Ban of Mobile Phone Use and Students' Psychological Effects: A case of Aljamea – Tus- Saifiyah University Nairobi Campus, Kenya

By

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Abstract
This article explored the ban on mobile phone use and students' psychological effects at Aljamea –tus - Saifiyah University Nairobi campus, Kenya. The study adopted a mixed-methods approach, precisely, the convergent parallel research design where concurrent database variant was used. One research question guided this study: What are the perceptions on mobile phone ban in Aljamea –tus - Saifiyah Nairobi campus? Attachment theory by Bowlby. The study targeted a population of 1,690, which comprised students, lecturers, administrative staff, and parents. A stratified sampling technique was used to sample 111 students. This was because the campus has both boys and girls. This was followed by simple random sampling. Twenty-six (26) lecturers were sampled through systematic linear sampling. Seven (7) administrative staff were selected through expert purposive sampling technique, while a linear, methodical sampling technique was used to sample 84 parents who participated in this study. Questionnaires and interview guides were the data collection instruments. Cronbach Alpha technique was used to determine the reliability of quantitative items. The trustworthiness of qualitative things was defined in terms of their credibility, dependability, and conformability. Quantitative data were analyzed using computer Statistical Package for Social Sciences (SPSS) version 21. Qualitative data from interviews were categorized into themes and presented in narratives and direct quotations. The study found out that the ban on mobile phone use by Aljamea –tus- Saifiyah Nairobi campus students was positively taken and did not negatively affect students' general performance. The study recommended that more strategies be used to ensure that the ban did not affect students' social and psychological well-being. Ethical considerations were observed throughout the entire study.

Keywords: Kenya, Ban, mobile phone, psychological effects, Aljamea –tus - Saifiyah Nairobi**,** mixed-methods

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Introduction

Even though many people feel like they could not live without mobile phones, it has not been in existence for quite long. Mobile phones came into existence as early as the 1940's when engineers working at American Telephone and Telegraph (AT&T) developed cells for mobile phone base stations (Ahn, & Jung, 2016). Lookout (2012) reports that attachment to a mobile phone may also hinder users' attention in their daily lives. Too much use of mobile phones has resulted in distraction on the user's focus. Nevertheless, these gadgets provide capabilities to access the Internet. The usage of mobile phones by young people has increased across sub-Saharan Africa. Bruijn, Nyamnjoh, and Brinkman (2009; Porter et al., 2012), in their 2012/2013 Africa Development indicators report for the World Bank, assert that over 80 percent of people living in urban areas in Africa could access mobile phones.

Technological advancements have allowed mobile phones to perform many functions with better performance. However, there are more divided educational opinions, mainly when used in the classroom. On the other hand, these devices can support different methodological tasks, be responsible for problems like class sessions distractions. The use of these phones has met informal resistance in education. A review by Chen and Yan (2016) sought to determine whether multitasking with mobile phones could affect learning Korea classrooms. According to this study, opponents of students using mobile phones during school believed that mobile phones caused disruption and maybe misused, such as cheating on tests, taking inappropriate photographs, and playing mobile games. Rather than paying attention to lecturers, students may spend more time distracted by their phones. In an experiment, there was a better performance for students who did not use their phones than those who had their phones.

Mobile phone use by students has become a controversial topic debated by parents and lecturers. Parents who support the use of mobile phones believe that these phones have more essential benefits for safety. They allow children to communicate with their family members. Mobile phones can be addictive. Addiction indicates repetitive acts with a lack of control that precipitate personal and social problems (Marlatt, Baer & Donovan, 1988). This intoxicated state may be caused by the continued use of a harmful substance, such as drugs, alcohol, or tobacco (Güzeller & Coşguner, 2012). Addictive behaviors, in most cases, lead to negative consequences, such as lower performance in any task given (Billieux et al., 2008; Caplan, 2002). Once a mobile phone becomes a way of life of a person, it becomes an issue leading to addictive behavior. (Griffiths, 1996; Young and Abreu, 2010).

