PREVALENCE AND ASSOCIATED FACTORS USE OF MOBILE PHONE AMONG STUDENTS OF TAIZ UNIVERSITY

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ABSTRACT

Objective: This study amid to know the negative effects of mobile phone on student of Taiz University. **Methodology:** The current research community is a student of Taiz University in the second semester of the academic year 2018-2019, that include 136 students, 21 males and 115 females, according to admissions and registration department of University. **Results:** Present study found that the impact of mobile phone use on university students at the six fields was moderate. On economic aspect has high effects which indicate that student use mobile phone without rationalization and in behavioral aspects also has high effect on behavioral of students with two and fifty and standard deviation economic aspect while the impact of the mobile phone on social, health and psychological aspect are low with average two and twenty nine, two twenty six and two twenty nine respectively. Regarding to education aspect found that the average was one forty three which indicate that the student use mobile phone in the education is very low.

KEYWORDS

Mobile phone, Health and Psychological aspect.

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INTRODUCTION

With the evolution of human thought, life evolved and its features changed, the human mind developed modern technology in all areas of life, which led to the folding of times, places and distances, and thus provided humanitarian long-run conditions, including communication technology, which became extremely important in human life, so that man of his own nature cannot live without his own sex. The mobile phone has been a modern way of communicating between man and man, and its importance has been to educational reality, as it has given an effective way of teaching communication, it

is a way to learn at anytime, anywhere, within and outside of the educational institution. It also facilitated the exchange of messages and information between learners and their teachers through the exchange of files, electronic books, multimedia and others, and since this technology has elicited positive effects on its users, so have negative effects on them, and this study amid to know the negative effects of mobile phone on student of Taiz University.

Literatures review

There are many studies on the phone. The Wrap and Effect in the Teaching Field These include. Al-Esaei (2014): Who aimed to identify the habits and patterns of use of the students of Sharjah University for the Internet and mobile phones and the saturates they achieve from their use of these media, as well as the impact that the use of these media has on the upbringing their social, the study adopted a descriptive survey method using the sampling tool of a sample of a representative of Sharjah University (580 students and students) selected in the cluster mode from university colleges. The study found that students use the Internet and mobile phones regularly and intensively, and that they achieve social networking primarily, information and educational services, entertainment and entertainment, and access to news and specialized scientific information. The results of the study also indicated that the use of social networks has contributed to the social isolation of students, with a single chance of direct communication with their families and social surroundings.

Muhammad and Eman Mahdi (2012)[1] who aimed to revealing the extent to which students from the Faculty of Education for Mobile and Smart Phones were employed to serve the educational process, as well as their tendency to use this technique in the educational process. The results of the research have pointed to the weak employment of mobile and smart phone students within the educational process, and a positive trend for students in the research group to employ mobile phones and smart in the educational process.

The Soroor *et al* (2010)[2] studied the impact of the use of mobile phone on the relations of young people and found that the use of a mobile phone created a new culture called the mobile culture, which produced a new sentence of terminology that had never existed in the missionaries, such as: (Ms. Cole or Instructor, Send jQuery, Play Bluetooth, SMS, MMS), these terms abrogated the temporal and spatial dimension of communication between young people and some, and contributed to strengthening social ties among themselves and allowed the feelings of the friendliness is to increase whether in the relationship of brotherhood or friendship, as mobile allowed to solve societal problems, and there is another form of work to be acquainted among young people.

Al Zahra *et al* (2009)[3] the study aimed at identifying ways to use mobile phone university students, and the implications for their communication behavior on campus sample of the study (50) students and students of the university, the results indicated that the use of mobile telephones has become a widely present means of communication in the life of university students. The interest in mobile phone technology is constantly increasing despite the high price, which has become a manifestation of progress and a manifestation of others and also shows a relationship between scientific specialization and language used in writing short messages, as well as relationships that link the student to other parties.

The Study of Zeyat (2008) who aimed to identifying the social and cultural impact of the use of the mobile phone on university students, and the study sample consisted of 867 participants (345 According to the results of this study, 522 female members of the University of Yardock mentioned the use of the mobile phone as the root cause of some harassment of individuals and indicated that (21. 2% of the study sample is used for recreational purposes, while 60% for the purpose of work and study. The study also showed the prevalence of a culture of consumerism by spending on communications or owning more than one cellular device in the values, customs and traditions of society through the use of mobile in improper practices and relationships, and the study emphasized the negative impact of mobile phone on the health of adults and children.

