
CHAPTER EIGHT

THE CULTURAL EVOLUTION OF MOBILE PHONE USE: A CATALYST FOR INFORMATION ACCESS AND SOCIALISATION AMONG STUDENTS IN NIGERIAN UNIVERSITIES

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Abstract

The study examined the cultural evolution of mobile phone as a catalyst for information access and socialisation among Nigerian students. The study used integrative analysis of literature to review the findings in related researches with a view to drawing an inference. The study observed that mobile phone revolution has changed students behaviourally in many sphere of lives. This means students have become addicted to mobile phone use, it had made them imbibed some attitudes which were hitherto alien to them. The study found that mobile phone culture amongst students is responsible for changes of attitudes such as easy access to information, reduction in cognitive ability, cheating in various forms, poor writing skills, activities associated to risk of lives and soon. The study recommends that authorities of higher institutions should endeavour to organise summits on the danger of phone addiction amongst students with a view to reducing the catastrophic effects of mobile phone culture on socialisation of students. Benefit of accessing needed information by way of sharing and accessing lecture materials online, easy communication with colleagues and course masters through the use of mobile phone device should be further encouraged by the school authorities at all levels.

Key Words: Mobile evolution, Mobile Phone Use, Information Access and Socialization of Students

Introduction

Mobile phone is one of the modern Technologies that has turned the entire world into a "Global Village". This communication Technology, is also known as cellular or wireless phone; is a device that enables communication over long distances. They are connected to wireless communication networks that make use of radio waves or satellite transmissions. They provide voice communication such as multimedia message service (MMS), Short message service (SMS), and newer phone such as the smart phones also provide internet services such as web browsing, e-mail, Twitter, Facebook and many more. Mobile phones are almost always an expensive and fast way to communicate, especially when broad band force; line phones used to connect to internet are underdeveloped and rely upon an expensive infrastructure (Gyamfi 2017). The world has been changed rapidly by the evolution in technology, and has resulted into the use of technology as the best medium to explore the wide of knowledge (Abubarkar 2010). In this technological evolution, mobile phone is the fore front and its effect has been felt in all facets of lives including amongst students across the globe. Mobile phone based communication has rapidly grown in the recent past and became the most used communication tool among all ICTs of the current age (Khan, Qijie, Ali, Shahbaz and Shah, 2019). The mobile phone has altered the way people live, communicate, interact and connect with others. The mobile phone culture means, the culture created by mobile phone use and mobile addiction, which refers to heavy dependence on mobile phone use and constant check on mobile phones. Mobile phones have become an essential part of our everyday life. CNN (2012) observed that three

quarters of the world's inhabitants have access to it, but the words to describe it and etiquette of how to use it differs starkly across cultures. It stressed that phone is called differently depending on the country. In the UK it is called a mobile, in the U.S cell phone, Latin America cellular, in Japan Kelta (Portable), in China Shou-ji (hand machine), in Sweden Nalle (teddy bear), in Israel telephone (wonder phone), in Germany a handy. But in Nigeria it is mostly called handset. On March 10, 1876, Alexander Graham Bell made the first telephone call in his Boston laboratory, summoning his assistant from the next room. Boston was the first city whose citizens benefited in 1877 with the first installed telephone initially subscribers were paired and could only speak to one another. The distance began to expand in 1973 within streets. This was the beginning of mobile phone which was then defined as a person-to-person communication technology, which crosses time and space barriers (Gesser 2005) of mobile phones industry. In 1977 so the first telecommunication company in Africa was launched in South Africa, the use of mobile phones since then has transformed from very slow rate, with ten percent (10%) of Africans using mobile phones throughout the 19th century to about seventy-five percent (75%) of Africans owned a mobile phone in 2013 (Downes 2010). Nigeria society had its first feel of mobile telephoning in 2001 interestingly; the Global system for mobile communications (GSM) is almost in its 20th year in Nigeria. At inception, what mattered was getting a means of virtual communication without having to depend on people who own land phones to communicate. Apparently, this ended the monopoly of the only telecommunication company in Nigerian, Nigeria Telecommunication Limited (NITEL) which supplied wired telephony. It cannot be denied the fact that this probably contributed to the death of this government agency, including other systems. For instance, the commercial internet access market-characterised by cybercafés, has led to low patronage of these commercial entities. Since the advent of mobile phones in Nigeria, Nigerian society has increasingly lost its sense of the values due to socialisation problems. Thus, more people especially the youth which include the Nigerian University students are found engaged in antisocial behaviour acts under the guise of being social. This among other acts like greediness, brutality, sexual immorality, cultism, corruption, armed robbery, alcoholism, tribalism drug abuse and addiction, examination malpractices, high rate of indiscipline among students, adaptation of foreign cultures in the name of civilization (Abukakar 2010). Unacceptable behaviour, immoralities, criminal and violent films produced by mass media, disrespect for constituted authorities which cumulatively yield a society of neither Nigeria nor Africa in nature and several others which negatively affect the socialisation process of Nigeria University students. This often affects their performance in their academic's pursuit negatively. There are many factors that cause students' academic poor performance, but above all the missing gaps or ineffectiveness in the socialisation process of the growing generation especially at the angle of primary agent of socialisation such as family are the fundamental cause (Mojaye 2015). It is however, cleared that the right values, beliefs, attitudes, norms and mores which supposed to be instilled in the children from early stage of life are partially exist. This could be as a result of emergence of mobile phones which might have imported some attitudes into children's lives due to easy access to information across the globe. This existing gap prompts the researcher to conduct a study on mobile phones as a catalyst of socialisation among University students in Nigeria.

