

INFLUENCE OF MOBILE PHONE USAGE ON FAMILY ACTIVITIES AMONG MARRIED FEMALE TEACHERS IN DELTA STATE, NIGERIA

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Abstract

This study investigated the influence of mobile phone usage on household activities among married female teachers in Delta State. Seven research questions were raised and three hypotheses were formulated and tested at 0.05 level of Significance. A descriptive survey research design was employed to carry out the study. The population of the study consists of four hundred and forty four (444) married female teachers in Ika North East Local Government Area of Delta State. The sample size of the study consisted of two hundred and ten (210). Proportionate sampling technique was used for the study. The instrument used to elicit responses from the subjects was a 35 item statement questionnaire. The instrument was validated by three experts and the reliability was determined using Cronbach's alpha method formula and the value of 0.778 was obtained which shows that the instrument was reliable. The data collected were analyzed using mean (\bar{x}), Standard Deviation (SD) and independent t-test. The findings revealed that: there was no significant difference between mobile phone usage by young and old married female teachers on household activities, there was no significant difference between mobile phone usage by married female teachers with children and those without children in terms of household activities. There was no significant difference between mobile phone usage by rural and urban married female teachers on household activities. Based on the findings, it was recommended among others that there should be proper sensitization of married female teachers and the public on the proper usage of mobile phones to avoid interference with household activities. School principals should ban the use of mobile phones in the school to forestall disruption of school activities, Government, non-governmental organizations and even voluntary agencies should educate the populace about proper mobile phone usage and its hazard to health and family.

Key words: Mobile Phone Usage, Influence, household activities, Married female teachers, Nigeria.

Introduction

The world is fast becoming globalised and the very tool for this is mobile phone. Mobile phone has taken over letter writing, fax and emails. Mobile phone can be defined as a phone that can make and receive call, text messages and access the internet over a radio link while moving around a wide geographic area (Dominic & Matt, 2015). Mobile phones are used by people in different professions or occupations such as the banking, trading and the teaching professions.

Teaching is an occupation, profession or work of a teacher. Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity. Teaching process involves many subject areas among which are English Language, Mathematics, Physics, Biology, Chemistry, Economics,

Agricultural Science, History, Government, Commerce, Christian Religious Studies (CRS), and Home Economics. Home Economics is a broad field of study which teaches how to manage resources and ones household. Home economics deals with the management of material and non material resources in the family for example people, money, food, clothing and housing. Home economics is made up of three (3) broad areas namely Home management, Clothing and textile and Home management. A teacher is the person in the class who has skills, tools, ability and information necessary to educate the students. Teachers also as members of the family do not only transmit knowledge to students but also to members of their families. A female teacher instructs and impacts knowledge, skills and attitudes to students/pupils

A female teacher also acts as a guardian to the students mostly the female students who are passing through the different phases of life (such as puberty stage). Marriage is a union between a woman and a man. A married female teacher does not only have duties at school but also at home. The Holy Bible (Genesis chapter 2 verse 18) states that a woman is a help mate to the man. The woman is the mother of the home, who ensures that the house is tidy, food is prepared and served at the right time; the woman is in charge of household activities such as laundry, decoration of the house and raising of children. Household activities are those activities done by households to maintain their family. Household activities include domestic activities, childcare activities and husband care activities. Husband care activities include marital duty, sexual satisfaction, child bearing, and obedience to what the husband commands. Mobile phone usage may deprive a female married teacher from giving attention to the husband which may be due to too much time on social media through the mobile phone. The child care activities involve caring for the children, bathing them, washing of their clothing's, and attending to their different needs among others. Mobile phone seems to have affected the child care activities in the home where parents use mobile phone to call and give their children instruction on what and when to eat. A married female teacher is no doubt a home manager; that manages the resources of the house thereby averting wastage and unnecessary expenses. Mobile phone enables one to educate children on how to use mobile phone such as the mobile map, search engine like Google.

Mobile phone is used to link up family members especially children and husband in distance places, letting the female teacher know about their welfare and activities; the married female teacher can also use mobile phone to reach out to their students, to instruct, give assignment, check on students welfare and enable them to engage children in useful activities and amongst others.

Despite the advantages of mobile phone, there are also disadvantages of mobile phone usage. There might be the case of married female teachers cooking in the kitchen and at the same time chatting on the social media on their mobile phone, which may make the woman to be so carried away and forget about the food cooking on fire and can lead to the food being burnt or even almost burning down the whole building. It is against this backdrop that the study investigated the influence of mobile phone usage on household activities.

