

**AN ASSESSMENT OF MOBILE PHONES USAGE AMONG THE
SECONDARY SCHOOL STUDENTS IN TANZANIA: A CASE STUDY OF
KIBITI DISTRICT**

MWITA MARO MGAYA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a Dissertation entitled, “*An Assessment and Usage of Mobile Phones among the Secondary School Students. A Case Study of Kibiti District*”, in partial fulfillment of the requirements for the Degree of Master of Arts in Monitoring and Evaluation MA (M&E) of the Open University of Tanzania.

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Dr. Hamidu A. Shungu (PhD)

Supervisor

.....

Date

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DECLARATION

I, **Mwita Maro Mgaya**, do hereby declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution, however other people's works have been used, and references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Arts in Monitoring and Evaluation [MA (Monitoring & Evaluation)].

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Signature

.....

Date

DEDICATION

This dissertation is dedicated to my parents, my lovely wife Maria J. Nyange, My children (Alfred and Africanus) for their prayers and full-time unconditional support.

ACKNOWLEDGEMENT

First and foremost, I would like to thank almighty God for giving me strength to conduct this research. I extend my vote of thanks to my supervisor Dr. Hamidu A Shungu for his commitment in guiding me dissertation. Also, Open University of Tanzania for giving me admission to study this course. I would like to thank the Kibiti District Executive Director and District Secondary Education Officer (Mrs A. M Mungia) for allowing me to do my study in four Secondary school. My special thanks go to my family, lovely wife Mrs Maria J. Nyange, My children (Alfredy and Africanus), my lovely friend Godfrey Mkelemi for their great support and encouragement through my studies.

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ABSTRACT

The study was conducted in Kibiti District council at four secondary schools. The main purpose of the study was to assess the access and the usage of mobile phones among the secondary school students. The data collection was guided by three specific objectives focused on the purposes of students in secondary schools owning mobile phone; how secondary school students get mobile phone for their daily uses and how students managed to recharge credits to mobile phones. The quantitative research approach was applied by using survey research design. The data obtained from primary sources of information by using questionnaires and interview, where total of 105 respondents involved who obtained through simple randomly and purposively sampling. The cross-sectional research design and purposive sampling were used to obtain the sample. The collected data were coded and analyzed by using Statistical Package for Social Science (SPSS) computer program. The study ended up with various practical results. These results specifically revealed that the students were have access on mobile phone, whereby they are accessing them highly while at home than at school environment. Apart from accessibility of mobile phone the study finding also revealed the results on purpose of using cell phones; it revealed that students were mostly using mobile phone in non-academic matter such as charting with friends, communicating with parents and others, whereby parents viewed as the main champions on facilitating students to use phones. However, the researcher recommended on the further study that will involve parents on identifying the courses of highly differences in mobile phone uses among the school while at their home compared at school environment.

Keywords: Assessment, mobile phones, usage.

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LIST OF ABBREVIATIONS AND ACRONYMS

ICT	Information and Communication Technology
MoEVT	Ministry of Education and Vocational Training
TCRA	Tanzania Communication Regulatory Agency
NMT	Nordic Mobile Telephone
SPSS	Statistical Package for Social Science
USA	United State of America

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Mobile phone emerged and raised many dialogues in different fields such as in education, commerce and security and is currently the most widely used technology for receiving and delivering networked information. In education, mobile phones raise a worry in teaching and learning process due to facts that young people have been excited and are timely adopters of mobile technologies than academic issues. Kihwele and Bali (2013) argued that mobile phones have to be used in teaching and learning due to its usefulness. Frias-Martinez, Virseda, and Gomero (2012) have added that —the motivations for using cell phones as learning tools are varied including the improvement of student access to learning materials, offering flexibility to students, reducing the costs of using more expensive technologies (like personal computers), or to explore collaborative and individual learning. Mobile phones help in the communication between people through causing it achievable for them to make, distribute, swap ideas and information in near networks and societies (Blumenstock and Eagle, 2010).

In their study, Chen, Seilhamer, Bennett and Bauer, (2015) show that, in developed countries parents are positively willing to the use of mobile phone to students on the necessity to preserve normal contact with their children but schools see the use of mobile phone as helping indiscipline between the students. Some scholars argued on the use of mobile phone among the students, especially while at school environment. The inevitability of mobile phones between college scholars from Florida however,

observe that the tool is not consumed by the scholars to improve knowledge thus reminding the essential for needed educational provision that will ease the custom for informative drive (Chen, Seilhamer, Bennett and Bauer, 2015). In Sweden scholars' help for the prohibition of mobile phone within schools in order decrease disturbance in the scholars' studying surroundings, let scholars to involve in additional workout throughout break at school, and reduction internet misuse and bully.

Studies in Africa also tell on the usage of mobile phones influences on students' especially in educational performance and inspires disorder in the school surroundings. Mobile phones are abused by scholars by consuming it; to tape violence incident, look for unrestricted matter like pornography, listen to music, shot pictures and send them to social media, and chat with friends which led scholars to be pasted to their cell phones at the cost of their educational effort (Ford and Batchelor, 2007). Specifications fixed in cell phones like calendar and clock allow scholars to arrange their self-study timetable (Hartnell-Young and Heym, 2008). Although some African countries restrict the use of mobile phone at schools but Rwandan government permissions on the usage of cell phones by scholars in the school surroundings has acknowledged emotionless welcome from teachers and parents established on the idea that it might make to extreme level of disruptive behaviors, joined with low educational performance between the students (Edufrica, 2016).

Inappropriate usage of cell phones by scholars in the educational surroundings and absence of prospectus establishment for the usage are accountable for bad opinion of school owners, administrators and teachers to the usage of mobile phone in many

Africa countries. The usual extreme level of indiscipline and disappointment between secondary school students in many African countries like Tanzania have remained qualified partially to the usage of mobile phones by the scholar thus making to absolute prohibition of the usage of mobile phones in the school surroundings in secondary schools around the country as printed in the Premium Times of February 24, 2016.

The use of mobile technology devices in Tanzania classroom cannot be denied, especially when majority of students carry devices, although educators become on dilemma of choosing between embracing these mobile technologies or limiting their use in the classrooms. The usage of mobile phones by school owners, administrators, teachers, and students is not concentrated on improving studying meanwhile there is no curriculum that allows for the integration into learning and teaching thereby making school administrators and teachers to realize mobile phones as distracters thus encouraging control on the usage. The understanding of the academic advantages of mobile phone might be accountable for the stand of several stakeholders in academic to encourage for the usage in the school surroundings. The norm in developed nations allows students use of mobile devices for learning outside the classroom, and teachers embrace this (Ciampa, 2014).

In Tanzania, student's use of mobile devices for learning has been perceived negatively, and creates unknown consequences to students (Kafyulilo, 2014). Some problems identified that led students prohibited to usage mobile phones at school are chatting with friends over several social media such as Instagram, Twitter and Facebook, talking with the friends as a substitute of looking for academic resources,

one more setback could be that throughout learning times students talking with their friends so they can waste abundant time in talking and undertaking further individual activities as a substitute of learning over internet such as downloading pornography and playing games. The usage of cell phones by scholars has higher regarding for mobile bullying, disruptive behavior, and inspection misconducts (Mamudu and Oyewo, 2015). Cell phones might be a troublesome instrument in schools because of unsuitable usage and weak management of the usage (Khwele and Bali, 2013).

Regardless of extensive concentrations on the status of mobile phones in secondary school education, Tanzania is dedicated to emerging their usage as section of a plan to aid schools to provide an education with advanced quality. Cell phone technology has remained frequently recognized as a possibly significant network for spreading education to rise the effectiveness in the country's labor force within a progressively globalized upcoming (United Republic of Tanzania, 2010). Though, this acknowledgement of their significance has not encouraged previous over-all comprehensive supporting declarations. The drawback of in what way to deal with cell phone use stays single to be determined at a domestic level as somewhere else in Africa (Porter et al. 2016).