Thomas, O'Banonand, and Bolton (2013) surveyed Australia to get lecturers' perceptions on mobile phone inclusion, benefits, and barriers. The study sampled 79 lecturers who expressed their feelings about the inclusion of cell phones in their classroom instructions through questionnaires. Findings indicated that most 69% of lecturers supported cell phones in the classroom and were presently using them for school-related work. Lecturers identified student engagement and motivation as the primary benefits; barriers included lack of access and class disruption.

Eide, Aarestad, Andreassen, Bilder & Pallesen (2018), in their survey study to investigate smartphone restriction and its effect on subjective withdrawal-related scores in Norway, deduce that psychological withdrawal symptoms refer to effects such as moodiness, irritability, and anxiousness, while physiological withdrawal symptoms include sweats, nausea, insomnia, headaches, and others. His study's findings suggest that withdrawal symptoms may be in play when people's access to their smartphones is restricted. This restriction may have adverse effects traditionally associated with substance-related addictions.

Kihwele and Bali (2013) carried out a study in Dodoma municipality, Tanzania. The study aimed at establishing the perceptions of lecturers, parents, and students on the effects of mobile phone use on students' learning. The findings showed that parents and lecturers agree that students with mobile phones perform poorly and disobey more often than students without mobile phones.

Through the parliament, the Kenya government banned mobile phones in schools to stem a string of deadly riots that had rocked the country (MOEST, 2008). This came a day after police charged dozens of students with arson after weekend riots that left one student dead and several injured. The minister claimed that mobile phones had been used to coordinate the riots. According to the report, mobile phone use encouraged careless actions and carefree attitudes and added that this resulted in indiscipline and, finally, chaotic life.

According to World Bank (2015), debates on whether or not to ban phones in learning institutions or not in Jamaica in 2007 attracted conversations in the many United States. This led bans of mobile phone use by students being relaxed, and in other situations, the decision was left to local jurisdiction. Local school boards came up with their local policies in this regard. On the other hand, a bill to ban phone use in schools and colleges was introduced in France in 2009. In Nigeria, bans came into existence in 2012, just simultaneously with the Solomon Islands, where lecturers called for a mobile phone ban for students in their schools in 2013, one year after Malaysia reaffirmed its similar ban.

In Kenya, the use of mobile phones by the public primary and secondary schools is not allowed. According to the Human rights report (2012), the minister attributed the ban on repeated stricks in schools and examination malpractices. However, this ban does not include university students in Kenya, contrary to the ban on the Aljamea –tus - Saifiyah University Nairobi campus, Kenya, which neighbors some public and private universities in Kenya. There has never been researched to define whether any psychological issues arise from the ban on mobile phone use in Aljamea –tus - Saifiyah University Nairobi campus, Kenya. This concern led to the current study to take place at this University.

Statement of the Problem

Addiction to the cell phone is becoming standard; youngsters feel a group pressure to remain inter-connected and reachable round the clock (Young & Abreu, 2010). According to Badre of the American Academy of Sleep (Mackaroni's, 2014), there seems to be a connection between the severe use of cell phones and health-compromising behavior such as smoking, snuffing, and using alcohol. Children and teenagers who tend to use their phones late at night have revealed that they get disturbances in sleep which is caused by the radiation can result to depression, mood swings, changes in personality trades, poor concentration span, and low academic performance (Johnson & Hertlein, 2019; Jeong, Kim & Yum, 2016; Gok, 2016; Chen & Yan, 2016).

Aljamea –tus - Saifiyah University Nairobi campus, Kenya, management banned mobile phones by students in 2004. Students in this University use mobile phones only for academic purposes. This came about due to its increase in number and misuse by students. As the literature review reveals, there is an addiction to mobile phone use, and banning the phones for addicted users could result in psychological effects. Since the ban, questions have been raised on this decision mostly by staff who have worked in other institutions where such restrictions are not in place. No study has been carried out to establish whether this ban has any negative or positive effects on students' well-being. The study was therefore worth lest the university management is satisfied that all is well while the ban translates differently to Aljamea –tus - Saifiyah Nairobi campus, Kenya students.