Al Zyat *et al* (2004) who aimed to identifying the use of cellular phone by young people,

understanding and interpreting the interrelationships between the phenomenon of mobile phone use, Arab cultural social construction and stand-by, and the habits of individual cellular phone use and to develop appropriate proposals to guide its rational use by applying to a sample of 569 students of the Sultan Qaboos university and the University of Ain Shams. The study found many results, the most important of which were: that the study revealed the existence of social and cultural influences of young people's undergraduate uses of cellular phone, which is the positive affirmation of communication between the family and the children, and the ability to pursue them outside the home, particularly girls, as well as the family's ability to exercise children's social settings, but the negative social effects of cellular phone use were the highest among young Arab university youth and found that , the positive and negative effects of cell phone within the educational system as well as in scientific communication with the University's administration have also been revealed.

Lee, Tam and Shei (Lee, Tam and Chie, 2014)[4] who aimed to identify some of the psychological and personal variables associated with the use of the mobile phone as well as the relationship between personality, social concern and psychological unity in Malaysia, and the study sample was composed of 187 students, the results indicated that there was a positive correlation between mental and personal variables and the time of telephone calls, and texting was associated with anxiety, psychological acupressure and openness to new and external experiences.

Myung Sokoon (2012)[5] who aimed to identifying the health effects of the use of the mobile phone, and the study was conducted on 30 male university students with an average age of 24.4) years, selected from various scientific disciplines, who used the mobile phone for at least 10 years, the results of this study indicate a statistically significant relationship between mobile use and the emergence of some disturbances in the cerebraal crust associated with the student's audiovisual system. This has been linked to some difficulties in cognitive processes such as perception and attention, and the use of the

phone has been associated with the weakness of the ability to have a reputation of discrimination (84. 2%) of the study sample.

Debra *et al*, (2010)[6] who aimed to assess the educational impact of the mobile learning program from the students' point of view at the Faculty of Medicine, Gibpsland, Australia, where he gave each student Laptop at the beginning of the fourth year, the study used the descriptive method using a sample application for 50 students (88%). The survey found that the average daily use of laptops was four hours, mostly for Internet access and e-mail, while most frequently used applications were Microsoft Word and Power Point, students have set many benefits for mobile PCs where they have easy access to e-learning resources in time and space. 56% of students were satisfied with the program. More than half of the students who own a laptop recommend the device to get the machine before study, and they recommend taking him to college a daily.

Auter Philip 2007[7], who aimed to learn about the use of mobile phone by young people by applying to a sample of 182 Single-American University of Large Southersite. This study has produced many results, the most important of which are: hours a week. It also showed that the vast majority of young people use cellular telephones to make traditional contacts with others and a few of them use modern techniques, such as SMS and video clips, for their desire to avoid direct contact with others. The study revealed a positive correlation between the motives of the young university mobile phone usage and the implications of such use.

Search problem

In the process of instruction, at the same time there are many disadvantages to the success of its use in the field of education, and therefore the study is amid to study knowledge of the negative effects of the use of the students of the Taiz university for mobile in five aspects: the following aspects are: (Physical, behavioral, social, health, psychological and scientific) and since there has been no previous study of the effects of the use of the mobile phone at the University of Taiz students, this study will answer the question as follows:

What is the effect of using the mobile phone on the students of Taiz University from their point of view? The following questions are dealt with:

1. What is the effect of using the mobile phone on the psychological aspect of students of Taiz University?
2. What is the effect of using the mobile phone on the aspect of students of Taiz University?
3. What is the effect of using the mobile phone on the behavioral aspect of students of Taiz university
4. What is the effect of using the mobile phone on the social aspect of students of Taiz University?
5. What is the effect of using mobile phone on the aspect of students of Taiz University?
6. What is the effect of using the mobile phone on the physical aspect of students of Taiz University.

Important of study
The results of this study reveal the impact of the use of the University students of Taiz on physical, behavioral, social, health, psychological and scientific aspects, and provide the University with recommendations that will guide students towards the positive use of the mobile phone, thereby contributing to the educational process of the Taiz University.