The consequences based on societies views on students use of mobile devices for learning, has led to lack of empirical data Tanzania. It is against this background that this study has been designed to assess the access and usage of mobile phones among the secondary school students in Tanzania a case of Kibiti District Council government and private Secondary schools

1.2 Statement of the Research Problem

It is reported that, the rate of mobile phones use among students in secondary schools has increased, that bring high fears on the status of mobile phones in secondary school education, a study by Femina HIP in 2010, explained that 72 young people out of 97 access and own a mobile phone in Dar-es-salaam, also more females own and access mobile phone than males 26% compared to 74% (Femina Magazine, 2010).

The reviewed studies have different focus on students' mobile phone use in secondary schools, which bring confusion where to stand. Some of them try to explore on social media in general without being specific to one device like mobile phone with students' behavior. However, they relate social media with students' discipline but they focus much on specific negative behavior generally on sexual behavior, for example, (Geoffrey, 2014). Other studies related mobile phone with performance and they come up with single reasons of failure that students spend a lot of time on the device forget studying hence failure, they forgetting other behavior that can be influenced by students' mobile phone use which can lead to students' performance or failure, for example (Almu & Buhar, 2014; Lepp et.al, 2015).

Some studies suggest the ban of students using mobile phone in schools should be removed but they didn't investigate on the danger that can be raised, and others ignore students to be allowed to use mobile phone, for example, (Disney Cooperation, 2007). As both of them fail to show where students get mobile phone and how use them, also its influences on students' behavior whether being positive or

negative, therefore this study intend to investigate on how students' access and use mobile phone in secondary school in Kibiti Council, Tanzania.

Tanzania require to plan to ensure that mobile phones are correctly consumed in academic sector to advance learning and teaching as they have valid educational uses and are important instruments for advancing provision of education, consequences and effects (Swarts and Wachira, 2010). The Tanzania development of education statement says, "the ICT policy aims to empower learners, teachers, education managers and leaders to use ICT judiciously and effectively for expanding learning opportunities and ensuring educational quality and relevance". The actual usage of ICT provides extra chances for studying new facts over contact, exchanging information and knowledge with others.

To date, several studies conducted on the mobile phone to students investigates on the use of mobile devices themselves where most of the research reporting on the benefits and limitations of mobile phone, there was very little empirical evidence to support their claims (Merchant, 2012). Although there is some evidence regarding students' use of mobile phone, there is no research on the access and usage of Mobile. Due to limited studies on mobile phone accessing and Usage among the secondary school students at Kibiti, it called for attention for research on how secondary students get the phone and why do they have at Kibiti Distict Council.

1.3 Research Objectives

1.3.1 General Research Objective

The general objective of this study was to assess the access and use of the mobile phones among the secondary school students.

1.3.2 Specific Research Objectives

- (i) To assess the purposes of students in secondary schools owning mobile phone.
- (ii) To assess how secondary school students, get mobile phone for their daily uses.
- (iii) To assess how students managed to recharge credits to mobile phones.

1.4 Research Questions

1.4.1 Specific research question

- (i) How secondary school students get mobile phone for their daily uses?
- (ii) To what purposes do students in secondary schools owning mobile phone?
- (iii) How do secondary students manage to recharge credits to their mobile phone?

1.5 Relevance of the study

Inconsistencies observed from one school to another on mobile phone use policies while current practices on the use of mobile phone at secondary schools in worldwide; become a developing agenda on the use of mobile phone in secondary school. At one high school, the mobile device regulations stated that, “The use of cell phones during class hours or school day is not permitted. Phones must be turned off from 7:50 a.m. until 3:30 p.m. (not on silent mode) and not visible, or they will be confiscated (Obringer and Coffey, 2007). However, the policy goes on to say, “cell phones may be used in class for educational purposes as directed by the classroom teacher. According to Soyeni, Oloruntob and Okafor, 2015 “Some schools reported restricted access to school network from mobile devices. In addition, other schools did not allow students to bring their own mobile devices to school due to liability issues. Two reasons cited for blocking mobile devices from the school network were

“not to overload the network” and “to prevent students from visiting inappropriate sites. Although at this particular school, there was a policy that the school was not responsible for lost, stolen, or damaged devices, it was understood that parents often want the school to help look (Kihwele, 2013).

1.6 Limitations of the Study

During the study time the researcher experienced some shortcomings which gone beyond his control, such shortcomings associated with administrative procedures and the other was some misinterpretation of research questionnaires. When researcher wanted to interview one respondent who was head of one private school he totally refused to conduct such interview. However, some respondents fail to interpret some question thus they responded them differently.

1.7 Scope of the study

The study was conducted in Coastal region, in Kibiti District, whereby total of four secondary schools were visited. The study collected information from students, teachers and heads of schools about usage of mobile phone among the secondary school students, these groups were selected because they preferred as the right group to provide the required information. Theory of technological acceptance applied in references with research topic. The researcher decided to choose that area due its accessibility and time constraint. Likewise the area found town where the mobile phone usage and access were highly compared to rural areas.

1.7.1 Significance of the study

Study will be useful to Ministry of Education and Vocational Training (MoEVT) to realize the real situation with respect to the right of entry and handling of mobile

phones among secondary school students, also Secondary School teachers to be aware of the situation so as to formulate regulation with respect to the use of mobile phone among students. Lastly, the study will be useful to Educational policy makers, Academicians, more often Tanzania Communication Regulatory Agency (TCRA) known the extent to which young people especially secondary school students owned and used mobile phones.

1.8 Organization of the Study

This dissertation organized in five chapters. Chapter one provided the introduction, background of the study, research objectives and research questions; while chapter two covered detailed literature review and definitions of key concepts as well as theoretical and empirical literature. Chapter three described research design, sampling techniques as well as data collection and analysis methods. Chapter four carried study findings according to research objectives and research questions, and chapter five was for conclusion drawn and bringing recommendations as a way forward for implementation on mobile phone usage for students Tanzania.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter reviews literature for the proposed study, whereby section 2.1 is overview of chapter two, 2.2 Conceptual definitions; 2.3 Theoretical analysis [include theory of technology acceptance; theory of reasoned action; theory of planned behavior; diffusion of innovations; domestication; and uses and gratifications] 2.4 Empirical analysis of relevant Studies; 2.5 Research gap identified, 2.6 Conceptual Framework; 2.7 Theoretical framework, 2.8 Statement of Hypotheses and 2.9 Summary.

2.2 Conceptual Definitions

A mobile phone: defined as a device are multipurpose, multi-channel connecting point of the network of communication of which everybody becomes a personal node. (Castells et al. 2004, p. 75). But others have been also called it as a cellular phone, cell phone or hand phone) refers to a device that can make and receive telephone calls over a radio link while moving around a wide geographic area. It does so by connecting to a cellular network provided by a mobile phone operator, allowing access to a public telephone operator ([en.wikipedia.org/wiki/Mobile phone](http://en.wikipedia.org/wiki/Mobile_phone)).

Access: the method or possibility of getting near to a place / person or the right to use/look at something (Cambridge advanced learner's dictionary 3rd Edition).

Usage: the way something treated/ used (Cambridge advanced learner's dictionary 3rd Edition).

A school: means any assembly, institution or place, by whatever called which provides or where there is provided, for seven or more persons whether or not at the same time, primary, secondary, higher education or adult education and in the case of instruction, given by means of correspondence delivered by hand or through postal services, the institution or place where the instruction is prepared or where the work of the students is received dispatched or examined, but does not include (Galabawa *et al.*, 2008).

Secondary school: Galabawa *et al.*, (2008) define secondary school as a school providing secondary education. Generally, a secondary school is the stage of education following primary school education.