Theoretical Framework

This study was grounded on attachment theory by Bowby (1969). Originally intended to describe people's connection, attachment theory is also included in objects, for example, clothes, animals/dolls, and others. According to Adams (2017), this theory was applied to the relationship in 2012 and is essential for understanding human relationships with mobile phones. Based on Bowlby's (1969) study, attachment targets are high in the hierarchy of primary attachment statistics, and people usually have multiple personalities. It is believed that attachment to objects is evolving, so when a student is more familiar with the primary form of their affection, they will respond to it in times of trouble and reassure them. When these students learn to associate mobile phones with positive results, they generally feel relieved, even without the stress associated with them (Bowlby, 1969).

Unfortunately, connecting to a mobile phone may be suitable for unsecured investment-scale people, but permanently connecting to information sources about loved ones via social media can add anxiety. In particular, apart from acting as a supplement to close relationships' anxiety, mobile phones also provide access to social networks. One of their social media roles is to stay in touch with others (Coos and Griffith, 2017). But those who are suffering from the anxiety of their loved ones are trying to feel connected. This may be an adaptive approach to address attachment instability, but it may resist each plan's perceived instability. In other words, this continued access to information about loved ones can lead to the misconception that these attachment data are much more accessible than they are, which increases anxiety from attachments.

Ahn and Carl Jung (2016) affirm that for people with insecure attachment dimensions, interventions targeting social media attainment is also notably helpful in buffering negative thought processes regarding attachment relationships, and breaking this positive feedback. Attachment behaviors directed towards the mobile phone, such as proximity seeking and compulsive checking, retain the potential to contribute to behaviors typically associated with mobile phone addiction. This is supported by several studies, which have linked attachment insecurity with mobile phone addiction (Ge, 2014; Ghasempour & Mahmoodi- Aghdam, 2015; Monacis, de Palo, Griffiths, & Sinatra, 2017). Attachment theory is used for therapy by counselors in learning institutions because it helps them understand students' psychological and social challenges related to their socialization. The approach helps us understand how using mobile phones as attachment goals can help reduce anxiety and promote effective emotional regulation and competition strategies (Bowlby, 1969). Reliance on mobile phones can be seen as a result of the adaptive behavior of their device. Thus, those who fight perceived insecurity of relatives can use their mobile phones as an alternative means of protecting, trusting, and reducing anxiety (i.e., 198- 1985 to meet their connected

needs). Therefore, contact with a mobile phone can work to protect these students as a source of trust (such as a safe haven) or to reduce fear in new situations (such as protection). On the other hand, this theory can as well guide lecturers and administrators curb students' use of mobile phones during the day and at night, which leads to insomnia. Insomnia ultimately results in depression, anxiety, and depression. If not well handled, all these can lead to low self-esteem and finally affect students' academic performance.

Review of Related Literature

Cumaoğlu (2015) carried out a study in Turkey to examine teachers' beliefs concerning the effects of mobile phone use by students to find out whether the said beliefs are different according to the demographic characteristics and purpose of internet usage.due to this purpose, a demographic information questionnaire and the scale developed by Diker Coskun & Kizilkaya Cumaoglu (2013) were revised with validity and reliability researches and adopted on teachers (N=200). Study findings should that teachers believed that students were affected by mobile devices on all three dimensions of the scale (social, psychological, and learning dimensions). The most exciting finding of the study was on the learning dimension of the mobile phone scale's beliefs. In every intention of using the Internet, examined by the analysis, it was observed that teachers' views concerning the "learning" aspect were all the time more favorable than those that did not use the Internet for any given purpose.

Li (2019), in his study in Canada, examined perceptions of stakeholders about the use of electronic devices in Ontario. He conducted interviews from randomly selected respondents and found out a new rule applied to all personal electronic devices, which included laptops, cell phones, and any device that could be used to access the Internet. This applied to both students and staff during class times though people with special needs and emergency services were exempted from the restrictions. According to the then minister of education, students concentrated on their studies, not their mobile phones when in class. "That's why there is the restriction on mobile phone use and other personal mobile devices in the classroom at the same time ensuring technology is available to help students achieve objectives of the digital economy and modern workforce," the minister said in the interview. In addition, one of the lecturers had recorded 1 100 social media alerts in a single lesson in an experiment.