Literature Review

Studies on the social explanations of the mobile phone communication emphasizes that the rapid adoption of mobile phones has speeded up teenagers' socialisation process toward their peers as it has enhanced their sense of independence from

the familiar environment (Kalogeraki and Papadaki 2010). Kalogeraki and Papadaki, further noted that effect of ICTs, mobile phone device inclusive on social interactions and relationships are even more crucial on students as they have the potential to increase adolescents' socialisation from family towards an outside world. However, Ito & Okabe, (2005) Ling & Yttri, (2016) and Kalogeraki & Papadaki (2010) observed that mobile phone devices have provided greater levels of privacy and autonomy to teenagers by subverting the control imposed by parents and other traditional agents of socialisation. Findings from various researches point to the possibility that despite cultural differences teenagers and students from different socio-cultural backgrounds use mobile phones as a mean of bonding closely with their peers and forming an identity that diverges from the familiar environment (Kalogeraki & Papadaki (2010). But Castelletal (2007) see it differently, they noted that the mobile phone fosters better relationships between parents and children. The role of the mobile phones therefore, can be seen as a keeper of family ties is enforced by its primary role as a coordinating device as well as a mean of parental supervision reassuming the safety of children. Addo (2013) argues that mobile phone increases social connections between different segments of a society, creating equalities and distribution of wealth as well as creating positive changes in the dynamics of a society, which involves contributions such as competence in communications, accessibility of information, socialisation, political and social union, youth and a new culture. Gyanfi (2017) stressed that mobile phones make individuals available anywhere, and anytime, which changes the way individuals are choosing to interact in social settings with others.

Mobile culture has been described by Henry Cruz (2020) as situations a mobile phone is used as a primary medium to communicate with friends relying on the address book, use it for texting messages, e-mailing by various service providers and so on. With more and more users customizing and decorating the mobile phones according to their own choice, then it has become a culture of its own. This assertion is a true semblance of students' lives on the perspective of using phones, because students have so adapted to phones in such that they can hardly do without it. Cruz further noted that mobile phones have emerged as one of the most widely used gadgets in recent times. Initially mobile phones were confined with the business elite as one of the most expensive accessories. But now with more and more manufactures coming up with cheaper mobile phones, it has become more a low-cost personal item than something very expensive. It is seen that today there are more mobile users than landline users. Mobile phones are more user-friendly. Not only adults, young children using mobile phones are also increasing day by day. In most developing countries mobile phones has become a gift in disguise, because there is no enough infrastructures to support landline telephony. As a result, people from the remote corners are also getting a chance to stay connected with the rest of the world from which they were detached for so long. Thus, mobile phones have given an opportunity to the poor people in alienated communities to avail those minimum needs, such as medical and legal support which are considered as elementary human rights. But if we look into the other side of the coin we can also find that there are also countries like North Korea where mobile phones are banned. Today mobile phones are the most convenient tools that help people in a society to stay connected. With different levels of mobile penetration, a mobile culture has developed. (Henry Kruz, 2020).