2.3 Theoretical Literature Review

The use of mobile phone for social and economic purpose is on the increase. There are several theories contribute significantly in explaining the use and adoption of mobile phone among students. These include theory of technology acceptance; theory of reasoned action; theory of planned behavior; diffusion of innovations; domestication; and uses and gratifications (Venkatesh *et al.*, 2003; Martin & Ajzen, 2010; Terry *et al.*, 1993; Rogers, 2003; Pearce, 2013). The above-mentioned theories explained below-

2.3.1 Theory of Technology Acceptance

Theory of technology acceptance explains determinants of intentions to use or not to use a particular technology (Venkatesh *et al.*, 2003). The key elements of intention

construct identified in the theory are: perceived usefulness; perceived easy to use; attitude toward use; and intention to use and actual use. Further, the model explains factors that form basic constructs influencing mobile phone adoption, which include social influence expressed as the pressure exerted on the individuals by opinions of others; facilitative conditions or necessary infrastructure and perceived usefulness or the extent to which a user believes on the benefit accrued from using the mobile phone and perceived ease to use.

According to the theory determining factors toward intentions for using mobile phone include personal factors such as preference and beliefs about the mobile phone. Yet others are demographic factors such as age, gender, education and social economic factors like occupation and income. These hold back or foster the intention of one to use the technology, i.e. a mobile phone. This theory is relevant in understanding the possible factors that do motivate or demotivate student's especially secondary school students to use mobile phones to communicate information.

2.3.2 Theory of Reasoned Action

Theory of reasoned action stipulates that intentions to use a technology proceed from attitude toward that technology and toward its use, and the subjective norms (Martin & Ajzen, 2010; Terry et al., 1993). . This theory is important in understanding the influence of significant others such as parents and close friends in communicating information using mobile phones. Significant others may be useful in various ways including buying mobile phones for students or friends, or even encouraging the use or ensuring the availability of money or airtime to the users.

2.3.3 Theory of Domestication

Another theoretical perspective that aligns well with mobile adoption and use is domestication (Haddon, 2003). This theory concentrates on how individuals go through the process of discovering, purchasing, and integrating devices into their lives, and helps to account for how individuals judge others', how they use the devices, as well as the social consequences of the device. Domestication can be a fruitful theory to use to secondary school students because it accounts for social uses and its consequences.

2.3.4 Theory of Uses and Gratification

The study of media choice of the mobile phone and other information communication technologies sometimes examined from uses and gratifications perspective (Pearce, 2013). This approach is concerned with establishing the linkages between the kinds of motivations of the secondary school students might have for media.

2.4 Empirical Analysis of Relevant Studies

2.4.1 General Information about Mobile Phone

The first land mobile services were introduced in the 1940's in United Kingdom and commercial mobile phone telephone began in the USA in 1947 (Agar, 2003). After the first working example of mobile phone emerged in America it paved a way to other European countries such as Denmark, Norway, Sweden, and Finland which come up with number telephone companies. In 1969 the Nordic Mobile Telephone (NMT) develop a cellular phone system, for the case of Sweden in 1981 it has 20,000 mobile telephone users, this possession made Sweden to be the first country

to have a large number of mobile phones users than elsewhere in Europe at the time. The possession shows the rationale of mobile phones to various people in development activities (Agar, 2003).

In England, during enrolling secondary schools, 80 percent of students with 10 years own mobile phones which permit students to deliver academic materials (Hartnell-Young and Heym, 2008). In India, mobile phones are consumed by students and teachers in exchanging academic materials and referring dictionaries for learning reasons (Javid, Malik and Gujjar, 2011). In Malaysia, education participants realize the chance that mobile phones can turn out to be one of the applications for learning and teaching in high schools (Mohamad and Woollard, 2010). It was noted that, 88 percent of Chinese students age 12 to 23 years possess mobile phone which they usage in reading online news, talking, chatting, emailing, with friends through social media (Thornton and Houser, 2004).

2.4.2 Studies in African Countries on Mobile Phone in School

Africa is one of the fastest growing mobile phone markets in the world, is the second biggest market after Asia (World Wide Mobile Phone report, 2011). According to Eagle (2005), mobile phones have entered remoteness and village areas in African than computers. The rapid spread reveals their importance and helpfulness in make communication easier. Nigeria is scanning for the chance to initiate mobile phones to enable schooling ICT however numerous villages want ICT infrastructures and electricity. In Uganda, the Makerere University is planning to announce mobile phone software design lesson to authorize students to develop software that will allow them assistance in solving the requirements of their societies (Eagle, 2005).

There are number of studies conducted on mobile phones use in Africa, as expressed by Porter et al. (2015) the study examined pupil's mobile phone usage and how its advantages can be strengthened in an African context. The findings of a field research in Ghana, Malawi, and South Africa demonstrate that mobile phones do not only simplify the access to information but also provide more learning opportunities for pupils and help them to discover their potentials and identities. Nevertheless, pupils are also affected by negative impacts like disruption, harassment and pornography.

2.4.3 Use of Mobile Phone among Youth (Students)

The adoption of mobile phone by young generations is becoming a global phenomenon in recent years, as it now becoming an integral part of student's lives and for majority is the most popular form of electronic communication (Campbell, 2005). Cell phones have become popular in a short time especially among the younger generations. Youth use the mobile phone in a positive way to organize and maintaining their social networks but also there are negative impacts of mobile phone to young people. For young generation the Mobile phones are being used different ways; some of them use it in romantic relationship, studying and charting or information sharing etc. A study done by Jin and Pena (2010) shows that a higher number of voices were explaining that, mobile phones design is very much important as functional aspect, mobile phones was seen as a highly interpersonal device for many people in Tanzania as for many, mobile phones became an extension of their self and others they feel naked without their phones. For young people in Tanzania they never leave their homes without their phones, they tend to switch it off only

happens occasionally example during examination period otherwise it is constantly switched on even during class time and when they are sleeping (Rodrigo, 2010).

2.4.4 Accessibility of Mobile Phones by Students

Mobile phone accessibility viewed in gender and ages, a study by Femina HIP in 2010, explained that 72 young people out of 97 access and own a mobile phone in Dar-es-salaam, also more females own and access mobile phone than males 26% compared to 74% (Femina Magazine, 2010). With respect to gender in the use of cell phone by youth, previous findings showed that there was a variation in the use of mobile phone between men and women. Junco, Merson and Salter (2010) reported that female spent more time talking on the phone than men. Geser (2006) explain that, females are consistently displayed higher level of attachment to their cell phone than men. For many youth the use of mobile phone played a significant role in their life, as reported by Rodrigo (2010) mobile phones has made it easier for young people in Tanzania to coordinate their daily life, maintaining social relationships and extend social networks. Therefore, the ownership of mobile phone by young people indicates that one is socially connected, it can also indicate as a symbol of independence from one's family associated with positive relationship qualities.

2.4.5 The usage of Mobile Phone among the Students

The use of mobile phone by secondary school students can have both the positive and negative impacts to their social and academic life, as in their study of increasing interactivity between the teachers and students. Milrad and Spikol (2007), reveal that “students indirectly increase their language art skills by compressing information not

by simply using typical text messaging, but by revising and editing sentences to express ideas more effectively, providing support that the use of mobile phone technology can have a positive influence on student academic achievement”.

Franklin (2011) points out that mobile device do increase the opportunity for student interaction through the use of text messages. Students in places such as China, Japan, Philippines and Germany are using their cell phones to study not only English, but they are also using these same devices to study Mathematics, Health, an spelling (Robertson and Hagevik, 2008:3) that shows, the use of cell phone can have the positive impacts to students in their educational lives.

However, Tilley and Bohlander (2012:2) discuss the use of mobile phone as interruption and that, “if students are spending time texting, they are not paying attention in class” then one can argue that the use of mobile phone are negatively impacting student learning. The use of mobile phone during the class hours may cause interaction to students and hence concentrated in mobile phone and forgone their studies, as Wood *et al.*, (2012:367) found that people who used multi-tasking techniques to complete two task took longer than if they were to complete each one at a time, the authors speak of lost time switching back and forth between tasks and the amount of lost time increases as the task become more complex. They conclude that, multi-tasking leads to decrements in performance in at least one of the two tasks memory performance. On the other hand, mobile communication activities in classroom have the negative impacts including cheating, harassment, and lack of concentration, immorality and time wasting.