Porter, Hampshire, Milner, Munthali, Robson, Lannoy, Bango & Nwabisa (2015) conducted a study to examine mobile phones and education in Sub-Saharan Africa. This was mixed-methods field research in 24 sites across Ghana, Malawi, and South Africa. According to this study, the transformative use of mobile phones among youth across Africa is exciting. Still, the findings presented in this study indicate how the downside of mobile phone use in African schools is becoming increasingly apparent. Overall, the mobile phone seemed to play a more mundane role oftenly in promoting education; particularly, there were many calls between pupils clarifying about homework, between pupils and academic staff regarding examinations result, and an enormous number of calls from pupils asking for resources deemed essential for their participation in academics, for instance asking for school fees, and other essential resources.

North, Jonson, and Ophoff (2014) carried out a quantitative study to explore mobile phones' use and role among South African university students. Four main categories were used to examine the students' perceptions of mobile phone use: reasons to use mobile phones, the pattern of mobile phone use, purchasing factors, and behavior related issues. Three hundred and sixty-two participants participated in the survey. The key findings showed that

South African students used mobile phones for socializing and safety and privacy intensions. Usability and price started as the top purchasing factors. The respondents indicated some signs of addiction to their mobile phones. Parents, according to this study, did not condone the use of mobile phones during school hours. Instead, one of the reasons they acquired mobile phones for their children as security is the ability to get hold of their children during emergencies at all times.

Akinlekel andiOmowunmi (2017) analyzed the attitude of college students towards mobile phone usage in Nigeria. Six hundred forty randomly selected 300 and 340 level students of the University of Ibadan, Oyo State, and the Federal Polytechnic, laro, Ogun State took part in the study. The investigation took place in a classroom environment during the administration of continuous assessment. After the data was collected from the students, their test scores were obtained from their departments. The test scores were compared to the scores obtained from questionnaires. The findings showed that college students' academic discipline and their hostels do not make them perceive or use their mobile phones differently. Gender was also found to be an important determinant of mobile phone usage among these students. Moreover, there was no significant relationship between mobile phone usage and their academic performance.

Mogambii (2015) examined mobile phone usage patterns by students in a large and top university in East and Central Africa, 'The University of Nairobi.' The study aimed to explore the various mobile phone applications among students, mobile phone usage levels among university students for academic purposes, and the gender difference between male and female students mobile phone usage. The respondents were 300 students from their various campuses. A self-reported questionnaire was used to collect data for the study. It was analyzed in figures and tables to represent the levels and gender differences in mobile phone usage among students. The study results indicated that most of the students (both male and female-owned smartphones, and a small percentage of them (less than 25%) owned feature phones. Male students were more satisfied with their mobile phone applications than their female counterparts, although the female students rated higher users for other purposes than academics. The research study further revealed that most students use their mobile phones to communicate with their classmates and lecturers about academic issues and exchange other relevant educational material. Over 70% of all the sampled students confirmed to use their mobile phone applications to search for important material concerning academics and doing their assignments.

From the reviewed literature, technological advancements have allowed mobile phones to perform various functions with increasingly better performance, as highlighted by (Gupta & Irwin, 2016; Mackaroni's, 2014). In educational contexts, mobile phones, mostly when done in the classroom, can support learning strategies Valk, Rashid, and Elder (2010). However, it can also cause distractions. During and after classes (Yan, 2014; Samaha & Hawi, 2016; Therefore, such use is still facing informal education resistance. Many countries have introduced laws to ban the use of mobile phones by students. They associate students' performance with excessive use of these gadgets. Many studies have revealed that too much use of mobile phones is addictive, and withdrawing the phones after one is addicted to it without considering the after addition effects may cause more harm than good to the affected students (Johnson & Hertlein, 2019; Jeong, Kim & Yum, 2016; Gok, 2016; Chen & Yan, 2016). Significantly few studies have addressed how students can be affected psychologically after being addicted to mobile phones, then phones being withdrawn from their access. This fact led to this study in Aljamea-tus-Saifiyah Nairobi campus being one of the Universities

that mobile phone use by students is prohibited. Moreover, no research has been done on any of the University campuses since the ban in 2004.