RESEARCH METHODOLOGY AND PROCEDURES
Research terms
Mobile Phone
This means the device that is used to exchange information between students of Taiz University.
Effects
The aspects of using mobile phone.
Academic level
Is the annual level of the student in his or her scientific specialization.
Specialization of subject
This is the scientific field in which the student enrolled in the university.
Research Approach
To achieve the objectives of research, the descriptive approach has been used in its methods of research,

and is the most widely used curriculum in the field of social and human sciences.
Research community
The current research community is a student of Taiz University in the second semester of the academic year 2018-2019, that include 136 students, 21 males and 115 females, according to Admissions and Registration Department of University.
Tool research
The resolution was used as a current research tool to identify the impact of the use of mobile phone on Yemeni University students from their point of view and to build and deliver the tool to its final form.
Tool building
Previous literature, research and studies that have a direct relationship with the subject of research, and refer to their content and tools for the building of the current search tool, Access to literature, research and previous studies, 6 areas (mental, scientific, behavioral, social, health and physical) are identified as 35 parts.
Tool validity
Account, To achieve this type of honesty, the search tool was presented in its initial form to a number of specialists in the educational sciences and numbered the number of arbitrators (6) Staff members of the Faculty of Education Technology, Education and Psychology of Taiz University, who have been asked to express their views and observations to ascertain the accuracy of the tool in the following respects.
The extent to which the paragraphs belong to the area in which they were established.
The validity and relevance of the paragraphs in terms of language and language, as well as their ability to measure what they have been placed for.
Include any notes (additions, delete, merging, and modification) of the paragraphs.
Having been informed of the views and observations of the arbitrators, the views of the arbitrators had been met, the necessary deletion and modification in the light of their proposals had been made, so that the instrument had been finalized as approved by the arbitrators, and the number of paragraphs (33) should be broken down in six areas.

Tool stability

To calculate the reliability of the tool in the current search The Alpha Kronk method was used where the constancy was extracted in this way. At the level of the tool paragraphs as a whole (0.785), this indicates that the search engine is highly stable and suitable for its purposes.

Statistical methods

To achieve the objectives of the research and its procedures, the following statistical methods and materials have been adopted:

Duplicates and percentages

To see the characteristics of the research sample

The alpha formula (for the alpha)

To ensure the reliability of the tool used in the search.

Test (T-test) two independent samples

To find out the differences and their statistical ability in the average sample responses to the effect of using the mobile phone on the students of Yemeni Universities according to the variables (sex, specialization, school level).

RESULTS AND DISCUSSION

A sample of the research was chosen in a random manner from students of the education and Art faculties of the Taiz University with 136 students and the following tables of (1-3) illustrate the distribution of the individuals responding according to the search variables (sex, specialization, study level).

Gender

The Total respondents contain 21 males (15.4%) of the total respondents in the research sample and (115) females (84.6%) of the total respondents in the sample of research.

Specialization

It is clear from Table No.2 that a sample of research based on the characteristics of respondents and according to the specialization was 40 in human specialization, by (29. 4% of the total respondents in the search sample / and (96) students in scientific specialization and (70.6%) of the total respondents in the search sample

Study level

It is clear from Table No.3 that the sample of research is distributed based on the characteristics of respondents and according to the academic level of 11 second-level students (8.1% of the total respondents in the search sample and (125) a level 4 students (91.9%) of the total respondents in the search sample.

This section of the study deals with the presentation and discussion of the results according to the study's questions and in the light of the results of the previous studies, and the following table shows the standard governing the effect of using the mobile phone on the students of Taiz University.

Table No.5 shows that the impact of the use of the mobile phone on the students of the Taiz University and at the overall level is average, with an arithmetic average (2.21) and a standard deviation (0.28038). As can also be seen from the table, the highest impact of the use of mobile phone on the students of the University of Taiz was on the physical side, followed by the behavioral aspect of arithmetic averages (2.55), which may be attributed to the non-conscious use of the mobile phone and the lack of guidance, In addition to showing the material capacity, it also points to the weakness of the educational and religious aspects of its employees. The slightest trace of the use of mobile phone to the students of the University of Taiz in the scientific aspect was as measured as arithmetic (1.43) and this may be due to the lack of access of students to the scientific side.

The data in Table No.6 indicates that the impact of the use of mobile phone on the University of Taiz students on the psychological side was average (2.19). At the psychological level, Table No.6 shows that the mathematical averages ranged between (1.60) and (2.57), paragraphs 4, 1, 3 and 6 are highly affected, while paragraph (5) has been moderated, and paragraph (2) has a weak impact and this is due to the non-purposeful use of the mobile phone, which led to a state of psychological relapse, in addition to the lack of user guidance in the optimal use of the mobile phone.