Statement of the Problem

Mobile phone can be used by married female teachers to reach out to their students, to instruct, give assignment, check on student's welfare and enable them to engage their children into useful activities. Mobile phones can also be used to search information's, learning food recipes, ordering food items, making video calls, attending online educational trainings, among others. Despite these numerous activities that mobile phones can be used to achieve within the household, it appears most married female teachers have poor attitude toward using mobile phones in handling household activities. Inability of any married female teacher to use the mobile phone in handling household activities may result to inefficient services which may make it difficult for the teacher to function effectively both at home and in the school. In the light of this, it becomes necessary to determine the influence of mobile

phone usage on household activities among married female teachers in Ika North East Local Government Area of Delta State.

Purpose of the Study

The main purpose of the study was to determine the influence of mobile phone usage on household activities among married female teachers in Ika North East Local Government Area of Delta State. This study intended to;

1. Find out if mobile phone usage affects the domestic activities of married female teachers.
2. Determine the child care activities that married female teachers use mobile phones in handling.
3. Determine the extent to which mobile phone usage affect husband care activities.
4. Determine if married female teachers educate their children on the proper usage of mobile phone

Research Questions

The following Research Questions were raised for this research work

1. To what extent do married female teachers educate their children on the proper usage of mobile phone?
2. What is the difference between the mobile phone usage by young and old married female teachers on household activities?
3. What is the difference between mobile phone usage by married female teachers with children and those without children on household activities?
4. What is the difference between mobile phone usage by rural and urban married female teachers on household activities?

Significance of the Study

The findings of the study will be of immense benefit to parents, teachers, schools and Ministries of Education, researchers, society and the nation at large in the following ways:- Through the findings of the study, parents will be enlightened on the various strategies to adopt in order to ensure proper usage of mobile phone by organising enlightenment campaigns which will help in adverting the negative effects mobile phone usage has on the family and children's academic performance.

Teachers will benefit from the findings of the study, such that they will be enlightened with the information concerning the positive and negative effects of mobile phone usage in carrying out household activities through online mobile training and thereby having knowledge on how well to manage their mobile phones in other not to affect their family household activities.

Schools and Ministries of Education will be provided with the information's about the various extents in which mobile phone usage affects the teachers and appropriate policies that will facilitate the orientation of the mobile phone in the schools will be made through online mobile training (in school training) and proper sensitization.

Through the findings of the research, the society and the nation at large will be exposed to the uses, impacts and proper ways to use mobile phones at home and this will be done through the publication of the research. Social media crimes such as gambling, cyber bully and others through phones will be reduced.

The findings of this study will also be of immense benefit to researchers through publication. It will contribute positively to the expansion of knowledge in the area of mobile phone usage influence on household activities and also serve as an important reference tool for the future researchers in the field.

Design of the Study: The study adopted a descriptive survey research design.

Population of the Study: The population of the study consisted of all 444 married female teachers in the 19 public secondary schools in Ika North East Local Government Area of Delta State. The sample size of this study was two hundred and ten (210) secondary school married female teachers in public secondary schools. The YaroYamene formula was used to arrive at 210 sample size from the entire population. Proportionate random sampling technique will be used to select the two hundred and ten (210) female married teachers for the study from each of the public secondary schools in Ika North East LGA. Proportion used was obtained by dividing the total population by total sample which gives 0.47, and then each population was multiplied by 0.47 to give appropriate sample size of each school.

Instrumentation: The instrument that was used for the collection of data is a structured questionnaire titled "Questionnaire on Influence of Mobile Phone Usage on Household Activities (QIMPUHA). The responses to each item in section B was weighed using a four point scale; Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1.

Validation of the Instrument: The instrument was validated by an expert in Home Economics and two other experts in the Department of Vocational and Technical Education, university of Benin, Benin-City. Finally, corrections and suggestions were drafted into the final instruments.

Reliability of the Instrument: To establish the reliability of the instrument, Cronbach alpha method was adopted. It is a method of measuring internal consistency of instruments, in which the questionnaire was administered once to twenty (20) married female teachers randomly selected from ten public Secondary Schools in Ika North East Local Government Area of Delta State who were not part of the study sample. The responses of the teachers were scored and the reliability coefficient was determined by using Cronbach's alpha formula. The alpha value obtained was 0.778 which shows that the instrument is reliable.