In developed nations, children start using the internet at 8 years, mostly through computers and later mobile devices (Oblinger & Oblinger, 2005). African, and Tanzanian students are using mobile devices outside the classroom (Bappah, 2013 and Tungaraza, 2015). Mobile devices allow students to communicate to peers, and relatives using networks they have created.

In Tanzania, student's use of mobile devices for learning has been perceived negatively, and creates unknown consequences to students (Kafyulilo, 2014). These consequences based on societies view on students use of mobile devices for learning, has led to lack of empirical data, there for this call for attention for research on how students get the phone and why do they have

2.5 Research Gap Identified

Most of the reviewed studies have different focus on students' mobile phone use in secondary schools, which bring confusion where to stand at. Some of them try to explore on social media in general without being specific to one device like mobile phone with students' behavior. Though they relate social media with students' discipline but they focus much on specific negative behavior generally on sexual behavior, for example, (Geoffrey, 2014). Others studies related mobile phone with performance and they come up with single reasons of failure that students spend a lot of time on the device forget studying hence failure. They forgetting other behavior that can be influenced by students' mobile phone use which can lead to students' performance or failure, for example (Almu & Buhar, 2014; Lepp et.al, 2015). Some studies suggest the ban of students using mobile phone in schools should be removed

but they didn't investigate on the danger that can be raised, and others ignore students to be allowed to use mobile phone, for example, (Disney Cooperation, 2007).

From the literature reviewed in this study the major weakness of previous studies is that most of the studies were done without being guided by either theoretical framework or conceptual framework (Mtebe & Raisamo, 2014). Thus, this study will guide a combination of theories and conceptual framework on focusing to how secondary school students get mobile phone for their daily uses, ways manage to recharge credits to their mobile phone and to what extent do secondary school students in Tanzania use their mobile devices outside the classroom. Thus, the study will contribute to fill these gaps as it contributes in empirical as well as theoretical since new perspectives will make mobile phones as an educational tool in developing countries.

2.6 Conceptual Framework on Mobile Phone uses among Students

The conceptual framework for this study is presented in the figure below. The framework shows the cause - effect relationship among variables. The framework comprises a set of background variables, independent and dependent variables. The framework shows various variables associated with the mobile phone access and usage such as cost of managing, reasons of managing phone and extent of using it.

From an independent variable, owning mobile phone by student can influence them in cost of managing phone especially through use of airtime, also time consuming for charting, which late can cause them, involve in love affairs.

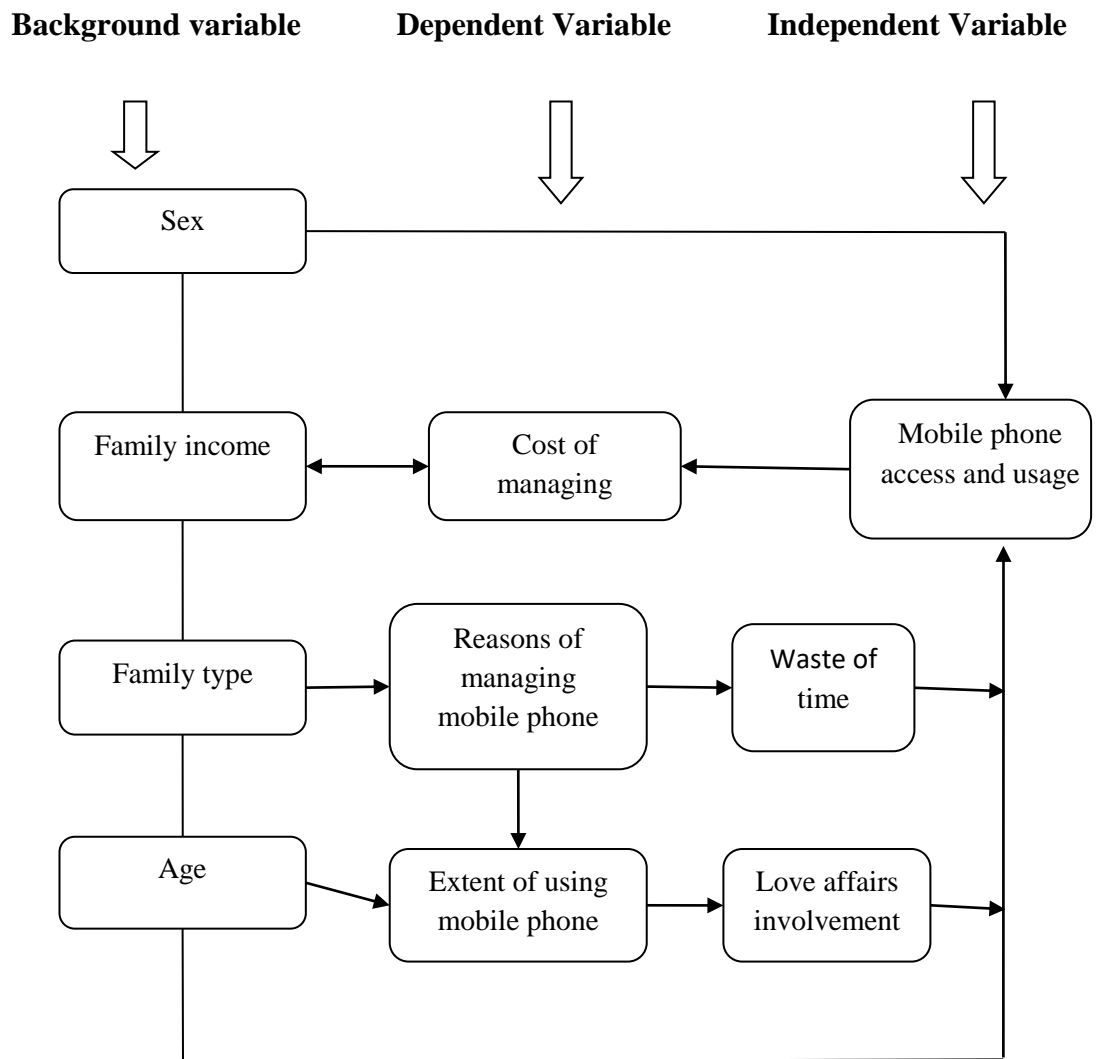


Figure 2.1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOOOGY

3.1 Overview

This chapter presents the research methodology employed on the study about access and usage of the mobile phones among the secondary school students. Section 3.2 focuses on research strategies while section 3.3 describes sampling design and procedures Section 3.4 variable and measurement procedures whilst in section 3.5 methods of data collection. In section 3.6 data processing and analysis and section 3.7 designate the expected results of the study.

3.2 Research Strategies

This research work was exploratory in nature of which was more suitable for studies that intend to gain more knowledge about issues that have been narrowly observed and documented, although, may be affecting a large number of people in the society (Kothari, 2016). It also suitable for discovering phenomena that are relatively new understated or largely neglected in the society (Kothari, 2016). This design employed based on the fact that the focus of this research work – access and usage of mobile phone among the secondary students. In order to gather data for this study, both quantitative and qualitative techniques employed since such help to clearly understand and gain more in-depth information about issues from all ramifications.

3.2.1 Research Approach

According to Botha (1989), it is the theoretical arrangement in which the study is guided. It is an elementary strategy, which directed data analysis, measurement and

gathering. According to Kothari (1990), it is also, the structure that stipulates the kinds of data to be gathered, source and collection procedure of data (Kothari, 1990). This research was undertaken in mixed method approach, which allowed the usage of dissimilar methods in the gathering and analyzing of data.