The data in Table No.7 indicates that the impact of the use of mobile phone on the students of the

University of Taiz on the scientific side was weak and an average of 1.43. At the level of the scientific aspect, Table No.7 shows that the mathematical averages ranged from (1.11) to (2.23), and all paragraphs of this area have a weak impact. Except for paragraph (3), there was an average effect. This may be due to the fact that students are wasting their time using the mobile phone in aspects that are not related to the educational process, such as amusement, singing, films, harassment and others, which has led to a low level of practicality.

The data in Table No.8 indicates that the impact of the use of the mobile phone on the students of the University of Taiz in the behavioral aspect was high (2.55), at the level of the behavioural aspect paragraphs, Table No.5 shows that arithmetic averages ranged from (2.24) and (2.74), all paragraphs of this area have a high impact, except for paragraph (1), which may be attributed to the fact that students use the mobile phone to watch films that are enhanced by violent, pervert and valuable ethical and loss.

The data in Table No.9 indicates that the impact of the use of the mobile phone on the students of the University of Taiz on the social side was average and averaged (2.27).

At the level of the social side, Table No.9 shows that the mathematical averages ranged from (1.72) to (2.74), and the paragraphs (4, 5 and 1) received "at a high level. Paragraphs (3, 2) have been "moderated and may be attributed to the fact that users do not take caution and caution when disseminating their information to others because of the increased confidence in whom they communicate, which necessarily leads to a weakening of social relations with others.

The data in Table No.10 indicates that the impact of the use of the mobile phone on the students of the University of Taiz in the health side was moderate and medium (2.26).

At the level of the health-side paragraphs, Table No.10 shows that the mathematical averages ranged from (2.01) to (2.54), paragraphs (1, 6) received a high impact, while paragraphs (4, 3, 2 and 5) obtained an average effect, and this may be due to the large excess of health awareness of the use of the

mobile phone throughout the day, which caused such serious effects on users' health

The data in Table No.11 indicates that the impact of the use of the mobile phone on the students of the University of Taiz on the physical side was high (2.55). At the level of the material side, Table No.11 shows that the mathematical averages ranged from (1.93) to (2.91) and all paragraphs of this area received a high impact. Except for paragraph (1), it has a mean effect. This may be due to the fact that the mobile phone is becoming a high degree that users cannot dispense with and therefore they are making every way of maintaining contact with others by circumventing others, lying to parents and spending all their daily expenses.

Search hypothesis test

First: View and discuss the results of the first hypothesis

To validate this assumption that: "There are no statistically significant differences at the semantic level (α=0.05) in the median of sample responses to the effect of the use of mobile phone to Taiz university students attributed to the variable of sex (male, female)" A test (t-test) was used for two separate samples, as shown in the following table: Table No.12 shows that there are no statistically significant differences at the semantic level (α = 0.05) between the average sample responses for the impact of mobile use on the Taiz University students according to the variable Gender (male, female), tool-level as a whole, and at the level of the fields (psychologically, cognitive, behavioral, social, health, physical), with the highest value at the level of the tool as a whole (0. 773-), the level of the domains reached the second value respectively (1.632), (0.324), (-0.972), (-1.226), (-0.424), (-1. 364), all of these values are statistically non-existent at a semantic level (α = 0.05), indicating that there is no statistically significant effect of the use of the mobile phone on Yemeni university students attributed to the variable of sex (male, female). This similar effect is attributed to students being dealing with modern techniques and studying at a university that is similar to the possibilities available. In addition, there is a similarity in the stages, experiences and scientific and educational courses in

which they are passing. This result is consistent with studies (2010 Delight, 2008, and Dot Flip 2010), while this is different with my studies (Al-Hasasy 2014, Dobra and Others 2010).

Second: Presentation and discussion of the results of the second hypothesis

To verify the validity of this assumption, which states: "There are no statistically significant differences at the semantic level (α=0.05) in the mediums of sample responses to the effect of the use of mobile phone on Taiz University students attributed to a variable of specialization (humanistic, scientific)" The second test (T-test) was used for two separate samples, as shown in the following table:

Table No.13 shows that there are no statistically significant differences at the semantic level (α = 0.05) between the average sample responses for the impact of mobile use on the Yemeni University students according to Non-specialization (humanistic, scientific) at the level of the tool as a whole and at the level of the fields (psychological, cognitive, behavioral, social, health and physical), with the highest value at the level of the tool as a whole (0. 817-), the second value reached the level of areas respectively (-1.917) and (0.148), (-0.516), (-0.472), (-1.222) (1. 376), all of these values are statistically non-significant at a semantic (α = 0.05), indicating that there is no statistically significant effect of the use of mobile phone usage on Yemeni university students attributed to a variable of specialization (humanistic, scientific).