Statement of the Problem

The world has become a global village where it becomes interconnected through the service of internet. Online social networking sites enable students to interact with peers and other unfamiliar groups of people in all facet of lives, and also have

unfettered access to information in the process, these students gain more confidence in themselves because, they are equipped with good knowledge about their environments. Social networks such as Facebook, WhatsApp, Instagram and so on offer students the opportunity to interface with other people across divides. These social network sites according to De Andrea et al (2013) offer opportunities to promote socialisation to the college environment and help students learn about their peers and colleges, it is a known fact that students interact through social network sites via internet services with the aid of mobile devices. Although before the advent of mobile phones, there were many other electronic devices through which people communicate via internet such as Desktop Computer, Laptop and so on and so forth. The familiarisation with mobile phones and adaptation to the type of lives associated with mobile phones become mobile culture. This kind of lifestyle inculcate into people certain attitudes that are not hitherto part of their behaviour, which can be referred to as socialisation. But mobile revolution in Nigeria seems to have enhanced level at which students interact across the globe, there by increases the level of their access to information and socialisation of students in Nigerian universities. Thus, study attempts to assess the evolution of mobile phones and mobile culture of students on the accessibility of knowledge and socialisation of students in Nigerian Universities.

Objectives of the Study

The major objective of this study is to access the impact of cultural evolution of mobile phones in enhancing socialisation and easy access to information among students in Nigeria Universities. More specially the research intends to achieve the following objectives to:

- i. Assess the usage of mobile phone as a medium of easy access to information and knowledge by Nigerian University students
- ii. Evaluation the effect of mobile phone use by students on socialisation

History of Mobile Phones Technology

The invention of mobile phones happened in the United States of America in the 20th Century. The first mobile phones were launched by AT & T in the year 1947. This occurred in Boston and New York. Radio telephony became jam packed and network operators then resorted to the use of waiting lists. Customers hoped to be lucky enough to get a mobile phone connection, due to the limited nature of the frequency spectrum allotted to it at that time (Gyamfi 2017). The coming of modern automatic mobile telecommunications systems using a cell structure helped to minimize the shortage problem by offering a more efficient use of the frequency space. After the introduction of advance Mobile phone services (AMPS) in 1978, the first American cellular phone system came into operation in 1979 as a test and went into commercial operation in 1983. These services were basically city services and a majority of mobile phone companies made roaming extremely difficulty in the United States of America. Mobile phone developed in a slightly different manner in Europe, and mobile telecommunication technologies have developed through successive generations. The first generation (1G) appeared in the 1950's, since then there have been increased in the generations to the present fifth generation (5G) which had started in China. This sequence of generations was characterised by increasing capacity (higher transmission speeds) and the better scope of content available for a message (Gyamfi 2017). Srivastava (2005) stated that the mobile phone has shifted from being a technological object to a key social object' as communication with others is the main purpose of mobile phone purchasing.

Overview of Evolution of Mobile Phone Technology in Nigeria

Mobile Phone Telecommunication Company was first felt in Nigeria in 2001 when the ECONET which later metamorphosed into V-mobile, Visaphone and now Airtel was given license by the Federal Government of Nigeria. Thereafter MTN joined as the second Telecommunication company, before the Advent of Glo, and MTEL which later became moribund. Since then mobile phone has become a household item in all faculties of life including among the students in general and University students in particular. It is a known fact that about 70% of total population in Nigeria has subscribed to one mobile telecommunication company or the other (Kolawole 2020). Mobile phones Technology in Nigeria moved from heavy landline receivers to the first major mobile phones to hit the Nigeria market. Those were the times hand held mobile phones became profit in Nigeria in the early 2000s and they have evolved without looking back ever since. Looking back at the history we had Nokia 3310, A phone that defined durability and was later became the house hold item in Nigeria as well as call centre businesses. Thereafter, Galaxy S10s, Samsung SGH-T100, Motorola V3. In the late 2000s smart phone came on board, this was brought about by the release of the iPhone 3G by Apple. The iPhone allowed for the download and use of a plethora of applications that made life more convenient for consumers. It also made touchscreen phones the new standard and today it is the most recognised and status phone name. BlackBerry was witness in the early 2010s, it was a phone with exchanging BBM pins, (BlackBerry messengers) ushered in the age of social media. By 2019s new phones seen to come with improved cameras and in recent is the upgrading of phone security to finger print scanner and face recognition (Mojaye 2015). Mobile phones have essentially become an extension of ourselves and almost feel like an external body organ to everybody in Nigeria especially among students of tertiary Institutions. In many ways, the mobile phone has contributed a lot to the development of Nigeria. The blessing of mobile communication in Nigeria have imparted directly or indirectly on the populace, the corporate world, the business world and the society at large (Mojaye 2015) Job creation and employment is one of the good things that GSM brought to Nigeria as it is the sector that has employed quite a large number of Nigeria youth. Apart from direct employment given to young graduates in Nigeria, it has well created ancillary jobs in different dimensions, where many people are self-reliant doing their GSM businesses, such as business calls, sales of data, recharge cards and GSM lines etc.