3.2.2 Research Design

The good research design will ensure the data collected is reliable with the research goals, and data gathered in economical and accurately technique (Kothari, 1990). This research used cross-sectional design in which both quantitative and qualitative data gathered at particular point early enough to corresponding sample in the area of the study. Cross-sectional design used due to the fact that the kind of data gathered by mixed methods approach and at particular point early enough regardless of dissimilarity in time.

3.2.3 Description of the Study Area

The study was conducted in Kibiti District council located in Coast region. The reason behind for chosen Kibiti council was due to these; it was the New and Highly growing council where there is no any study about mobile phone usage and access for secondary school student have been done at there. Also, the presence of many secondary schools which are located in New town where there was high accessibility of mobile connections as compared to rural areas in Coastal Region the region which most of its towns are highly growing compared with other regions. According to Kibiti district educational department there are thirteen secondary schools in Kibiti District Council.

3.2.3 Target Population

Population as a group of individuals, persons, objects or items from which a sample is taken for measurement (Enon, 1998). In this study the government and private secondary schools was visited. The study population was 2937, which comprised secondary school students, teachers and head of schools. The researcher adopted to use these groups in order to get the valid and reliable data concerned to the research problem.

3.3 Sampling Design and Procedures

3.3.1 The Study Sample Size

Wood and Harber (2002:242) describe a sample as “a portion or a subset of the research population selected to participate in a study, representing the research population”. The sample size of this study was attained basing on the proportion of representativeness of respondents from each group and Unit. In this study four secondary schools were chosen randomly at Kibiti District, with total sample size of 105 respondents, including 95 students, who chosen randomly, 16 teachers (discipline and academic teachers) and 4 heads of school obtained purposively, the reasons for choosing this sample size was regarding with the population size in secondary school at Kibiti District Council.

The sample size of this study was determined by using scientific approach based on precision rate and confidence level, whereby Cochran’s formulae for calculating sample size of finite population applied. Mathematically the sample size of finite

population computed by the formulae
$$n = \frac{n_0}{1 + \left(\frac{n_0 - 1}{N}\right)}$$

Given; $Z=1.96$, $P = 0.5$, $q =1- 0.5$, $e = 0.1$ ($\pm 10\%$) and $N = 2937$

$$n = \frac{n_0}{1 + \left(\frac{n_0 - 1}{N}\right)} \text{ where by } n_0 = \frac{z^2 pq}{e^2}$$

$$n = \frac{\frac{96}{1 + (96 - 1)}}{2937}$$

$$n = 94.968$$

$n = 95$; *Thus, the sample size from 2937 students was 95 students*

3.3.2 Sampling Techniques/ Procedure

According to Cresswell (2005), sampling techniques are methods that used to obtain the study sample. In this study two types of sampling techniques were implied; Simple random sampling and Purposive sampling technique. The sample from to students obtained by using simple Random sampling technique. This was the technique, which provides equal chances to every member in the population to be included in the study (Enon, 1998). The researcher selects the technique because it helps to reduce biases, is simple to use and it helped to get small sample from the larger population.

Purposive sampling technique was used to get sample from to heads of schools and class teachers. Purposive sampling is the technique of sampling in which the researcher select sample based on certain purpose (Enon, 1998). The researcher opts to use this technique for the purpose of getting heads of school who was the respondents with best attributes and information concerned with students and mobile phone usage.

3.4 Variable and Measurement Procedures

The study aimed to collect primary and secondary data from to secondary school students in government and private schools; the variable was measured by using relevant measure to bring the valid research outcome. The independent variable of the was Mobile phone access and usage, while dependence variables included cost of managing Mobile phone, Reason of managing mobile phone and extent of using mobile phone.

3.4.1 Independent Variable

The study has one independent variable involves much on Mobile phone access and usage among the students.

3.4.2 Dependent Variable

The main dependent variables were cost of managing mobile phone, reasons of using mobile phone and extent of using mobile phone which both associated with mobile phone access and usage.

3.5 Methods of Data Collection

3.5.1 Method and Instrument for Data Collection

Data collection instruments refer to devices used to collect data such as questionnaires, structured interview, schedules and checklists (Brink 2006:296). In this study, two type of instruments for data collection namely questionnaires, interview and documentary were applied.

3.5.1.1 Questionnaires

Kothari (2004), the word questionnaire consists a number of printed or typed questions in a definite order on a form or set of forms. In this study the questionnaires were distributed to the respondents who responded on the questions by writing down to replying on it.

Questionnaire was used to gather primary information from the class teachers and students. Closed and Open-ended questionnaire were employed; the open-ended questions enable the respondents to answer freely by giving opinions and suggestions. The researcher opted to choose this tool because it helped to collect many information at the same time and it saves time as well as is bias less.

3.5.1.2 Interview

Enon (1998) defined interview as a purposive conversation usually between two people but sometimes it involves more structured and unstructured questions. Interview involves face-to-face interactions between research and with respondents.

These gave a quick response from the interviewee through verbal or non- verbal communication. Interview will be conducted in English or Kiswahili in order to give the researcher and respondents a good chance of enquiring additional questions and secure quality information. This method provides more chance to gather more information from respondents because it allows the researcher to ask supplementary questions also it is a flexible and detailed tool. The respondents who interviewed were heads of schools.

3.5.1.3 Documentary Review

Secondary data are those which have already been collected by someone else and which have already been passed through the statistical process (Kothari, 2004). Booth (2003) adds that secondary sources of data are research reports, whether books or articles, based on primary data or sources. In this study secondary data were obtained through school library, policies, circulars and school regulations search of relevant documents about mobile phone uses in school environment.

3.5.2 Primary Data

The data was collected by using structured questionnaires and interview. The questionnaires were consisting both open and closed ended questions prepared in simple English, the use of English language was useful because majority of respondents know it and use English language as a means of communication in the school environment. Thus, by using English language would help in getting the required data without any ambiguity.

3.5.3 Secondary Data

In order to obtain the readily available information with regard to the stated some of the data obtained from documentation of the area of study concerning the stated objectives. Such data expected to be obtained from the study area and others.

3.6 Data Processing and Analysis

Kothari (2016) argue that, data analysis is a process that implies editing, coding, classification and tabulation of the collected data. It involves systematic process or working with data, organizing and them from the purpose of making measurements

and evaluation. It was therefore an important milestone establishing the solutions to the problem that was investigated. The Quantitative primary data collected from the respondents was summarized and coded before being entered into computer for processing and manipulation, then statistical package for social science (SPSS) employed during the analysis of quantitative data. Descriptive statistics analysis was done by computing frequencies, percentage, and measures of central tendency and cross tabulation.

In the words of Given (2008) in qualitative research perspective, content analysis is the process of categorizing qualitative raw textual data into clusters of similar entities, or conceptual categories for the need to identify consistent patterns and relationships between variables or themes. In this study the content analysis method used to analyses qualitative data.

3.7 Validity and Reliability

Validation and reliability are important keys to effective research. If a piece of research is invalid, then it is worthless.

3.7.1 Validity

Cohen et al (2000) defines validity as the ability of the research instruments to measure what they claim to measure and the degree to which the results can be generalized to the wider population, cases or situation. The validation of the instruments in this study was done by ensuring that readability levels are appropriate; avoiding any ambiguity of instructions, terms and questions. Validation also was done by seeking expert's opinion of the supervisor who pass through the items of

instruments and make recommendations for improving the clarity of concept and wording. Moreover, the use of different data collection methods helped in checking weaknesses of one data collection method by strength of others. It should be noted, however, in qualitative research, data gathering instruments are never “finished products” at the time of planning the research. The instruments, therefore, continued to be refined in view of the objective and circumstances unfolded in the field. Moreover, the few questionnaires were drafted and piloted in several schools. Through questionnaire piloting conducting, it helped the researcher to fine-tune the questions and omit ambiguities and repetition of questions.

3.7.2 Reliability

On the other hand, reliability refers to the quality of consistency or reliability of a study or measurement. The procedures and activities to follow in a study was designed and discussed among colleagues and suggestions were given for modification purposes before being sent to supervisor for more opinions and approval.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Chapter Overview

This chapter presents analysis, presentation and discussion of demographic information of respondents (gender, age, education level, employment category), and research objective.

