The Academic Effect of Smartphone Usage on the students of Accountancy, Business, and Management students from Northwestern Agusan Colleges

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Abstract: This study concentrated on the needs of each student to understand their understanding of the potential consequences of using their smartphone, as well as their academic accomplishments and learning style. This study will be more transparent and well-organized thanks to the effective methods employed to identify and assess all of the consequences of smartphones. It included all relevant information, including the advantages and disadvantages of smartphone use. The information and statistics were successfully gathered, and it was noted that each student who has been using and engaging with their smartphone has a significant impact and involvement in it.

Keywords—Smartphone Usage, Technological Effects, Effective Learning Behavior, Social Media, Students

1. INTRODUCTION

Learning is essential for progress, and in today's world, devices serve as a supplement to enhance learning activities. Students are almost always the ones who either benefit from using the devices properly or fall victim to using them improperly. As previously said, the focus of this study is on how smartphones affect students pursuing higher education and how much of an impact they have on their academic achievement.

Based on the studies of Vijayakumaran Nair.K. and Vinod Chandra S.S. (2014) A mobile phone is an electronic device used for two-way radio telecommunication over a cellular network of base stations known as cell sites. Many definitions of mobile phones support the idea that their original purpose was emergency communication, but over time, their use has expanded to include a variety of uses. Students can easily reach anyone at any time if they have a cell phone. For example, if a student faces a risk, they can call for help from their parents and take protective measures for themselves. Similar to this, students who have phones can call the police in case of danger, the fire department in case they come across a fire, or any other departments that may be of assistance to them. Consequently, one of the best options in any emergency is a cell phone.

The preferred technology for many people worldwide, including librarians, is mobile phone technology like smartphones, which is gradually displacing personal computers. One of the more common devices of the twenty-first century is the smartphone. Information and communication technology, or ICT, has also improved the process of teaching and learning. This is not unrelated to its many benefits in terms of information availability and utilization for teaching and learning, including versatility, speed, convenience, time savings, globalization, and portability. Smartphones are typically used for reading, teaching, chatting, downloading, and storing electronic content. According to Natluri and Gaddam (2016), the trend of "library in hand" has been brought about by mobile technology. Smartphones make it simple and effective to access electronic information resources and services for students and educators. These comprise, among other things, the ability to access databases, e-books, text/SMS, online polling, electronic reference services, online library resources, OPAC, data analytics, and pre-and post-lecture tests. Over the past ten years, the use of smartphones has increased dramatically, becoming a necessary tool for libraries and information centers to provide digital access to information (Alfawareh & Jusoh 2014).

A mobile phone is a device that may be used for online transactions, communication, entertainment, and information searching, among other things (Adams & Paul, 2017).

Furthermore, the cell phone has become an indispensable component of society and is regarded as a necessary tool for communication. It is not unusual because the younger generations are accustomed to using technology, having grown up in the modern period, and are therefore naturally lured to any new device. In the modern world, mobile phones are no longer considered luxury goods but rather a basic necessity for people (Fadzil, Ghazali, Samah, & Bolong, 2019). Based on the studies of Ito and Okabe (2004), millennials utilize their phones not just for communication but also for self-expression and, more especially, to look fashionable and current (Ling 2001). When compared to previous generations, or referred to as early immigrants (i.e. those who were born before the invention of technology and regularly used cell phones for professional purposes, such as communicating with clients (Bianchi & Phillips, 2005).

II. REVIEW OF RELATED LITERATURE

Researchers Hossain, Nurunnabi, Hussain, and Saha (2019) focused on university students' academic performance, where technology was used for novelty seeking and technological reasons were clear. They made an effort to demonstrate how technology stress affects academic achievement. Hossain et al. (2019) integrated two theories to determine how using a smartphone influences the desire for diversity and how this affects academic performance. According to the findings and analysis of the Hossain et al. (2019) study, variety seeking is becoming increasingly important among university students, and it can have both positive and negative effects on their academic success.

In addition to communicating and messaging, they can be used for live chat, information seeking, mobile banking, entertainment, and other purposes. Smartphone exchanges have supplanted personal talks and one-on-one interactions. Because it is taken so regularly, it develops into an addiction. Excessive smartphone use has been shown to lead to addiction and negatively impact kids' academic performance. It's worth noting that the majority of online apps and services are tailored to smartphone consumers (Nayak, 2018).