Mobile Phone use by Students: A Catalyst for Easy Access to Information

Educational Institutions have witnessed an astronomical increase in the use of mobile phones by students in recent times Adeaya & Oyeyinka-Oyelaran (2002). This has also been felt in Nigerian Universities as well. A study carried out at ball State's Hanley Institute for Mobile Media Research Students' use of mobile phones, revealed that students not only use a mobile phone for voice calls but they also use it for other services, such as e-mail, send messages, download and listen to music and access social media sites for myriad of information needs and knowledge. They also found that 49% of students use mobile phones to access websites for entertainment or concert information, 25% use it for movie viewing, 61% for news, 87% for weather reports while 57% of students reported using it for searching and 51% reported making one or more calls per day (park 2005). This is typical of Nigerian Universities students as it was reported by Cheung (2008) cited in Mojaye (2015) that students tend to use mobile phones for recreational and communicative purposes such as games, listening to music, sending or receiving e-mails and accessing the internet. Cheung (2008) in his work asserted that students use their mobile phones for tagging location, status update, and broadcasting where they are and what they are doing to all their friends. He further noted that students use it to

grab pictures of what is going on other than waiting for photos to download or develop as soon as they snap their classic pictures of their friends' antics on the squad. Cheung (2008) cited in Mojaye (2015) revealed that boys tend to use mobile phones for recreational and communicative purposes such as playing games, listening to music, sending or receiving e mails and accessing the internet whereas girls are more likely to use the device for maintaining social contacts by using features such as text-messaging or using the phone as a phonebook. The bottom line of the foregoing is easy access to information and educational resources. In a study conducted by Jung (2014) on determinants impacting learners' satisfaction and performance with smartphones in North-West University (NWU) in South Africa, it was revealed that one of the usefulness of smartphones is the ability to enable users to study anywhere and at any time, making learning more attractive. Ifeanyi and Chukwuere (2018) investigated the impact of using smartphones on the academic performance of undergraduate students in South Africa using a quantitative methodology with 375 sample size and data was collected using a questionnaire. The study revealed that smartphones help students to communicate with their classmates as well as their courses masters/ tutors. Also, students use smartphones to explain the facts, illustrations, and concepts with colleagues. In the same study, it was brought to bear that, smartphones support students' learning activities in myriads of ways such as downloading of study materials, recording of live lectures, accessing lecture slides at a convenient time, aiding in research work and doing assignments. In the same vein, Almansor and Alzougool (2017) undertook a study on "the use of mobile phone for learning activities by University students in Kuwait", the study recorded that, the use of mobile phones to perform prodigious roles in students learning activities. For instance, students use it for registering courses, checking lecture time table and exam schedules, checking grades, having group discussions, reading announcements and for the payment of school fees and many more. Similarly, the usage of smartphones among Malaysian students was reported in the works of Mohtar Hassan, Hassan and Osman (2013). The study revealed that University students in Malaysia had adopted smartphones as a necessity for learning at higher learning institutions.

They said students used smartphones for sharing notes between classmates, recording lectures, as well as helping to take pictures of assignments for future reference and sharing exam results on Facebook through their smartphones. In the same vein, Tuncay (2016) undertook a study on smartphones as tools for distance education. The study found that smartphones were very useful to the students; it enables them to take lecture notes, surfing the internet and instant taking of concept for later use. Further, Corbeil and Valdes-Corbeil (2007), investigated the topic "are you ready for mobile learning", the study found that, mobile phones greatly enhance interaction between instructors/ lectures and students, thereby, paving way for instructor and students to learn whiles on the move as compared to traditional face-to-face mode of teaching and learning. In the case of Ghana, Akaglo and Nimako-Kodu (2019) investigated the effects of the use of mobile phones on second cycle students in Ghana. The study brought to bear that the use of mobile phone enhances learning activities; it helps students to conduct research at their own pace, they are able to retrieve relevant and up to date information for their assignments and projects without necessarily visiting the library physically. Also, it enables students to read ahead of time before class to have a fair idea of lessons yet to be taught. Also, Tuncay (2016) investigated smartphones as tools for distance education at the British University of Nicosia, the school delivered distance education courses via smartphones. The study found that the use of the smartphone has made course delivery via distance mode very effective. For instance, it provides the opportunity for students to save all their lecture materials

on a portable smartphone device without carrying heavy weight laptops or books. And students can assess their lecture materials on their phones while lecturers can also interact with their students digitally irrespective of the geographical location. On the contrary, while smartphones provide communicative needs, their extensive use may have collateral damages on the physical, psychological, social, and the educational well-being of students (Kang & Jung, 2014).