4.2 Social - Demographic Information of Respondents

This section present general information of respondents such as age, gender, education level, and parent's occupations, nature of their schools, combinations and type of schools. The finding from that supported by "*Theory of technology acceptance*" according to the theory determining factors toward intentions for using mobile phone include personal factors such as preference and beliefs about the mobile phone. Yet others are demographic factors such as age, gender, education and social economic factors like occupation and income. These hold back or foster the intention of one to use the technology, i.e. a mobile phone. This theory is relevant in understanding the possible factors that do motivate or demotivate student's especially secondary school students to use mobile phones to communicate information, (Venkatesh et al., 2003).

4.2.1 Age of the Respondents

Respondents in this study were required to state their ages from the given options in ranges, which included: 10-14 years, to 25-29 years, and below 60 for teacher and head of schools. Findings in Tables 4.1 and 4.2 revealed respondents who were

involved in the study were between 15-19 years due to the fact that most of students at O' levels schools fall under that ages. And the majority of secondary school teacher aged 30-39.

Table 4.1: Age of the Students

Variables	Frequency	Percent
10-14	5	5.3
15-19	77	81.1
20-24	13	13.7
Total	95	100.0

Source: Field Data (2020)

4.2.2 Gender of the Respondents

Respondents were required to state their gender, given the options, which included male and female. Table 4.3 reveal that, there was 62.2% of male students and 34.7% of female students, however female teachers 56.7% and 43.7% male respondents involved in this study.

Table 4.2: Gender Distribution

Variables	Frequency	Percent
Male	62	65.3
Female	33	34.7
Total	95	100.0

Source: Field Data (2020)

Table 4.3: Gender Distribution for Teachers

Variables	Frequency	Percent
Male	7	43.8
Female	9	56.3
Total	16	100.0

Source: Field Data (2020)

4.2.3 Level of Education of Respondents

Respondents were asked to state their level of education based on their classes they attending where 54.7% were form three, 24.2 % were form four, 11.6% were form five, while other 9.5% form six students as illustrated in the Table 4.5.

Table 4.4: Level of Education

Variables	Frequency	Percent
Form three	52	54.7
Form Four	23	24.2
Form five	11	11.6
Form six	9	9.5
Total	95	100.0

Source: Field Data (2020)

4.3 The Access and use of the Mobile Phones among the Secondary School Students

The access and use of mobile phones among the secondary school students was the main objective of the study, which divided into three specific objectives that lead the collection of data for study as follows:

4.3.1 The Purposes of Students in Secondary Schools Owning Mobile Phone

The respondents were asked to express the purposes of students in secondary schools of owning mobile phones while at school or home environments, the response of 87.5% of teachers on that discovered that they used phones for communicating with parent and friend and the rest 12.5 said the uses phone mobile banking as illustrated in Table 4.6.

Table 4.5: Teacher Responses on Purpose of Owning Phone

Variables	Frequency	Percent
Communicating with parents and friend	14	87.5
Mobile banking	2	12.5
Total	16	100.0

Source: Field Data (2020)

Finding from students on that objectives revealed that 38 responds (40%) not owning/have access to phone, 22 (23%) of respondents used phone for academic purpose, 20 (21.1%) have been used for communicating with parents and relatives. 9.5% of them used for charting with friend and the rest 6% used for both of the above purpose Table 4.7 illustrate that.

Table 4.6: Student Responses on Purpose of Owning Phone

Variables	Frequency	Percent
Note own phones	38	40.0
Academic purpose/learning	22	23.2
Charting with friends	9	9.5
Communicating with parents/relatives	20	21.1
Both of the Above	6	6.3
Total	95	100.0

Source: Field Data (2020)

When head of schools interviewed on that said that

Students used mobile phones not for education purpose but they used to chart with their friends and other relatives, while the other said that students used mobile phones to greet their parents and financial purposes (transaction- M-Pesa. Tigo pesa and Airtel Money) especially boarding students...” (Interview with respondent 9th July 2020).

Also head of schools interviewed if there was circulars / policies in their schools which promote or prohibit the use of mobile phone for students, their responses were that:

There was no circular/policy in place but school regulations prohibit the use of mobile phone at school environment, once the student caught with phone he/she punished and it is one of things that lead student to expel from school. ...” (Interview with respondent 9th July 2020).

4.3.2 Where Secondary School Students, Get Mobile Phone for their Daily Uses

After exploring the purpose of owning mobile phone among the secondary school students, the researcher also wanted to know where secondary school students got mobile, the information on that were collected from students themselves, teacher and Heads of schools. Finding from students revealed that 37(38.9%) got phone from their parents, 27(17.9%) owning phone and the rest from friends as Table 4.8 revealing.

Table 4.7: Student Responses on Source of Mobile Phone

Variables	Frequency	Percent
Dot use phone	38	40.0
Your own phone	17	17.9
From friend	2	2.1
From parent	37	38.9
Both of the above	1	1.1
Total	95	100.0

Source: Field Data (2020)

Finding from teachers revealed that 62.7% of respondents said that, students got mobile phones from their parents and relatives. 12.5% from relatives, 18.8% failed to

know where they got phone and the remaining 6.3% said they got phone from, friends. However, the study of Rodrigo (2010) shown how young people in Tanzania they never leave their homes without their phones, they tend to switch it off only happens occasionally example during examination period otherwise it is constantly switched on even during class time and when they are sleeping. For that case it can concluded that students are in accessing and using mobile phone especially when they were at home, that also showed by a research conducted in Norway that indicated that almost 100% of 16 years old owned a cell phone in 2001; this possession indicates the extent to how the young people use and own a mobile phone (Ling, 2007).

Table 4.8: Teachers Responses on Source of Mobile Phone

Variable	Frequency	Percent
Don't know	3	18.8
Parents	10	62.5
Parents,relative	2	12.5
Friends	1	6.3
Total	16	100.0

Source: Field Data (2020)

When Head of schools interviewed on that they said that:

*May be from parents/ guardians and friends
(Interview with respondent 9th July 2020).*

4.3.3 Assessment on how Students Managed to Recharge Credits to Mobile Phones

Another finding was on how secondary school student managing to recharge credit/Airtime to their phones, data collected from students and teachers by using

questionnaires, the responses from students revealed that 28.4% have recharged by parents, 22.1% by using their own pocket money, 5.3% from friends and the rest from both of the above, while there was a group of who not in use of mobile phone that took 41.1%. Table 4.10 illustrate below.

Table 4.9: Student Responses on How Managing to get Airtime

Variables	Frequency	Percent
Not in use of phone	39	41.1
Their pocket money	21	22.1
From parents	27	28.4
From friends	5	5.3
Both of the above	3	3.2
Total	95	100.0

Source: Field Data (2020)

In additional to the above, when teachers asked that, the results revealed that 10 (62.6%) of respondents claimed that, they recharged by parents and relatives, 3(18.6%) by parents, relatives and friends. 12.6% got airtime from friends and 6.3% used pocket money to procure credit.

Table 4.10: Teachers Responses on how Student Managing to Get Airtime

Variables	Frequency	Percent
Friends	2	12,6
Parents, relatives	10	62.6
Parents, relatives, Friends	3	18.8
Pocket money	1	6.3
Total	16	100.0

Source: Field Data (2020)

4.3.4 Crosstabulation

After viewing the above results, the researcher decided to made crosstabulation on student parent's occupation as a source of student getting mobile phones, the analyzed result showed that most of students who own and use mobile phones their parents were Farmers (Rural people) the Figure 4.1 below illustrate.