Methodology

This study adopted a mixed-methods approach. Creswell (2013) explains the mixed methods paradigm as an approach to an inquiry that involves collecting qualitative and quantitative data, integrating the two forms of data, and using distinct designs that may include philosophical assumptions and theoretical frameworks. Cross-sectional survey and phenomenology designs were used to collect data. This study targeted segments of the 1690 Aljamea –tus - Saifiyah population, comprising teaching staff, administrative staff, students, and parents. Students of grades 4 to 11 were the key target population because they are the ones directly affected by the mobile phone ban.

The campus has a total population of 804 students. The researcher used a stratified and simple random sampling technique to sample 111 students, boys and girls.
Aljamea –tus - Saifiyah Nairobi campus has a total of 700 parents. The researcher applied a linear systematic sampling technique to a sample of 84 for the study. Twenty-six (26) lecturers were also sampled using linear, methodical sampling technique, while expert sampling was used to test seven (7) administrative staff.

Data from students, lecturers, and parents were collected using questionnaires, while interview guides were the data collection instruments used to collect data from administrative staff. Quantitative data were analyzed by the use of SPSS software, while qualitative dater was categorized in themes. The researcher identified patterns and connections by identifying themes, looking for the most common responses to questions, and finding areas explored further. These themes were interpreted, and meanings derived from them. The researcher also identified content areas represented by both data sets and compared, contrasted, and synthesized. The results of discussions were reported in the form of tables simultaneously but separately in a single phase. The two methods were given equal priority, but the data analysis was kept independently.

Findings and Discussions

This study sought to examine perceptions of students, lecturers, administrate staff, and parents on mobile phone use by students of the Aljamea-tus-Saifiyah Nairobi campus. The respondents were issued a list of statements that best expressed their opinion on a Likert scale from 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree, 5= Strongly Disagree. Strongly agree and agree were combined as a positive response while disagreeing and strongly disagree were incorporated as negative responses.

Perceptions of Mobile phone Ban for Aljamea-tus-Saifiyah Nairobi Campus Students

Table 1

Students Perceptions

										n = 111
Statement	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Ban of mobile phone use by students has increased student's general performance	1	0.9	3	2.7	18	16.2	44	39.6	40	40.5
Ban of mobile phone use by students has negatively affected students' performance	41	36.9	45	40.5	19	17.1	6	5.4	0	0
It was better if the ban only affected mobile use in classrooms	40	36.0	27	24.3	24	21.6	12	10.8	8	7.2
A mobile phone ban makes no difference in students' general performance	44	39.6	29	26.1	14	12.6	18	16.2	6	5.4
The ban on mobile phone use by students in Aljamea should be lifted	50	45.0	41	36.9	15	13.5	4	3.6	1	0.9

Source: *Field data 2020*

The data in Table 1 indicates that out of the 111 students who participated in this study, 44(39%) agreed that the ban on mobile phone use by the students had increased students' general performance. This indicates that there was the destruction of the time students were allowed to use their mobile phones. More concentration might have been put on using these gadgets and little time to give to academic activities. Forty 40(40.5%) students strongly agreed with this statement. However, one of the students strongly disagreed with this statement. In response to the comment on whether the ban on mobile phone use by students negatively affected students' performance, 45(40.5%), 41(36.9%), while 6 6(5.4%) agree, but none of them strongly agreed with this statement. Regarding whether it was better if the ban on mobile phone use by students only applied in classrooms, 40(36.0%) of the respondents strongly disagreed, 27(24.3%) disagreed, but eight (7.2%) thought that this kind of restriction would just have applied to classrooms. While responding to the statement of whether the mobile phone ban for students made no difference in students' general performance, 44 students strongly disagreed, 29 agreed.

In contrast, the least number of this type of respondents, 6(5.4%), strongly agreed. Finally, the respondents in responding to the lifting of mobile phone ban by students represented by 50(45.0%) strongly disagree, and only 1(0.9%) was for the idea of lifting this ban. According to students' responses, the ban had helped them concentrate on their studies in terms of their academic performance.

Their findings reflect what Lepp, Barkey, and Karpinski had found in their study with U.S college students. These scholars' regression analysis showed a positive correlation between mobile phone use by students and poor academic performance. The ban on the use of these phones by Aljamea students had done more academic good than harm; therefore, continuing with the ban was acceptable by the majority of the students.