This can be explained by the fact that all members of the sample, in different scientific or human disciplines, have the same perception of the impact of mobiles on them as specialization is not an influential factor with regard to the effect of using the phone on students, the perception of students to the system's canyore, trust and reliability are the most important in student considerations, which explains the absence of differences in the impact of the use of mobile phone on Yemeni university students attributed to a variable of specialization (humanistic, scientific). This result is consistent with studies (Sokon Amiung 2012 and a quality study 2004),

Third: Presentation and discussion of the third-related results

To verify this assumption that: There are no statistically significant differences at the semantic level (α = 0.05) in the average sample responses to the effect of mobile phone use on Yemeni University students attributable to the study variable (second, fourth) the second test (T-test) was used for two separate samples, as shown in the following table:

Table No.14 shows that there are no statistically significant differences at the semantic level (α = 0.05) between the average sample response to the effect of mobile phone use on Taiz University students in according to the academic level (second, fourth), at the level of the tool as a whole, and in the fields (psychologically, cognitive, behavioral, social, health), the value of the tool at the level of the whole (0.594). 0.594 and at the field level, the second value, respectively (-1.056), (1.854), (0. 196), (-0.598), (0.204), and all of these values are not statistically significant at a semantic level (α = 0,05). Table No.14 shows that there are statistically significant differences at the semantic level (α = 0.05) between the averages of sample responses to the use of the mobile phone was found on the students of Taiz Universities according to the variable level (second and fourth) in the physical field, with the second value (1. 998) and semantic (0.048) is a statistical function at a semantic level (α = 0.05), and with the median of averages, it is clear that these differences were in favour of second-level students, with the arithmetic average of second-level students (2.9610) is higher than the arithmetic average of the students of the level fourth. p. This result is consistent with studies (Al Zayat 2004, Al-Ayasyiya 2014, Al Zahra 2010).

Table No.1: Distribution of respondents according to gender

S.No	Gendes	No	Percentage
1	Male	21	15.40%
2	Female	115	84.60%
3	Total	136	100%

Table No.2: Distribution of respondents according to specialization

S.No	Specialization	No	Percentage
1	Arts	40	29.4
2	Science	96	70.6
3	Total	100	100%

Table No.3: Distribution of respondents according to study level

S.No	Study level	No	Percentage
1	Second	11	8.10%
2	Fourth	125	91.90%
3	Total	136	100%

Table No.4: standard governing the effect of using the mobile phone on the students of Taiz University

S.No	Verbal significance	Distribution of estimates by Average
1	High	3.00 - 2.34
2	Medium	2.33 - 1.67
3	Low	1.66 - 1.00

Table No.5: Impact of the use of the mobile phone on the students of the Taiz University

Order	Verbal significance	Standard Deviation	Fields	Average Arithmetic	Field No
1	High	0.42951	Economic field	2.55	6
2	High	0.49396	Behavioral field	2.55	3
3	Medium	0.43114	Social field	2.27	4
4	Medium	0.5439	Health field	2.26	5
5	Medium	0.38886	Psychological field	2.19	1
6	Medium	0.24811	Scientific field	1.43	2
	Average	0.28038	Total	2.21	

Table No.6: Shows the mathematical averages and the standard deviates of each psychological paragraph

Order	Verbal significance	Standard Deviation	Average Arithmetic	Paragraph	Paragraph No
1	High	0.727	2.57	Use of the mobile phone under parents control caused me harassment and psychological stress	4
2	High	0.699	2.51	Use of mobile phone caused me psychological disorder effect	1
3	High	0.727	2.43	Use of mobile phone caused me introverted and gloomy	3
4	High	0.818	2.34	Use of mobile phone through social media net escape me from reality of live	6
5	Medium	0.687	1.68	Use of mobile phone give me psychological satisfaction	5
6	Low	0.802	1.6	Use of mobile phone for a long time feel me displacement	2
	Average	0.389	2.19		