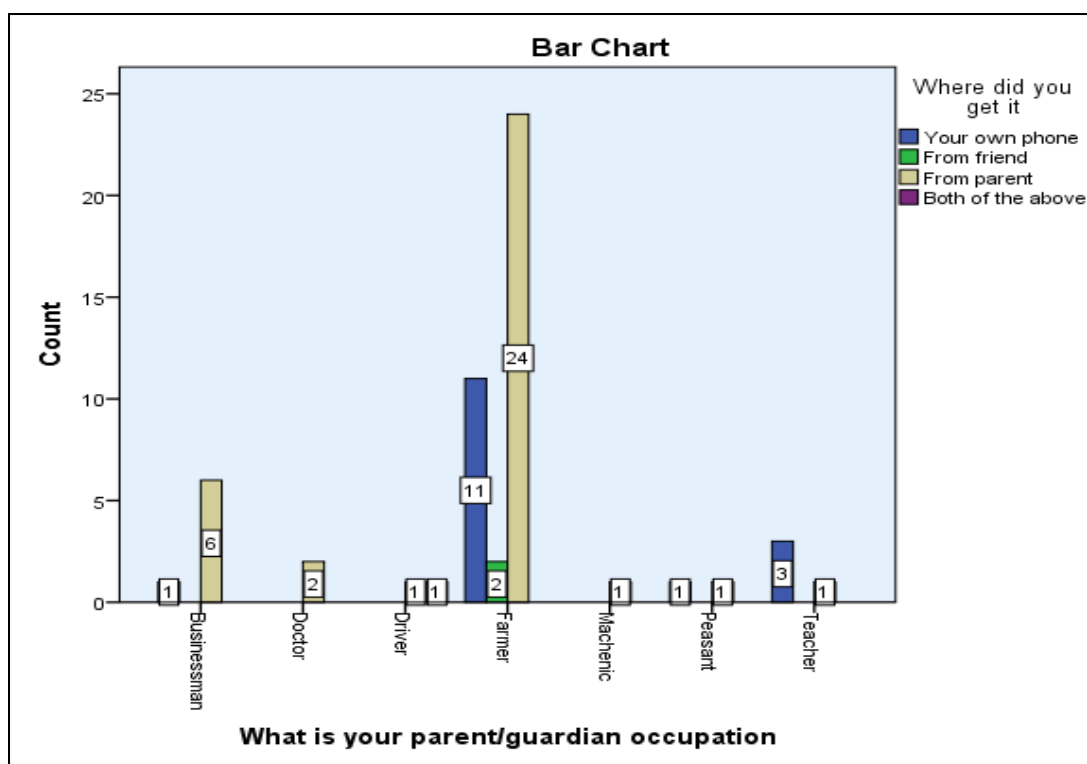


Figure 4.1: Crosstabulation with Occupation, where they Got Phones

Source: Field Data (2020)

4.3.5 Crosstabulation on Student Age against Age Group, Source of Airtime

The result revealed that student aged 15-19 were highly in recharging their mobile phone from different sources, that means they leading on the use of mobile phone than others. Figure 4.2 illustrate.

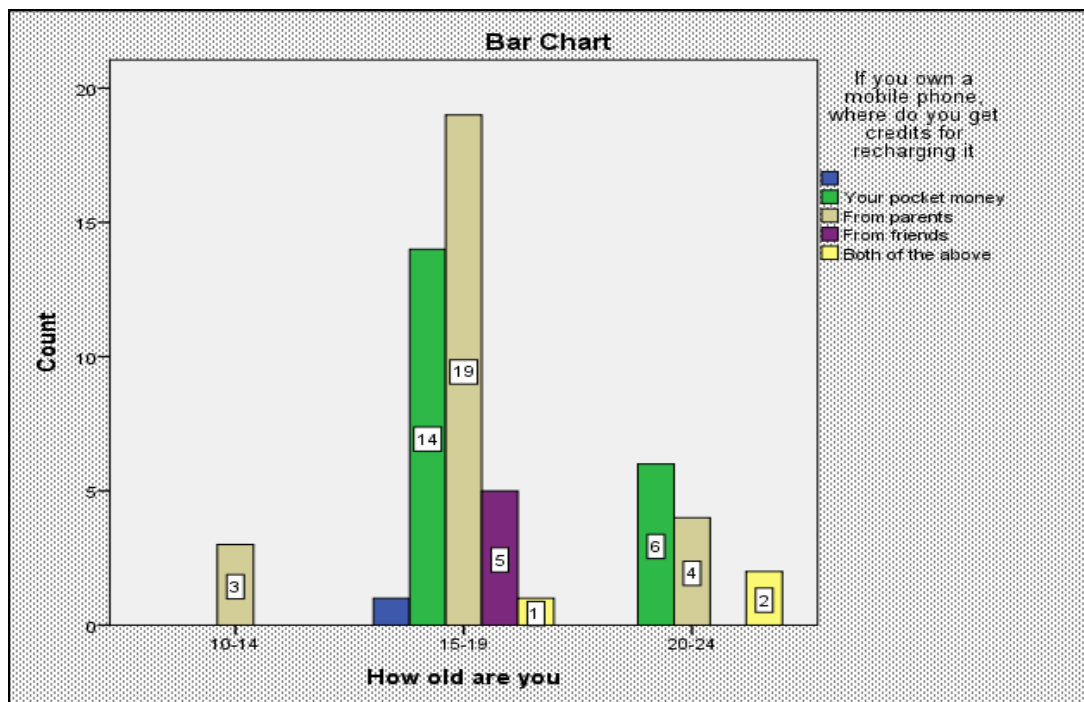


Figure 4.2: Cross Tabulation on Age against Source of Airtime

Source: Field Data (2020)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Chapter Overview

This chapter presents the summary and conclusion of the key findings, and later gives the recommendations of the study.

5.2 Summary

The general objective of this study was to assess the accessibility and usage of the mobile phones among the secondary school students in Tanzania, the study conducted at Kibiti District Council. The study conducted under quantitative research approach and survey research design. The study populations were government secondary school where students, teachers and head of schools involved. The study sample included 105 respondents who obtained through purposive and randomly sampling techniques, data collected by using questionnaires and interview.

The collected data were processed and analyzed by using statistical package for social science, where analyzed by computing frequency and percent. The key finding of the study were focused on the purposes of students in secondary schools owning mobile phone; how secondary school students get mobile phone for their daily uses and how students managed to recharge credits to mobile phones, accessibility of mobile phones and use pattern of cell phones. It revealed that students using and owning mobile phone where preferred using them in social purpose than academic wise.

5.3 Conclusion of the Key Findings

This study has brought to light several importance findings on the mobile phones' accessibility and usage for students and this would bring the understanding on how student gets mobile phones, how usage them and the purpose of using mobile phone. The results from findings revealed that:

Firstly, in social demographic information of respondents the study has therefore confirmed that most of the student in secondary school aged between 15-19 years but there other who were with high ages ranged 25-29-year-old while they are still in formal system of education, in term of teachers, majority of teacher in secondary school currently are aged 30-39 years old also have stayed in their work station more than six years thus they were familiar enough with school environment.

Secondly, the study finding shown that the students were highly accessing and using mobile phone while at home compared to where they were at school environments, where they used for secretly, this confirmed by an interview to four head of school who said that, school regulation prohibit the use of mobile phone among the students in school, while there is no circular or policy on that. However, parents were the one who provided mobile phones to their children also other student used to own their own cell phone.

Thirdly, the study through its findings discovered that the main purpose of mobile phone to students were communicating with parents and friends by charting in short messages, internets and making calls while they were communicating more with

their counter partners (boys and girlfriends), then followed by with parents. They were rarely using them in academic matters.

Finally, finding revealed that apart from those students not in use of mobile phone, most of those in use phone they managed recharge their phone by using money from parents and sometimes used pocket money to buy *vocha* / credit.

5.4 Recommendations

5.4.1 Recommendation for Actions

Basing on finding they need to be frequently educated on problems associated with mobile phone uses with the references of their ages and level of education because technology itself is good, but problems can encounter on the side of using or applying it thus even student not able to monitor the proper use of technology like mobile phones.