On the other hand, Kuss and Griffiths (2011) highlight the adverse effects of excessive consumption of these gadgets. Excessive you cause anxiety and student unrest in a learning institution. Due to the ban, the Aljamea staff out little efforts to instill students' discipline since their minds are always focused on what brought them to this campus. They are not affected by this mobile phone as it used to be before the ban.

Table 2: Parents' Perceptions of Mobile Phone Ban

n = 84

Statement	SD		D		N		A		SA	
	f	%	*f*	%	*f*	%	F	%	*f*	%
Ban on mobile phone use by students has increased student's general performance	2	2.4	1	1.2	5	6.0	33	39.3	43	51.2
Ban on mobile phone use by students has negatively affected students' performance	45	53.6	23	27.4	14	16.7	0	0	2	2.4
The institution should consider reviewing the ban on mobile usage by students	40	47.6	26	31.0	10	11.9	7	8.3	1	1.2
It was better if the ban only affected mobile use in classrooms	35	41.7	38	45.2	3	3.6	7	8.3	1	1.2
Mobile phone ban makes no difference in students' general performance	47	56.0	29	34.5	4	4.8	2	2.4	2	2.4

Source: *Researcher*

As indicated in table 10, to respond to the statement on an increase of general performance of students after the ban of mobile phone use by students, the majority 43(51.2%) of the parents who participated in this study strongly agreed that this ban had indeed affected students' performance positively. Thirty-three 33(39.3%) agreed, but 2(2.4%) strongly disagreed with the statement. On the statement which enquired on whether the ban had negatively impacted on students' performance, 45(53.6%) of the parents explained that they strongly disagreed with the statement, 23(27.4%) disagreed, none of them agreed, but 2 of the parents who took part in this study strongly agreed with this statement. 40(47.6%) parents' respondents strongly disagreed with the idea of reviewing the ban on mobile use by students, 10(11.9%) were neutral while 1(1.2%) strongly agreed with this statement. Regarding the ban only affected mobile use in classrooms, 38(45.2%) of the parents disagree with the statement, and only one strongly agreed. In commenting on the statement that the mobile phone ban makes no difference in students' general performance, 47(56.0%) of the parents expressed that they strongly disagreed, 4(4.8%) were neutral, but 2(2.4%) of these parents strongly agreed on this statement.

Parents with children studying in Aljamea Nairobi campus had no issues with the ban on their children's mobile phone use. Indeed. They felt that the ban should continue. This is not in line with Batista and Barceló's (2014) quantitative study in Brazil to examine mobile phone considerations in an educational context. This study found out that in current society, the prohibition of the use of these devices in the classroom may not prevent problems, as

students often get around restrictions. According to these authors, if these phones were appropriately used, they could make significant contributions to educational actions.

This study feels that parents' findings are in line with scholars who have focused on both the positive and negative effects of mobile phone use by students. Some of them point out the extent to which the use of these gadgets has impacted on students' performance, both positively and negatively (Batista & Barcelos, 2014; Li, 2019).

Lecturers' Perceptions on Ban ones Use by Sthavents
Table 3: Lecturers' Perceptions of Ban on Mobile Use

									n = 26	
Statement	SD		D		N		A		SA	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Ban of mobile phone use by students has increased students' general performance	1	3.8	1	3.8	1	3.8	10	38.5	13	50.0
Ban of mobile phone use by students has negatively affected students' performance	10	38.5	9	34.6	2	7.7	1	3.8	4	15.4
The institution should consider reviewing the ban on mobile usage by students	11	42.3	10	38.5	3	11.5	1	3.8	1	3.8
It was better if the ban only affected mobile use in classrooms	9	34.6	15	57.7	0	0	1	3.8	1	3.8
Mobile phone ban makes no difference in students' general performance	13	50.0	11	42.3	1	3.8	0	0	1	3.8
The ban on mobile phone use by students in Aljamea should be lifted	14	53.8	12	46.2	0	0	0	0	0	0

Source: Field Data

As indicated in Table 11, 13(50.0%) of the sampled lecturers strongly agreed that the ban on mobile phone use by students had increased students' general performance in Aljamea Nairobi campus. Administrative Staff 4 had similar sentiments where he said:

> I strongly agree that the ban on mobile phones is beneficial for students. Mobile phones are a big distraction for students. In the absence of mobile phones, students have more time to engage in other productive activities. Students seem more attentive in class in the absence of mobile phones." (Interview: 27th March 2020 at 2 pm). These views by respondent 4 are eye-openers to educationists on the dangers that come along with the addition to mobile phones. For Aljamea University, it has worked and could also work for other students in different Universities, colleges, and even schools where students' unrest is experienced.