Smartphone Usage

Miller et al. (2021) demonstrated how the smartphone is more than an app device and explored differences between what people say about smartphones and how they use them to investigate how it is more than a "app device" and the differences between common understandings of the smartphone and actual user experience. Smartphones have become an increasingly popular and rapidly developing tool due to their advanced computer systems, which include a variety of sensors and communication interfaces, location systems, and context sensing. Furthermore, Sarker (2019) claims that smartphones can collect raw contextual data about users' surroundings and corresponding activities on a daily basis due to their better features and recent improvements.

Some research suggest a beneficial association between smartphone usage and learning achievement (Shakoor, Fakhar, & Abbas et al., 2021).

Although Holloway et al. (2021) claimed that their research suggests that digital technology can improve geographically engaged learning for all students, Mulyani, Razzaq, Sumadri, and Anshari (2019) disagree, claiming that students are more concerned with using their smartphones for social networking, instant messaging, and entertainment. Furthermore, Safitri, Pasaribu, Simamora, and Lubis (2019) claimed that when students get home from school, they prioritize their smartphones to play games, wasting time and leaving homework and school tasks undone6. As a result, smartphone usage and low learning interest in carrying out tasks are new problems in education. According to Panova and Carbonell (2018), specific types of smartphone-related behavior, rather than smartphone use itself, are associated with poor mental health, which is consistent with the findings of Kleisener, Meigen, Kiess, and Poulain (2022), who discovered that excessive smartphone use for leisure is associated with problematic smartphone use (PSU) symptoms. PSU symptoms are associated with behavioral issues. Finally, students who misuse their smartphones are more likely to experience negative consequences for their physical and mental health, such as inactivity, low self-esteem, and decreased social contact (Kil, Kim, Park, & Lee, 2021).

Moving on, excessive usage of portable devices such as smartphones has a detrimental impact on students since smartphones distract the younger population, resulting in lower exam scores (Han & Sy, 2019). The findings of the study by Iqbal and Bhatti (2020) contradict previous literature that claims that smartphone use has a negative impact on students' learning behavior and academic performance because faculty staff believed smartphones were a useful tool for off-campus learning and communicating with coworkers and students. They also said cellphones were suitable for conveying difficult subjects to their students because they have audio-visual content available. Thus, smartphones are undeniably useful educational tools, but depending on a student's perspective and usage patterns, they can also be a negative source of distraction (Hossain, 2019).

The authors, Yao and Wang (2022), suggested that technostress has a negative impact on a student's achievement and well-being. Salo et al. (2018) feel that smartphone use includes stressful conditions, which is consistent with Upadhyaya and 7 Vrinda's (2021) study, which found that students who encounter technostress may become less productive, drop out of school, and stray from their academic work. Furthermore, Risco, Del-Aguila-Arcentales, Yáez, Rosen, and Mejia (2021) claimed that the amount of time students spend online has increased as a result of the overload that continued use of social networks can provide, particularly when it interferes with their academic responsibilities and

causes technostress, which has been linked to decreased sleep quality and poor academic performance.

Ease of use

Rojas-Osorio and Alvarez-Risco (2019) investigated the extent to which a person believes that using a specific object makes their task more efficient. According to Al-Amri and Almaiah (2018), ease of use may be earned by providing a user-friendly guide for using cellphones to perform various tasks. According to Malureanu, Panisoara, and Lazar (2021), simplicity of use either directly or indirectly influences technological behavior intentions. Asnawati, Nadir, Wardhani, and Setini (2022) found that ease of use can influence behavior, and Grover, Kar, Janssen, and Ilavarasan (2019) agreed that ease of use has a substantial impact on users' attitudes regarding cellphones.

Variety-seeking

Hossain et al. (2019) found that people want a variety of commodities or facilities. We argue that innate motives drive variety-seeking behavior and emerge only when there are fewer apparent distinctions between options (Liu, Fend, & Liu, 2019). However, Herhausen, Kleinlercher, Verhoef, Emrich, and Rudolph (2019) argue that it is difficult to describe their conduct as variety-seeking; rather, they may be motivated by concerns about shifting touchpoints caused by the limited variety, which may lead people to change their behavior. Despite the extraordinarily high levels of smartphone usage among young university students, research on the potential effects of students' use of mobile devices for variety-seeking on academic performance remains limited (Hossain et al., 2019).

