (By the way), TTYL (Talk to you later) among others.

Most of our students of nowadays do download unrefined, poorly written and unarticulated materials from the Internet and use them in their assignments and projects while forgetting that most of these materials are faked without facts and essential ingredients as well as full of grammatical errors to give them good marks. When such students are coincidentally meet with strict and the right thing must be done-teachers/lecturers/supervisors, unusually complain that they are witch-hunt and wickedly treated. They believe that every topic is already written on the Internet which is outrightly wrong perceptions occasioned by poor reasoning ability, laziness and laxity and inability to process correct information with their brains.

i. Addiction

According to John (2010), a study conducted at Cyber Psychology Behavior and Social Networking Journal revealed that individuals that spend less time socializing on Facebook and spent more time with real friends were less likely to be unhappy. Another study conducted by the American Academy of Pediatrics found that individuals especially teenagers can develop Facebook depression when being overwhelmed with a positive status, updates and photos of happy friends. In addition, the youngsters tend to ignore safety precautions and use GSM gazettes while driving or crossing the road, activities that put them at serious risks. GSM gazette has become a gadget of the moment on which most of our students commit their valuable learning time.

GSM gazette and Examination Malpractices.

With the rise in technological advancement, students have taken examination malpractices at almost every stratum of education to another level. Some students have used this platform of owning a GSM gazette, for example, to propagate examination frauds, some of them store answers on their phones and take this into examination halls. Despite the ban of GSM in exam hall, some female students actually hide their phones in their under-wears and when confronted by the invigilators claim they were only adjusting their sanitary towels to make it firm. Securities should be tightened at the venue of exams using detectors to search students before they enter

exam halls to ensure they enter the hall without their phones. They should warn female students of the health implication of putting GSM gazettes in their under-wears. The use of GSM gazettes in exam malpractices has made the ongoing efforts at curbing examination malpractice as yet another setback and even as no known perpetrator has been brought to book or conclusively trialed (Park, 2007).

In describing e-cheating among the students, the cell phone technology seems to have provided a smart way to beat the effort of government and civil society groups to stamp out the exam-malpractice menace. My experience in 2014, 2015 and 2016 JAMB supervision revealed a lot of exam irregularities among the students. It has been discovered to be rampant among students that sit for the Joint Admission and Matriculation Board (JAMB) examinations using GSM gazettes, iPods in committing malpractice during the exams like other exam entity such as West African Examination Council (WAEC), National Examination Council (NECO) or NABTEB. It is longer news that terminal and semester exams are browsed in the examination hall by the students using their smartphones to aid their marks.

Websites like www.exambomb.com, www.examfield.com, www.examcrown.com, www.loadedexpo.com, wap.guruswapaz.com, www.xbrians.com, www.examloaded.com, www.expo.com, www.smartloade.com, <http://blastexam.com>, www.naijacamp.com.ng, www.waecgceexpo.realwapar.com, <http://studentbaze.com>, www.expowap.com, www.naijaorigin.com/forum2, www.9jabaze.com, www.expoloaded.com, www.examface.ne, www.examnaija.com, www.mobsolutionz.wapka.mob, and many others for e-cheating abound in the country.

These sites are exam business owned by IT gurus where candidates pay money into their account and sometimes recharge cards in order to send answers to their phones. These answers are emailed, text, WhatsApp depending on the arrangement. When a candidate is successfully paid, the e-cheat admin sends a confirmation link to the student prior to the start of an examination.

It has become the order of the day for students, as some gather “it’s a normal thing”. Hence, it has become an ‘epidemic’ in our state educational system which needs immediate attention. Just as yearly, a lot of phones are seized from students whom despite all the warnings still smuggle their phones into exam halls, to boost their results eventually.

Some invigilators were accused of encouraging malpractices during examinations through allowing some candidates to cheat with the conviction that someone somewhere would assist their own children in terms of need too. Parents are not left out in the menace as most are the driving force behind such acts, like in the case of a parent who was caught sending SMS to her daughter; she was willing to go to any length for her child to go to the university. She also expressed determination to make her aim realized.

Statement of the Problem

Adenya and Oyeyinka-Oyelran (2002) opined that school authorities have witnessed the astronomical increase in the use of GSM gazette by students in recent time. This scenario has been a syndrome in our secondary and tertiary institutions. Arbitrary GSM usage by the students nowadays is among the human factors which are usually bedeviled educational system with constraints. Some constraints associated with this phenomenon are inattentiveness, disruption, and distraction which in no small amount effect effective learning, achievement and learning retention. Closely associated to these, is the use of GSM gazettes which causes noise and distraction during the lecture hour. It is also observed that students are addicted to their GSM Gazette which they incessantly use at home, on campus, and on the road at the expense of their academic performance and health generally. This study is therefore out to explore the impact of GSM gazette usage on student's performance in the classroom.

Research Questions:

1. Do students use GSM gazette applications in their classroom during lecture hour?
2. What is the nature of applications used in your GSM gazettes during lecture hour?
3. What are the implications of using of GSM gazette during lecture?
4. What are e-platforms frequently used by the students for exam malpractice?