Table No.7: Shows the mathematical averages and the normative deviates of each scientific aspect paragraph

Order	Verbal significance	Standard Deviation	Average Arithmetic	Paragraph	Paragraph No
1	Medium	0.816	2.23	Use of mobile phone excessively has adverse effect on my schools immunization	3
2	low	0.699	1.51	mobile phone is considered safety way to transport information knowledge and experience	5
3	low	0.484	1.2	Use of mobile phone and information in it have earned me the way of scientific research	4
4	low	0.314	1.11	Use of mobile phone way of gain information	2
5	low	0.337	1.11	I use of mobile phone in social media for learning	1
Average	low	0.248	1.43		

Table No.8: Shows the mathematical averages and the normative deviates of each behavioral paragraph

Order	Verbal significance	Standard Deviation	Average Arithmetic	Paragraph	Paragraph No
1	High	0.544	2.74	Use mobile phone and their programs and pictures that drove me to violence behavior.	2
2	High	0.667	2.62	Use of mobile phone continuously brought me to state of rebellion against the direction and order my family	4
3	High	0.703	2.6	Use of mobile phone has led me to deviation of behaviors	3
4	Medium	0.81	2.24	Use of mobile phone via social media has impact on my behavior and reactions with others	1
Average	High	0.494	2.55		

Table No.9: Shows the mathematical averages and the standard deviates of each of the social aspects paragraphs

Order	Verbal significance	Standard Deviation	Average Arithmetic	Paragraph	Paragraph No
1	High	0.611	2.74	My information was previously hacked from my mobile phone by friends	4
2	High	0.752	2.39	I publish all my won information to all friends	5
3	High	0.803	2.35	The information comes from mobile phone by social media effects to my social relationship	1
4	Medium	0.818	2.16	When established relationship with others sure to be of the same age	3
5	Medium	0.805	1.72	Use the mobile phone via social media to integrate with other people	2
Average	Medium	0.431	2.27		

Table No.10: Shows the mathematical averages and the standard deviates of each health-side paragraph

Order	Verbal significance	Standard Deviation	Average Arithmetic	Paragraph	Paragraph No
1	High	0.698	2.54	Use mobile phone greatly reduce my memory	1
2	High	0.792	2.4	I feel back pain due to constant use of the mobile phone	6
3	Medium	0.792	2.3	My constant use of the mobile phone makes me feel physical and intellectual lethargy	4
4	Medium	0.815	2.18	I feel pain in neck clumps due to use of the mobile phone	3
5	Medium	0.875	2.11	I feel headache and dizzy due to use of the mobile phone	2
6	Medium	0.848	2.01	Use of the mobile phone has led me to a visual impairment	5
Average	Medium	0.544	2.26		

Table No.11: Shows the mathematical averages and the standard deviates of each material side paragraph

Order	Verbal significance	Standard Deviation	Average Arithmetic	Paragraph	Paragraph No
1	High	0.394	2.91	I steal some money on my parents to satisfy my desire to social contact	7
2	High	0.515	2.82	I have to lie and defraud to my parents to get money to charge the mobile phone	6
3	High	0.673	2.65	I had to work to provide the value of social media cards on my mobile phone	3
4	High	0.716	2.57	Sometimes I have to borrow to charge my mobile phone which causes me embarrassmet with friends	5
5	High	0.759	2.54	I consider that discontinuation with my friends through mobile phone due to financial condition defective situation in my right	4
6	High	0.814	2.44	I cause embarrassment to my family due to demand increase daily expenses	2
7	Medium	0.857	1.93	I use my personal exposés to recharge card for social media	1
Average	High	0.429	2.55		

Table No.12: Effect of the use of mobile phone to Taiz University students attributed to the variable of sex (male, female)" A test (t-test)

S.No	Fields	Specialization	Frequency	Average Arithmetic	Standard Deviation	Free degree	T-Value	Significance level
1	Psychological field	Arts	21	2.3968	0.69816	134	1.632	0.105
		Science	115	2.2101	0.4332			
2	Knowledge field	Arts	21	1.4571	0.3295	134	0.324	0.747
		Science	115	1.4365	0.25627			
3	Behavioral field	Arts	21	2.4881	0.62986	134	-0.972	0.333
		Science	115	2.6239	0.58149			
4	Social field	Arts	21	2.181	0.35724	134	-1.226	0.222
		Science	115	2.3304	0.53642			
5	Health field	Arts	21	2.2619	0.61818	134	-0.424	0.672
		Science	115	2.3435	0.83924			
6	Economic field	Arts	21	2.449	0.80215	134	-1.364	0.175
		Science	115	2.6447	0.56302			
7	Total	Arts	21	2.2057	0.28857	134	-0.773	0.441
		Science	115	2.2649	0.32859			