Definition of Terms
To understand the study better, the variables and indicators are defined in concise details

Academic Performance measures a student's achievement in the academic track.

Ease of Use is the extent to which a person has a belief that utilizing a certain tool makes their easier.

Learning Behavior refers to how an individual positively or negatively towards academic work.

Smartphone Usage is the usage of an individual who experiences technostress, ease of use, and variety seeking.

Technostress harms a student's achievement and well-being,

Variety-seeking is driven by inherent motivations and only manifests when there are minor perceived differences between the choices.

2. METHODOLOGY

The significance of the inquiry approach was discussed in this section. It discusses the research instrument, population and sample, setting, data collection and statistical procedures, and ethical considerations.

2.1 Research Question

Name:(optional) _____
Instruction: Please respond to the statement honestly by indicating the degree to which each item describes you as a student. There are no right or wrong answers. Check (/) the space provided in each item that closely corresponds to how you think or feel about each statement using the rating scale below.

PART I. SMARTPHONE USAGE
5   STRONGLY AGREE   (The statement is always true)
4   AGREE   (The statement is is often true)
3   MODERATELY AGREE (The statement is sometimes true)
2   DISAGREE   (The statement is seldom true)
1   STRONGLY AGREE   (The statement is is almost never true)

TECHNOSTRESS	5	4	3	2	1
Q1. I feel drained from tasks that require me to use my smartphone.					
Q2. I feel tired from using my smartphone.					
Q3. Interacting all day with my smartphone is a strain for me.					
Q4. I feel burned out from using my smartphone.					
EASE OF USE					
Q1. I find my smartphone challenging to use.					
Q2. I feel tired from using my smartphone.					
Q3. Interacting all day with my smartphone is a strain for me.					
Q4. I don't find using my smartphone useful in my daily life					

Q5. Using my smartphone decrease my chances of achieving things that are important to me.				
Q6. Using my smartphone hinders me from accomplishing things more quickly.				
Q7. Using my smartphone decreases my productivity.				
Q8. Using my smartphone is hard.				
Q9. Using my smartphone is stressful.				
Q10. Using my smartphone is tiring.				
VARIETY OF SPEAKING				
Q1. I am not too fond of novelty and change in my daily routine.				
Q2. I want a job that does not offer change, variety, and travel.				
Q3. I do not new ideas and experiences.				
Q4. I keep activities the same.				
Q5. I like to settle with my old experiences.				

Adapted from the study of Hossain et al. (2019)

PART II. LEARNING BEHAVIOR

5   STRONGLY AGREE   (The statement is always true)
4   AGREE   (The statement is is often true)
2   MODERATELY AGREE (The statement is sometimes true)
2   DISAGREE   (The statement is seldom true)
1   STRONGLY AGREE   (The statement is is almost never true)

QUESTIONS	5	4	3	2	1
Q1. I check the smartphone before something else.					
Q2. I tried reducing the time spent on my smartphone but failed.					
Q3. If I could not check my smartphone for a while, I would desire to check it.					
Q4. I end up spending more time on the smartphone than planned.					
Q5. I am often late for my lectures because I was occupied with my smartphone.					

Q6. I have a habit of using the smartphone in the class.				
Q7. I am unable to pay attention for a long time.				
Q7. I am unable to pay attention for a long time.				
Q8. I fear getting stranded somewhere if I could not use my smartphone.				
Q9. I panic if I run out of balance, hit my monthly data limit, or my phone is discharged.				
Q10. I get anxious that I cannot keep in touch with my family or friends if something happens to my smartphone.				
Q11. I habitually check my smartphone in the middle of the night.				
Q12. My smartphone has made me lazy.				
Q13. My mind is preoccupied with my smartphone even when I am not using it.				

PART III. ACADEMIC PERFORMANCE

Instruction: Please respond to this survey honestly by indicating your General Percentage Average (GPA) for the first semester of S.Y. 2022-2023. Check (/) the space provided that closely corresponds to your GPA using the rating scale below.

Rating Scale and Description:
 5   90% – 100%   (The GPA is outstanding)
 4   85% – 89%   (The GPA is very satisfactory)
 3   80% – 84%   (The GPA is satisfactory)
 2   75% – 79%   (The GPA is fairly satisfactory)
 1   Below 75   (Did Not Meet Expectation)

General Percentage Average	5	4	3	2	1
My GPA is...					