Impact of mobile phone on Socialisation of Students

Socialisation refers to the transformation of culture and social institutions throughout time, which is brought about by collective behaviour (Kendall 2004). The widespread adoption of the cell phone as a tool of communication and entertainment has society redefining patterns of social contact and relationships among individuals. Overall the cell phone has transformed daily life of individuals to such an extent that it can be thought of as an agent of socialisation (Nurullah 2014). Lorente(2002) cited in Nurullah (2014) opined that the cell phone is a keeper of primary group ties or peer group networks. This would engender familiarisation amongst people, hence change their mode of behaviour and attitude towards one another. Lobet-Maris & Henin, (2002) argue that mobile phone can create virtual fraternity providing the lonely adolescent the gratifications of contact with friends. The acquisition and adoption of the cell phone among students have been linked to peer pressure. Students might cultivate friendships with individuals with whom they would otherwise not have been allowed to do, thereby leads to adoption of certain modes of behaviour due to friendship ties. Pertierra (2005) explain further on this when he says expansion of friendship networks through the mobile phone is common in the Philippines. Japanese researchers have argued that mobile phones have made students selective in their relationship rather than superficial (Ito & Okabe 2005). Carrington (2006) asserts that mobile phone allows students to establish a communication channel with their peers over which their parents and teachers have little insight. Ling and Yttri (2002) have formulated the term "hyper-coordinated" to explain the expressive and socially active uses of mobile phones by Norwegian students. The question of whether the cell phone is seen as symbol of status within the students' subculture is no longer contestable as the rate at which mobile phone technology has been developed and adopted has made it a very popular phenomena and as such it is no longer associated with prestige, as was the case few years back (Lorente 2002). However, some studies indicate that the mobile phone might in some ways still be a source of social prestige.

For instance, the mobile phone might act as the barometer for a student's social life in the amount of messages and calls he or she receives, thereby contributing to aspects of social prestige. Mobile phone impact on social institutions such as, democracy, bureaucracy, the education system was postulated by Ling (2000) suggests that mobile phone can assist in promoting democracy as text messages serves as the confirmation of one's group membership to a political party. Ito and Okabe(2005) observed that heavy textual pictorial transmission via cell phones users in urban Japan provides one window into new kinds of social situations called techno-social situations. This according to them lead to a full time intimate community, where people experience a sense of a persistent social space constituted through the periodic exchange of text messages. Nurullah (2014) opined that cell phones reshape the social norms of talking in public places. It has enormous impact on existing social institutions which has in no small measure modified the attitude of students in this direction.

Some of the positive effects of mobile phone usage on socialisation among Students

Easy Information Access: Many students have socialised in information retrieval methods, through mobile phones, students find information on the go. They can use the phone to complete group activities in classes by doing a quick search on a topic. Unlike traditional method of accessing library resources, students can access University library resources and databases virtually anywhere, getting a start on the research process without having to wait for access to a computer (Morgan, 2002).

Learning Tools: The advent of mobile phones has changed the narration of teaching in higher Institutions in Nigeria. A Bellarmine University study concluded that many teachers use mobile phones as teaching tools, some actually text students, sending reminders and letting them ask questions. The study found that students appreciate the convenience and speed of this method, many English teachers also use text messages to teach literature, letting students write imaginary text message conversations literary characters (Morgan, 2012).