A not very significant number (3.8%) strongly disagreed while the lecturer was neutral about this statement. 10(38.5%) of these lectures did not see any adverse effect of the ban on students' performance. 4 (15.4%) expressed that this ban had negatively affected these students' behavior; two were not decided. Still, one and four agreed and strongly agreed, respectively. In responding to whether the institution should consider reviewing the ban on mobile phone use, 11(42.3%) of the sampled lecturers strongly disagreed, 10(38.5%)

disagreed, three were undecided, and 1(3.8%) strongly agreed. Fifteen (57.7%) respondents disagreed with the ban on mobile phone use only affecting class time, but 1(3.8%) strongly agreed with this suggestion. When responding to the statement mobile phone ban makes no difference in students' general performance, 13(50.0%) of the lecturers strongly disagreed, 11(42.4%) disagreed, 1(3.8%) respondent was neutral, and 1(3.8%) strongly agreed with the statement.

Lecturers' views are clear that there was no need to review the ban on mobile phone use by students' policy. Both students and lecturers were comfortable with this ban. According to them, the ban was a significant boost to the overall performance of these students. Respondent eight (8), during an interview, had this to say on the review of the ban:

> In broad terms, the ban on mobile phones implemented in Aljamea is viewed as positive by many faculty members. Contrary to concerns that such a ban might be regressive and not in keeping with technological trends, faculty members had observed the difference in concentration and attentiveness among students before the ban came into effect and after. The results speak for themselves. There is no need, therefore, to do any review of this policy" (Interview on 29th March 2020 at 4 pm). Similarly, respondent 9's sentiments were, "Generally; I feel teachers see the ban as very positive; review of the policy is not necessary at all (Interview 29th March 2020 at 9 am).

Policies are put in place to guide the better running of an institution. Once a system is working well towards the achievement of institutional goals, then there is no need to review it since it serves the purpose it was made to do. Therefore, the lecturers' and administrators' views are informative of an institution content with the entire performance and smooth running of its affairs. Every learning institution works towards their students' academic success, and the institutions welcome any strategic aim to achieve this goal. Lecturers' ideas concur with Vaidya's (2016) explorative in India, which investigated mobile phone usage by youth. This scholar asserts that though the mobile phone provided many advantages, it has also caused some learning institutions problems. Some students use mobile phones so excessively that it assumes the form of addiction. Also, the use of mobile phones has reduced the face to face communication. He also observed that students send a text.
Administrative Staff one (1) during an interview confirmed lecturers' sentiments by saying:

> I think teachers agree that this is a necessary step, even though it is restrictive. Teachers uphold the value of character building of students for which a ban like this is essential. Teachers understand the potential complications mobiles can cause between male and female students. Teachers, however, feel strongly that adequate systems and accommodations need to be put in place that compensates for the ban on mobiles." (Interview, 26th March 2020, at 2 pm). Respondent 2, on the other hand, said, "In general, teachers perceive it positively as it gives more time to the students to surf time academically. It also encourages students to participate in sports and other physical activities actively. (Interview 26th, March 2020, at 2:30 pm).

Respondent 1 and 2 suggestions on coming up with systems that can compensate on the ban on mobile phone use means that these administrators have their students at heart and they

understand that students need interactive activities; hence, the provision of alternatives to these interactions would help the students not feel too much ignored. Their feeling should also be understood by the campus management and, where possible, be catered for in a manner that is not harmful to their academic affairs in and out of campus.

