

# Smartphone Usage and Academic Performance of College Students

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## Abstract

There are varied views about smartphones weighed benefits and deemed disadvantages to academic performance. The researcher would like to break in the barrier between this prevalent yet still perplexing matter. This study described the relationship of smartphone usage and academic performance of college students in a faith-based institution. A descriptive correlational design was used to purposively sampled 75 students. Of the 75, 51% have high grade point average and 47% were using smartphone for an average of 5-8 hours per day. Students claimed they need smartphones in classroom primarily to provide additional resources for research work. However, they only use smartphone moderately to support their classroom learning. This study ascertained that most of the teachers were distracted when students use smartphones in the classroom. Nevertheless, the use of smartphone in the classroom has neither negative nor positive impact to student's learning. The study revealed no significant relationship between extent of smartphone use to support classroom learning and academic performance, between classroom learning and academic performance and between impact of smartphone use in classroom to learning and academic performance. However, this study showed a moderate, negative, significant relationship between hours spent in using smartphone per day and academic performance. This implies that the more time is spent in using smartphone, the lower the academic performance. Therefore, there is a need to regulate if not totally prohibit the use of smartphone in the classroom. Nonetheless, students must be encouraged to minimize the total number of hours spent in smartphone use per day.

**Keywords:** *Smartphone usage, academic performance*