Negative effects of mobile phone usage on socialisation among students

The mobile phone has socialised students in some adverse ways. (Ling, 2005) established the fact that one out of three students said they felt addicted to their phones. This sense of addiction may be related to dependency and heavy usage, this gives rise to serious social health and educational hazards as well, while a strong correlation has been observed between excessive mobile phone usage and animal activities such as, fighting, theft, use of alcohol and narcotics. Tindell & Bohlander (2011) enumerate some adverse ways the revolution of mobile phone had changed the attitude of students as follows:

- a. **Classroom Distraction:** In college classrooms, mobile phones can become a serious distraction that interferes with learning. According to a university of New Hemisphere Study, College students check their phones between one and five times during class. In addition, phone use during class affect students' grades and distracts classmates from learning. Even the attentive student misses out when his classmates fiddle with their phones (Tindell & Bohlander, 2011). This development has changed attitude of students from careful attention during lectures to non-attentive nature as result of emergence of mobile phone.
- b. **Change in Cognitive Ability:** A mobile phone offers numerous conveniences, including easy access to calculators, dictionaries and other tools. However, mobile phones do take a toll on students' cognitive thinking abilities. Attention spans have shortened so dramatically that many college students struggle to read anything longer than a social network posting. In addition, becoming dependent on the phone as a quick for information can keep them from developing the ability to think on their feet in work situations (Tindell & Bohlander, 2011). With this narration, it is evidently cleared that mobile phone has taken away cognitive ability of students.
- c. **Change in Cheating Methods:** Many mobile users especially students of tertiary institutions, such as universities have turned the device to a cheating machines. Students no long bother exploring creatively, the internet facilities they have, but use it to devalue themselves by cheating. Many students nowadays see visiting the library, reading a text book asking relevant and meaningful questions about a concept as a gross waste of time and energy. They never considered that even the very facility (GSM) they are exploring is a product of handwork and research. Many students use their phones to download documents from the internet, paste it into a word-processing programme without making any input apart from replacing their

names with that of the original author and submit same to their lecturers (Tindell & Bohlander 2011). This attested to the fact that mobile revolution has made Nigerian students lazy, and encourages them to cheat in all dimensions. This is however reducing the standard of education in the country generally.

Attitudes of Cyber Bullying

Mobile phones, particularly models that allow access to social networks, email and other applications, are sometimes used for cyber bullying, (Mojaye 2015) Tindell & Bohlander (2011) supported this when they say mobile phones allow bullies to send unpleasant messages all days long, disrupting their education progress as well as that of the recipients of such messages. Apart from this, another dimension to crimes is using mobile phones to commit online fraud, like illegal transfer of money from people's bank accounts and in the name of Yahoo-Yahoo.

Poor Writing Skills

According to Lam (2011) slang terms and text-speak such as IDK (I don't know), LOL (laughing out loud), SMH (Shaking my head), BTW (By the way), TTYL (Talk to you later), TKS (Thanks) have become a common sight on students' assignments, befuddling educators who are unsure of how to fix the growing problems. There has been a dramatic decline in the writing abilities of students due to tweeting, face booking, and texting. They do not capitalize words or use punctuation marks as appropriate anymore; any word longer than one syllabus is now abbreviated to one word. This, in no small way has socialised students away from good writing skills, which could not help Nigerian education and students in general.

Changes in Social and Safety Attitudes

According to John (2010), a study conducted at cyber psychology Behaviour and social networking Journal revealed that individuals that spend less time socializing on Facebook and spent more time with real friends were less likely to be unhappy. Another study conducted by the American Academy of paediatrics found that individuals especially teenagers can develop Facebook depression when being overwhelmed with positive status updates and photos of happy friends (John 2010). Also it is no longer new to see students and people generally to drive cars or crossing roads while using phones without taking cognizance of serious risks these activities can pose to their lives Attracting risks to one's life in the act of using phones especially when driving or walking on the road is a negative socialisation through mobile phones.

Conclusion and Recommendations

The evolution of mobile phone in Nigeria has no doubt impacted on the life style of Nigerian students, particularly Universities students. The emergence of phone has transformed attitudes of the students in different dimensions. This change of attitudes comes in both negative and positive ways. Mobile phones have socialised students on the mode of access to library information resources, serve as learning tools in academic, findings showed that mobile phone had as well socialised students in negative aspects like classroom distraction, reduction in cognitive ability, encourage cheating in various forms such as illegal access to people's bank accounts, exam malpractices plagiarism telling lies and so on. It is also increases poor writing skills as well as causes distress and risks to students' lives. The study recommends among other things, that authorities of tertiary institutions should endeavour to organised submit on the danger of phone addiction amongst students with a view to reducing the catastrophic effect of mobile revolution amongst students in area of academic, safety and cognitive ability of students across board

as well as health related risks associated with mobile phone addiction. If the foregoing measures are religiously adhered to, the negative impact mobile phone has on the socialization of students would be addressed and the positive effect of mobile use by students will revolutionise the society for better.

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