Similar sentiments were made by respondent 3, 4, 7, 8, and 9 by saying the following: Respondent 3 (Interview: 27th March 2020 at 11:30 am)

> The ban on mobile phones has proved to be useful as the students can concentrate more on their school work as opposed to spending too much time on social media. When it comes to research, the students are given ample time in the computer laboratory where they can engage and, as such, do not need to rely on their phones.

Respondent 3 explains the alternative use of leisure time where students can access computers and do constructive researcher work at the library. Once availed in all institutions of learning, this facility can reduce a lot of free time that students in schools and colleges find in institutions where the equipped library is not available. The use of libraries is one right way for students to spend their free time. However, it becomes challenging when these facilities do not have technology devices that students and other youth in the 21st-century embrace.

Respondent 7: On (28th March 2020 at 8 am)

> In context to the world being flat, I see this as a step that requires a blend of balance to provide and educate the usage of mobile phones and lessen the usage of it through the inception of information technology by banning social media sites and importantly, keeping a monitoring and alert system for conduct values.

As respondent 7 suggests, one god way to keep students on track is putting in place monitoring systems. Students can be tricky at times. Whether mobile phones are withdrawn or not, sometimes they still find their way to the learning institutions in lecturers and administrators cannot easily understand. Therefore, these findings can help other institutions contain their students on mobile phone use, whether they are banned from not. Monitoring can reduce the excessive use of these gadgets.

Respondent 5 and 6 sentiments did not address this question; hence, the respondent's sentiments were not captured. The feelings of respondents who indicated that the ban on mobile phone use by students made a difference in students' performance in table Table 10 and interviews with administrative staff were in support of many scholars' sentiments who sight negative effects of mobile phone addiction. Such researchers include (Parlak & Eckhardt, 2014; Starcevic, 2016). According to the lecturers' wish, the ban ought to continue for students' smooth academic progress. Although some studies argue that mobile phone use has many disadvantages to students' progress, Aljamea University seems to have regulated students' concentration on academics and their discipline by banning its use by students except for academic purposes.

Summary
The study's purpose was to examine the ban on mobile phone use and students' psychological effects at Aljamea –Tus- Saifiyah University Nairobi Campus, Kenya. The study was guided

by one research question: What are the perceptions on mobile phone ban in Aljamea –tus - Saifiyah Nairobi campus students?

Based on the findings, the researcher concluded that; Aljamea – tus- Sifiyah students, lecturers, parents, and administrative officers were all comfortable with the ban on students' mobile phone use. This ban did not have much effect on teaching and learning activities on this campus, and challenges that came with the ban were minimal and could be handled at the campus level. Measures had been put in place to ensure that students were not affected psychologically or in any other way by this ban.

Conclusion
This study concluded that the ban on mobile phone use by Aljamea-tus-Nairobi campus students was taken positively by students, lecturers, administrative staff, and parents. The strategies already in pace enabled students to communicate with parents and other close relatives only. Since monitoring was done, students only used these mobile phones only for academic purposes. Therefore, the sampled University could be used as a model by other Universities to minimize students' unrest.

Recommendations

Aljamea Top Management
This study recommends that the top management for the institution ensures that policies formulated catered for the student's academic, social, physical, and psychological needs to enable them to go through the learning process smoothly.

Parents
All parents with children in Aljamea –tus – Saifiyah Nairobi campus to be keen on any single change that occurred in their child's life as they continued with their education and join hands with the university administration to ensure that the ban of mobile phone use by their children does not negatively affect them.

Lecturers
To this category of respondents, this study recommends that they be vigilant to discover any changes that might occur in student's life at school related to the ban and address it immediately before it erupted and spread to the rest of the students. In addition, they needed to strengthen the guidance and counseling department just in case these students needed such help, even if it made employing professional counseling. Such bans are likely to meet protests from students.

Students
Students need to take the ban on mobile phone use positively since policies are made to guide schools' smooth operation. Students from other Universities need to benchmark Aljamea –tus - Saifiyah University Nairobi campus institution and understand that it is possible to succeed in school without mobile addiction.

Scholarly Community
From the findings, Aljamea –tus- Saifiyah seems to have succeeded in curbing students' unrest through the ban on mobile phone use by students; hence more researchers need to

carry out studies and find out other strategies in which schools and universities can use to improve students' discipline and academic performance.

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