Hypothesis:

There is no significant difference between male and female student's attitude towards GSM gazette usage in the school.

MATERIALS AND METHODS

The examined the effect of GSM gazette on student's learning performance in science education. The descriptive survey design was used in this study. The research was conducted in COE, Oju. Oju LGA is located in the North central part of Nigeria. It gained full divisional status on the 3rd of February, 1976. It is situated between latitude 6.859⁰ North and longitude 8.382⁰ East with the annual temperature of about 27⁰C (81⁰F), and the Time zone of WAT (UTC + 1).

The population for this study comprised of all the students of COE, Oju. A total of 200 respondents were randomly selected out of a population of about 3,500 NCE II students. Simple random sampling was used in the selection of the students. The research instrument used for the study was a questionnaire which was divided into two sections, the first section has Yes or No while the second section responses were structured in the three-point scale of Always, Rarely, and Never.

The study was guided by four research questions and one hypothesis. The research questions were analyzed using simple percentages and t-test to test the hypothesis at 0.05 level of significance. The questionnaire instrument was content validated by panel of 3 experts in the Department of computer science in the College of Education, Oju. The data were collected by the researcher and with the help of the four research assistance. The Cronback Alpha was used to ascertain the reliability coefficient of 7.6 of the instrument administered.

RESULTS AND DISCUSSION

The data collected were analyzed and the results are presented below:

Research question 1: Do students use GSM gazette applications in their classroom during lecture hour?

Table 1: Percentage Scores of Student Responses on the Use of GSM Gazettes in Classroom

Item	Percentage	Remark
Do you have mobile phone?	75	Positive
Do you receive or make calls during lecture hour?	65	Positive
Do you chat or write SMS during lecture hour?	87	Positive
Do you leave your phone on during lecture period?	98	Positive
Does your boy/girlfriend call you during lecture period?	66	Positive

The data in table 1 above shows that the percentage scores from all the items on the student's responses on whether they possess GSM gazette and if they used it during lessons revealed positive because no percentage score was below 45%. By implication, the majority of the students use their GSM gazettes during a classroom lesson.

Research question 2: What are the nature of applications used in your GSM gazettes during the lecture hour?

Table 2: Student's Responses on the Type of Application on which GSM Gazette is Been Used During Lesson.

Item	Percentage	Remark
How often do you use mobile phone applications during lectures:		
a. Write and send messages during lectures?	77	Positive
b. Browse for information during lectures?	46	Negative
c. Play games during lectures?	55	Positive
d. Listening to music during lecture	55	Positive
e. Listening to radio?	55	Positive
f. Using calculator?	56	Positive
g. Snapping pictures?	67	Positive
h. Videoing during lectures?	87	Positive
i. Using Instagram?	30	Negative
j. Facebooking during lecture?	90	Positive
k. Using Viber	50	Positive
l. Using Whatsapp	54	Positive
m. Using Skype	60	Positive
n. Using 2go	50	Positive
o. Using LinkedIn	50	Positive
p. Using Twitter	52	Positive
q. Using Myspace	54	Positive

Table 2 above shows that the percentage scores from all the items on the student's responses on whether they use most of the application on their GSM gazette during lectures revealed positive since only two of the items mean score was below 45%. By implication majority of the students use most of the applications on their GSM gazettes during lectures.

Research question3: what are the implications of using of GSM gazette during lecture?

Table 3: Students' responses to implications of the Use of GSM Gazette during Lesson.

Item	Percentage	Remark
Educational implications of the use of mobile phone and its application during lectures:		
a. receiving messages whether pleasing or horribledisruption attention	77	Always
b. listening to music on phone causes loss of concentration	67	Always
c. Habitual use of GSM partitions teaching and learning process	80	Always

Items on the table above show that college students commit their energies to the application of GSM gazette in various ways which eventually distract their attention in lecture. This is because none of the items mean score were below 50 benchmark.

Research Question 4: what are e-platforms frequently used by the students for e-chat in the examination?

Table 4: e-platforms used by the students for exam malpractice.

Item	Responses	Remark
a. Email	56	Positive
b. Facebook message	68	Positive
c. Whatsapp	80	Positive
d. Phone SMS	84	Positive
e. Twitter	50	Positive
f. Websites for e-cheat	75	Positive
g. Browse theory answers on Google	92	Positive

The table 4 above indicates that the examinees commit malpractice through all possible internet hubs using their GSM gazette to scale through at all cost.

Hypothesis: There is no significant difference between male and female student’s attitude towards GSM gazette usage in the school.

Table 5: t-test result of Male and Female Student’s Attitude towards GSM Usage.

N	Mean	SD	DF	t-cal	t-crit value (.05)	Remark
Male	100	2.95	0.57	198	65.44	1.96 Rejected
Female	100	3.04	0.70			

P = ≤ 0.05 level of significance

The data in table 5 above shows t-test analysis of male and female student's attitudes towards using mobile phone applications. The hypothesis is rejected. The result showed that female students frequently receive calls, SMS, and chats during school hour than their male counterparts. This is because one lady could have more than 30 boys who are trying to reach her via phone call and SMS, WhatsApp, viber, 2go, skype, facebook, and twitter.