Method of Data Collection: The researcher was assisted by two trained research assistants to administer the questionnaire on the teachers. The permission of the principals was obtained before the questionnaire was distributed to the respondents. The copy of the questionnaire were administered within one week and upon completion by the respondents was collected on the spot in order to bring about high rate of return.

Method of Data Analysis: The data collected from the respondents were analyzed using mean (\bar{X}), Standard deviation (SD) and t-test. The mean and Standard deviation was used to analyze the research questions, while t-test was used to test the hypotheses at 0.05 level of significance. Decision rule was based on calculated mean (\bar{x}) such that any mean of 2.50 was regarded as high extent while any mean (\bar{x}) less than 2.50 was regarded as low extent. On the bases of hypotheses, the probability value (p) was used. If p -value is less than or equal to 0.05, H_0 will not be retained, but if p -value is greater than 0.05, H_0 will be retained.

Results and Discussion

Table 1: Percentage Distribution by Educational Qualification

Educational qualification	Frequency	Percentage (%)
NCE	95	45.2
B.Sc/B.Ed	108	51.4
M.Sc/M.Ed	7	3.3
Total	210	100.0

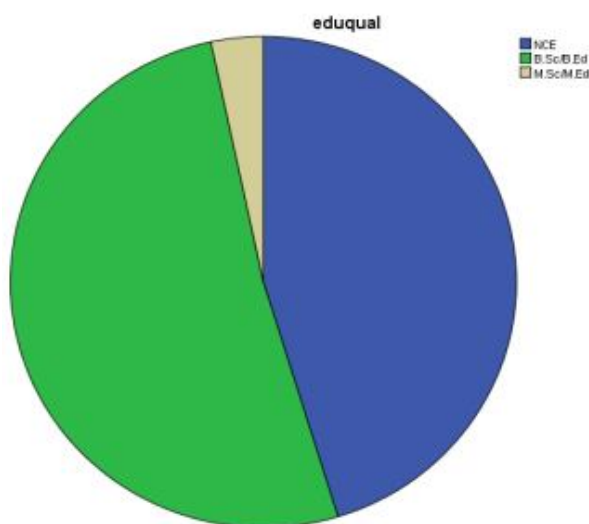


Figure 1: Pie chart of Educational Qualification of teachers
 Table 1 shows that 95 (45.2%) respondents were NCE holders, 108 (51.4%) were B.Sc/B.Ed holders and 7 (3.3%) respondents were M.Sc/M.Ed holders.

Table 2: Percentage Distribution by Children

Number of children	Frequency	Percentage (%)
None	47	22.4
1-3	80	38.1
4-5	78	37.1
6& above	5	2.4
Total	210	100.0

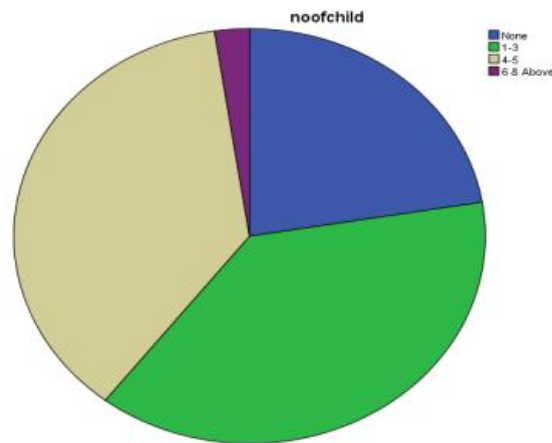


Figure 2: Pie chart of Number of Children of the respondents

Table 2 shows that 47 (22.4%) of the respondents do not have children while 80 (38.1%) of the respondents have one to three children, 78 (37.1%) have four to five children and 5 (2.4%) of the respondents have six children or more.

Research Question 1: To what extent does mobile phone usage affect the domestic activities of married female teachers?