The government should provide the guidelines (circulars) that guide or directs on mobile phone to all schools those, are government ownership and private school in order to bring uniformity for all students. That is because some schools studied responded differently on that especially private schools.

Due to struggle on development and managing of the information and communication technology in education sector, the access and usage of mobile phone should be allowed in order to facilitate distance learning, that could help to solve the problem of teachers' shortage where by student could access material from

their teacher through e-mail and short messages in their mobile phones as seen during the COVID-19 period, where teacher provided study questions to student through parent's mobile phone.

5.4.2 Recommendation for Future Study

Basing on the findings a number of recommendations are drawn for future studies, importance improvements and immediate measures. The survey showed that majority of students were using mobile phone while at home rather than where at school, therefore there is a need of doing a study that involve parents in order to identify courses of such differences.

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APPENDICES

Appendix I: Questionnaire for Secondary School Students

I am a student of Open University of Tanzania conducting research on **MOBILE PHONE ACCESS AND USAGE TO SECONDARY SCHOOL STUDENTS** at **Kibiti District Council** this questionnaire is designed to collect information on the above topic for academic purposes and the researcher would be very grateful if you could spare some minutes of your time to answer the questions below. Every information provided will be treated as confidential. Please tick or write out your response to the following questions.

A. Social – Demographic information (*Circle the correct roman item of the answer and fill the gap where necessary*)

1. How old are you?

i. 10-14	iii. 20-24
ii. 15-19	iv. 25-29
2. What is your sex?
 - i. Male
 - ii. Female
3. Whom you are living with at your home?

i. Father only	iii. Both parents
ii. Mother only	iv. Guardian
4. Have you living with parent?

i. YES,	ii. NO
---------	--------
5. What is your parents Occupation?.....
6. What is your parents Religion?.....

B. About school attending

7. What is your school's name?
8. Which class are you?

i. Form three	iii. Form four
ii. Form four	iv. Form five
9. In which type school you are studying among these?
 - i. Day school
 - ii. Boarding school
10. Which combination you are taking?

i. Art	iii. Commerce
ii. Science	

11. Who is the owner of your school?

- i. Government
- ii. Private

12. Is your school Co-education?

- i. YES, ii. NO

B. ABOUT STUDY OBJECTIVES

13. Have you ever had a mobile phone while at home?

- i. YES, ii. NO

14. If the answer above is “yes”, where did you get it?

- i. Yours own phone iii. From parents
- ii. From friends iv. Other sources

15. Which ways among these you preferred to use mobile phone to?

- i. Charting by Short messages,
- ii. Charting by internet & other social network like face book, whats App etc
- iii. Making calls
- iv. Both of the above.
- v. Others

16. For what purpose have you been using mobile phone?

- i. Academic purpose/learning
- ii. Charting with friends
- iii. Communicating with parents/relatives.
- iv. Others, (name them.....)

17. If you own a mobile phone, where do you get credits for recharging it?

- i. Your pocket money
- ii. From parents
- iii. From friends
- iv. Others

18. Have you ever using mobile phone while at school environments? i. YES, ii. NO,

19. If the answer above is yes, for which purpose?

- i. Academic, ii. Charting with friends, iii communicating with parents,
- iv. Others,

20. Do you think mobile phone usage for students have any Positive or Negative impacts?

- i. YES, ii. NO

21. If yes, name three of each.

POSITIVE.....
.....NEGATIVE.....

-
-
22. What is your comments on mobile phones usage for students like you?.....
-
-
23. Have you been allowed to use mobile phone while at home environment?
- i. YES, ii. NO
24. Have you been allowed to use mobile phone while at school environment?
- i. YES, ii. NO

Thank you for your corporation

Appendix II: Questionnaire for Teachers

I am a student of Open University Of Tanzania conducting research on **MOBILE PHONE ACCESS AND USAGE TO SECONDARY SCHOOL STUDENTS** at **Kibiti District Council** this questionnaire is designed to collect information on the above topic for academic purposes and the researcher would be very grateful if you could spare some minutes of your time to answer the questions below. Every information provided will be treated as confidential. Please tick or write out your response to the following questions.

A. Social demographic information. (circle the correct answer & Fill the gaps)

1. How old are you?
 - i. 20 -29 iii. 40-49
 - ii. 30- 39 iv. 50-59
 - iii.
2. What is your sex?
 - i. Male ii. Female
3. What is the name of your school?
4. How long have you been in this school?
5. What is your position in your school? (eg. Academic, discipline teacher etc)
.....
6. What is the nature of your school? (i) Private school (ii) Government school.

B. About the study objectives.

7. Have you ever seen/met your students have mobile phones? i. YES, ii. NO,
8. Have your students' access/get mobile phones, while they are at school or home?
 - i. YES ii. NO
9. If the answer above is "Yes", on your opinions, where do you think they get mobile phone from.....
.....
10. Do you think for which purpose does student use the mobile phone for, name them?
11. For those students who access/ use mobile phone, do you think how they managed to recharge their mobile phones
.....
.....
12. How your school promote or prohibit the mobile phone uses to students
How
promote.....
.....

How
prohibit.....

.....

.....

.....

.....

13. What is your comment on mobile phones uses for students especially
secondary

one.....

.....

14. Is there any policy which promote or prohibit the uses of mobile phone among
the secondary school students? i. Yes, ii. No

15. If Yes How it says about mobile phone uses among the
students.....

.....

Thanks for your corporations

Appendix III: Interview for Head of Schools

I am a student of Open University Of Tanzania conducting research on **MOBILE PHONE ACCESS AND USAGE TO SECONDARY SCHOOL STUDENTS** at **Kibiti District Council** this questionnaire is designed to collect information on the above topic for academic purposes and the researcher would be very grateful if you could spare some minutes of your time to answer the questions below. Every information provided will be treated as confidential.

Answer all questions whether by circling, ticking the correct item and filling the space provided.

A. Part 1. Socio- demographic information (Please tick or cycle where appropriate)

1. How old are you?
20-29 [], 30-39 [], 40-49[] 50-59[]
2. What is your sex? Male[] Female []
3. What is the name of your school?
4. How long have you been in this school? 1-5 yrs. [], 6-10 yrs[], 11-25y rs[], 26-30[], v. None of the above[]

B. Part 2. About study findings (Please tick, cycle or fill where appropriate)

5. Have your students' access/get mobile phone while at school? YES [], NO [].
6. If the answer above is yes, where they get them?
7. If the answer Number for 5 is "No" Why?
8. Do you think does your student access/get mobile phone while at their home? YES [], NO [].
9. If the answer above is "YES" where they get it.....
10. If the answer number 8, above is " No" Why?.....
11. On your understanding, do you think for which purpose have students using the mobile phone

12. Are there any circular / policy which promote or prohibits mobile phone access and usage for students? YES [], NO [],
13. If the answer above is 'YES' Explain brief.....
14. As you know we in the struggle on the development and managing the Information and Communication Technology (ICT) in education sector. Can the access and usage of mobile phone to student facilitate their academic achievements? YES [], NO [].
15. If the answer above is yes, how?
16. Also if the answer above is no, Why not?.....
17. What is your comments on the access and usage of mobile phone to students?.....

Thank you for your attention.

Appendix IV: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

REF: PG2017992299

District Executive Director,
Kibiti District,
P. O. Box 33,
COAST .

13th July, 2020

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Mwita Maro Mgaya, Reg No: PG2017992299** pursuing **Master of Arts Monitoring and Evaluation**. We here by grant this clearance to conduct a research titled "*Assessment and Usage of Mobile Phones Among the Secondary Schools Students*". He will collect her data in your district between 14th to 31st July 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly, thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

Prof. Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

Appendix V: Plagiarism Report

AN ACCESSMENT AND USAGE OF MOBILE PHONES AMONG THE SECONDARY SCHOOL STUDENTS: A CASE STUDY OF KIBITI DISTRICT IN SELECTED SECONDARY SCHOOLS

ORIGINALITY REPORT

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