DISCUSSION OF FINDINGS

All the students used for the study own GSM gazettes even when they were randomly selected for the study. This confirms the astronomical increase in ownership and use of GSM gazettes. As Griffith (2000) put it, GSM gazette is no more a luxury item among students thus; its usage has some implications for education.

The results from the responses of the students in the questionnaire items indicated the student's attitude towards the use of GSM gazettes in the colleges of education. It shows that student's attitudes in GSM owning and arbitrarily usages have constantly affected the business of teaching and learning in the classroom. This is an indication that GSM gazettes have become a negative influence that affects student's commitment to their academic work. This would have been the cause of failure of some students in their courses.

The result of the study also established that female students frequently receive calls, SMS, and chats during school hour than their male counterparts. This is because one lady could have more than 30 boys who are trying to reach her via phone call and SMS, WhatsApp, Viber, 2go, skype, facebook, and twitter. In an attempt to respond to all these disturbances, their attention, and academic focus have been shifted to mobile worship in order to keep in touch with friends. This could be one among the reasons for female student's slow performance in test and examination as compared to their male classmate.

A further implication for education as revealed in the study is that GSM gazette has become a source of distraction since students who are expected to commit their time to academic activities, instead commit their time and energies to the various applications in the GSM gazettes. For students who are habitually giving to the use of GSM gazettes, the educational implication is that teacher would have to devote their attention and time to bring them into conscious relationship

required of the classroom setting (Miners, 2009). The use of GSM gazette itself, in the lecture room, is to educationists a deviant behaviour since students no longer do what they are expected to do at a particular time in the interactive process of the school curriculum.

The resultant effect is poor performance/retention and the creation of added responsibility in classroom management and control for the teachers and the school authority. The teacher would begin to struggle to maintain boundaries between classroom discipline and teaching-learning process that is being compromised by the student's use of GSM gazettes.

The study also shows that GSM gazettes disorientate classroom behaviour and student's attitudes towards learning when even those that are not using it were prone by the distraction of those who use them. Further, for those who are habitually addicted to the use of GSM gazette, the lack of accessing information from it have a wider educational implication especially when they find themselves in an unsuitable environment (like in the lecture room) or when they have low battery and could not use it. It could distort their academic work due to their psychological commitment to use GSM gazette at all times. At other times, GSM gazette could give student some messages which may be worrisome issues from home or social life, this could affect their academic work either in the classroom, in the Library, laboratory, or in the field. All these as discussed above constitute implication for education and require recommendation as to the way forward in solving the problems of student's use of GSM gazette in their classroom.

The use of GSM handsets by children and wards has been identified as one of the areas of conflict between parents and teachers. GSM handsets are not needed for learning during study hour. Rather, they are used by students to show up at the detriment of their studies. Their use during classes is a source of distraction for both students and teachers. Also, students who own handsets may use them to intimidate others and also get carried away by the prestige and ego, which they usually attach to the gadgets.

The use of handsets has also aided examination malpractices in schools as all manner of information can be stored in their memory systems. Many students get carried away by games, chats, and cartoons even when classes are going on. School authorities should not allow children to bring handsets into the classrooms bearing in mind the enormous disadvantages. Many

offensive items are programmed in handsets, including pornographic films and materials that help children cheat in examinations.

CONCLUSION

In as much as GSM gazette is a desirable and needed technological device which is appropriately suited for teaching and learning process, when wrongly used at lecture room by students of our higher institutions of learning, it could result in negative consequences that would affect the attainment of the required educational goals. This has been the issues when our students use their GSM gazettes in classroom as revealed in the study. The ban of the use of handsets will sanitize the school system and allow the children to concentrate on their studies rather than playing games with their handsets during classes. The policy will equally help to check indiscipline. This is important because of the astronomical rise in the use of GSM gazettes among students in institutions of higher learning in Nigeria.

Recommendations

It is thus recommended that:

1. Lecturers and the school authorities in conjunction with the ministry of education should make a policy to discourage the use of GSM gazette in their classrooms or during academic program of the school.
2. There should be rules and regulations against the use of GSM gazette, such rules should be well stated with appropriate measures and guidelines for its enforcement. This is important because, if allowed to be freely used by the student in the classroom, the classroom would turn to be like marketplace or public square. It would also breed ill feelings among poor students who could not afford to purchase or lack the opportunity to purchase it.
3. Students should be guided and counseled on the use of GSM gazettes at the point of entry for their academic programme on the campus. This would require the services of the School Guidance and Counseling Unit where they would be told how, when and why to use it. This is because they should know the advantages and disadvantages of the appropriate time for using GSM gazettes.

4. Manufacturers of GSM gazettes should enlighten the adolescence users of GSM gazette through their manuals of some of the implications as revealed in the study.

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