Table 3: Mean and standard deviation on effect of mobile phone usage on domestic activities

S/N	Items	Mean	Standard Deviation	Decision
1.	Learning of food recipe	2.86	0.80	High extent
2.	Mobile phone allows me to take care of my children through calls	3.19	0.91	High extent
3.	Ordering of food items	2.74	0.88	High extent
4.	Giving instructions to my family members to carry out household chores	3.11	0.95	High extent
5.	I sometimes spend some much time on phone calls which affects my household chores	2.12	1.07	Low extent
6.	Taking pictures on family get together	3.19	0.93	High extent
7.	Dressing of horticulture such as flowers	1.79	0.84	Low extent
8.	Learning how to clean toilets	1.90	0.86	Low extent
9.	Cooking different dishes	2.50	1.01	High extent
	Cluster	2.59	0.61	High extent

The decision rule was based on real limit values. Items with mean responses equal to or above 2.50 was regarded as an influencing factor and taken as high extent while any mean rating lower than 2.50 was taken as low extent.

Table 3 shows that the mean responses of married female teachers on the effect of mobile phone usage on domestic activities ranges from 1.79 to 3.19, while the standard deviation

ranges from 0.80 to 1.07. The mean response of six items corresponds to high extent of mobile phone usage on domestic activities while three items corresponds to low extent of mobile phone usage on domestic activities. The cluster mean of 2.59 shows that mobile phone usage affects domestic activities of married female teachers.

Research Question 2: What childcare activities do married female teachers use mobile phone in handling?

Table 4: Mean and Standard Deviation on the effect of mobile phone usage on childcare activities

S/N	Items	Mean	Standard Deviation	Decision
1.	Instruction on what to eat	2.97	1.11	High extent
2.	Instruction on when to eat	2.92	1.07	High extent
3.	Chatting with children when away from the home	3.23	0.99	High extent
4.	Teaching the children on how to do assignment using online search engine such as Google	3.08	1.06	High extent
5.	Monitoring of children’s communication and where about	3.22	0.94	High extent
6.	Using phone to monitor family members activities such as carrying out home work, tracing their movements and so on	3.15	0.97	High extent
7.	My children academic performance is affected due to too much time spent on mobile phone like playing games and browsing	2.86	1.11	High extent
8.	Breastfeeding and hygiene	2.48	1.12	Low extent
9.	Learning how to gently remove mucous from the children’s nostrils	2.37	1.11	Low extent
	Cluster	2.92	0.71	High extent

Table 4 shows that the mean responses of the married female teachers on the effects of mobile phone usage on childcare activities range from 2.37 to 3.23, while the standard deviation range from 0.94 to 1.12. The mean response of seven items showed high extent of the effect mobile phone usage on childcare activities, while two items corresponds to low extent of the effect of mobile phone usage on childcare activities. The cluster mean of 2.92 shows that mobile phone usage affects childcare activities of married female teachers.

Research Question 3: To what extent does mobile phone usage affect husband care activities?

Table 5: Mean and Standard Deviation on the effect of mobile phone usage on childcare activities

S/N	Items	Mean	Standard Deviation	Decision
1.	Facebook browsing on my mobile phone makes me to forget to cook for my husband	2.17	0.99	Low extent
2.	Answering phone calls at the dinner table deprive me of the quality time with my husband	2.00	0.97	Low extent
3.	Social media chatting on my phone makes me forget to spend leisure time with my husband.	2.21	0.96	Low extent
4.	My husband does not like me sending text messages whenever we are in the bedroom	2.39	1.02	Low extent
5.	Listening to music through mobile phone ear piece makes me not to hear when my husband is calling me.	2.10	0.96	Low extent
6.	Spending too much time on phone calls makes me very weak and it affect my sexual activities with my husband	1.78	0.93	Low extent
7.	I do not make use of the mobile phone whenever I am with my husband	2.03	1.05	Low extent
8.	I Learn different methods of satisfying my Husband sexually through mobile phone	2.17	0.97	Low extent
9.	I Learn from mobile phone application like Google on how to prepare various dishes for my husband	2.75	1.11	High extent
10.	Mobile phone usage always enable me to know about the welfare of my husband through phonecalls	3.10	1.06	High extent
Cluster		2.27	0.58	Low extent

Table 5 shows that the mean responses of the married female teachers on the effect of mobile phone usage on husband care activities ranges from 1.78 to 3.10, while the standard deviation range from 0.93 to 1.11. The mean revealed that eight items correspond to low extent of mobile phone usage on husband care activities while two items correspond to high extent of mobile phone usage on husband care activities. The cluster mean of 2.27 shows that mobile phone usage does not affect husband care activities of married female teachers.

Research Question 4: To what extent do married female teachers educate their children on the proper usage of mobile phones?