Table No.13: Effect of the use of mobile phone on Taiz University students attributed to a variable of specialization

S.No	Fields	Specialization	Frequency	Average Arithmetic	Standard Deviation	Free degree	T-Value	Significance level
1	Psychological field	Arts	40	2.1167	0.4051	134	-1.917	0.057
		science	96	2.2899	0.50797			
2	Knowledge field	Arts	40	1.445	0.205	134	0.148	0.882
		science	96	1.4375	0.29064			
3	Behavioral field	Arts	40	2.5625	0.5024	134	-0.516	0.607
		science	96	2.6198	0.623			
4	Social field	Arts	40	2.275	0.38614	134	-0.472	0.638
		science	96	2.3208	0.56081			
5	Health field	Arts	40	2.2	0.58495	134	-1.222	0.224
		science	96	2.3854	0.88103			
6	Economic field	Arts	40	2.725	0.72294	134	1.376	0.171
		science	96	2.5685	0.54879			
7	Total	Arts	40	2.2207	0.3061	134	-0.817	0.416
		science	96	2.2703	0.32948			

Table No.14: Effect of mobile phone use on Taiz University students in according to the academic level

S.No	Fields	Specialization	Frequency	Average Arithmetic	Standard Deviation	Free degree	T-Value	Significance level
1	Psychological field	Arts	11	2.0909	0.33635	134	-1.056	0.293
		science	125	2.252	0.49487			
2	Knowledge field	Arts	11	1.5818	0.16624	134	1.854	0.066
		science	125	1.4272	0.27161			
3	Behavioral field	Arts	11	2.6364	0.42373	134	0.196	0.845
		science	125	2.6	0.60241			
4	Social field	Arts	11	2.2182	0.31565	134	-0.598	0.551
		science	125	2.3152	0.5287			
5	Health field	Arts	11	2.3788	0.54818	134	0.204	0.838
		science	125	2.3267	0.82805			
6	Economic field	Arts	11	2.961	0.84778	134	1.998	0.048
		science	125	2.584	0.57545			
7	Total	Arts	11	2.3112	0.30033	134	0.594	0.554
		science	125	2.2508	0.32501			

RECOMMENDATION

In the light of the objectives of the research, testing its hypotheses, theoretical attainment and analysis of its results, we recommend that the undergraduate student be sensitized to the pros and cons of using mobile phones on the educational attainment and to optimize their use of these sites. To employ modern communication technology in education and learning processes, educational interaction and scientific research, with many positive effects that increase the effectiveness and efficiency of the educational process.

The need to develop a set of procedures and rules governing the process of mobile use in the interaction and social communication within the educational system, especially with regard to use within the classroom During the lectures, during the course of the tests, the reduction of fraud (e-fraud, or mobile) and the avoidance of noise and random social interaction on campus. Holding workshops to train students on how to use mobile phone services to stimulate and encourage students to contribute effectively to education.

Curricula should contain methods and methods of mobile phones and how to use them in the curricula, and how to continuously take advantage of the information technology update during education. Develop awareness among students about the use of mobile phones in university teaching and its impact on cognitive attainment and skills development.

SUGGESTIONS

By looking at the theoretical fields on mobile phones, and based on the findings of this research, he suggested to researchers the trend towards the following aspects: a study on the reality of the use of mobile phones by faculty members in university teaching. Conduct a study on the relationship between the use of mobile phones and the educational attainment of students. Conduct a study on the attitudes of faculty members towards mobile phones at the Faculty of Education of the University of Taiz. Conduct a study to learn about the students' attitudes towards using the mobile phone at the Faculty of Education at the University of Taiz.

CONCLUSION

The result of this research concluded that the impact of mobile phone use on university students at the six fields was moderate. On economic aspect has high effects which indicate that student use mobile phone without rationalization and in behavioral aspects also has high effect on behavioral of students while the impact of the mobile phone on social, health and psychological aspect are low.

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CONFLICT OF INTEREST

We declare that we have no conflict of interest.

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