Table 6: Mean and Standard deviation on mobile phone use education by married female teachers to their children

S/N	Items	Mean	Standard Deviation	Decision
1.	I teach my children how to use mobile phone to search for educational information	3.30	0.91	High extent
2.	I teach my children on how to locate places through mobile map	2.69	0.97	High extent
3.	I do not teach my children on how to use mobile phone	1.84	1.08	Low extent
4.	I educate my children on the proper usage of mobile phone by monitoring their communication	3.09	0.93	High extent
5.	I do not buy mobile phone for my children	1.77	1.05	Low extent
6.	My children are always instructed to switch off their phones at bedtime	2.92	0.99	High extent
7.	I always teach my children to observe reading time, siesta, eating time among others	3.35	1.01	High extent
Cluster		2.71	0.48	High extent

Table 6 shows that the mean responses of the married female teachers on mobile education to their children ranges from 1.77 to 3.35, while the standard deviation range from 0.91 to 1.08. The mean responses of five items correspond to high extent of mobile phone education by married female teachers on their children while two items correspond to low extent of mobile education by married female teachers on their children. The cluster mean of 2.71 shows that married female teachers educate their children on the proper usage of mobile phone.

Discussion of findings

The study revealed that most domestic activities of married female teachers were affected by mobile phone usage such as learning food recipe, ordering food items, giving instructions to my family members to carry out household chores among others. Nearly all the domestic activities of married female teachers are affected by mobile phone usage. This is in line with the findings of English-Lueck (1998) whose study reported that technology has enabled people to manage and execute their work remotely. English-Lueck (1998) also revealed that telecommunication devices enable various daily activities to be coordinated and allow people plans to be set, changed and arranged in a manner of minutes. The findings also revealed that that mobile phone usage affects the domestic activities of married female teachers Items 1,2,3,4, 6 and 9 (on table 3) were statements that showed the high extent of the effect of mobile phone usage on household activities.

The result from the finding showed that most of the respondents do not use mobile phone in handling childcare activities. This may be due to the fact that most married female teachers are not fully aware of the functions and applications of mobile phones. The findings further revealed that respondents disagreed to the extent with item 8-9 (Table 4). It is in line

with the study carried out by Kabala, Irigoyen, Nunez-davis, Budaeki, Mohanty, Leister & Bonner (2015), which revealed that mobile phone are being given to the children in order for the parents to always communicate with them. The reason for this could be that teachers knows how well to use the mobile phone to source for information on good breastfeeding and hygiene and also how to remove mucous from their children's nostrils.

The findings showed that item statements 1-8 (Table 5) are not affected as a result of mobile phone usage. The implication of these responses is that mobile phone usage does not affect the husband care activities (such as cooking food for their husbands, spending leisure time with their husband, sexual duties and so on) of married female teachers. This is not in line with Nina (2014) whose study revealed that mobile phone usage at the dinner table can affect the relationship between husband and wife. The only items in which they agreed to high extent are that they use mobile phones to call their husband and also to learn online on how to make different dishes for their husbands.

The finding (Table 5) showed that five item statements corresponds to high extent while two item statement corresponds to low extent. It shows that married female teachers buy phones for their children, that they educate their children on how to make use of Google search and also Google map to locate various places among others. It is in line with the study carried out by Kabali, Irigoyen, Nunez-davis, Budaeki, Mohanty, Leister & Bonner (2015), revealed that most children have smart phones which are being bought by their parents for them. It also shows the extent in which the parents are willing to educate their children on the use of mobile phone in the appropriate manner. The implication is that married female teachers educate their children on the proper usage of mobile phone.

Conclusion

Based on the findings it can be concluded that domestic activities and childcare activities of the married female teachers are highly affected by the use of mobile phones. It was also revealed that mobile phone usage had no effect on household activities based on age, location and the number of children. Most married female teachers do not use mobile phone for husband care activities such as learning different methods of satisfying their husbands sexually and understanding their emotions.

Recommendation

Based on the findings and conclusion of the study, it is recommended that;

1. There is need for proper sensitization of the married female teachers and the public on the proper usage of mobile phone to avoid it affecting their household activities.
2. Programmes such as seminars/workshops should be organised by the Nigerian Communication Commission on how to utilize the different service plans and also different mobile applications effectively.
3. Government, non-governmental organisations and even voluntary agencies should educate the populace about mobile phone usage and its hazard to the health and family.
4. Teachers should deliver more mobile education to their children on the proper usage of mobile phone such as utilizing Google map, Google search among others.

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