Adapted from DepEd Order No. 79 s. 2003

2.2 Research Design

This study employed a quantitative-correlational research style, which counts the number of respondents who exhibit specific behaviors, emotions, or convictions. Large sample sizes are prevalent in quantitative investigations, with a greater emphasis on the volume of responses than the more emotional, meaningful ones, which achieves the goals of

qualitative research. Tan (2014). A correlational investigation identifies correlations between two or more variables.

2.2 Research Locale

The researchers have conducted the research on Northwestern Agusan Colleges Bayview Hill, Nasipit, Agusan Del Norte. The study was conducted among the students of ABM 11 and 12.

2.3 Population and Sample

Respondents in this survey are from accounting, business, and management backgrounds. ABM students from Northwestern Agusan Colleges (NAC), Senior High School (SHS) Academic Track, grades 11 and 12. There are twenty-four students in total. The purposive sampling approach is used to select respondents. A sampling approach employing inclusion-exclusion criteria. Pupils with smartphones include. The study excludes participants from other strands.

Every study required respondents to provide written consent after being informed of the study's goal. The respondents' confidentiality and anonymity were preserved throughout the research.

2.4 Research Instrument

The researchers looked into how smartphone use affected ABM students' learning habits and academic performance at NAC. The survey questionnaire for smartphone usage was developed and modified from a study conducted by Hossain et al. (2019). The instrument is aimed to assess smartphone usage among NAC accounting, business, and management students using technostress, ease of use, and variety-seeking characteristics.

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that smartphone usage is always observed.
3.40 - 4.19	High	This means that smartphone usage is oftentimes observed.
2.60 - 3.39	Moderate	This means that smartphone usage is sometimes observed.
1.80 - 2.59	Low	This means that smartphone usage is rarely observed.
1.00 - 1.79	Very Low	This means that smartphone usage is not observed.

The learning behavior survey was adjusted and adapted from Nayak's (2018) study. The aforementioned instrument is designed to assess the learning habits of ABM students at Northwestern Agusan College.

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that smartphone usage is always observed.
3.40 - 4.19	High	This means that smartphone usage is oftentimes observed.
2.60 - 3.39	Moderate	This means that smartphone usage is sometimes observed.
1.80 - 2.59	Low	This means that smartphone usage is rarely observed

| 1.00 - 1.79 | Very Low | This means that smartphone usage is not observed. |

The survey questionnaire for academic performance was derived from the Department of Education Grading Scale as specified in the Amendment to DepEd Order No. 79. 2003 in Public Elementary and Secondary Schools on Assessment, Evaluation, and Reporting of Student Progress. The metric assesses ABM students' academic achievement at NAC using (General Percentage Average) GPA.

Grading Scale	Range of Means	Descriptive Level	Interpretation
90% - 100%	4.20 – 5.00	Very High	This means that academic performance is outstanding.
85% - 89%	3.40 – 4.19	High	This means that academic performance is very satisfactory.
80% - 84%	2.60 – 3.39	Moderate	This means the academic performance is satisfactory.
75% - 79%	1.80 – 2.59	Low	This means that academic performance is fairly satisfactory.
Below 75	1.00 – 1.79	Very Low	This means that academic performance did not meet expectations.

2.5 Data Collection

The following approaches were used to collect data on smartphone usage and learning behavior among NAC ABM students. Researchers validated the altered survey questionnaire. The total rating for the research instrument by the validators was 4.48, which is considered extremely high. The researchers then wrote a letter requesting permission to perform the research study indoors, which Northwestern Agusan Colleges submitted to the Principal's office at NAC. After the request letter is approved, a pilot test will be conducted. After delivering the survey questionnaires, the researchers addressed the respondents' questions about the questionnaire.

The survey questionnaire had a Cronbach alpha of 0.86, indicating that the study instrument's consistency and reliability were adequate. As a result, the researchers are granted permission to undertake the investigation. The researchers supplied each of their 24 respondents a physical copy of the survey questionnaire and highlighted the research's ethical considerations to protect their rights. Following the collection of completed survey questionnaires, the researchers prepared for data compilation, analysis, and interpretation.

Statistical Tools

The following statistical tools were used to tail and handle the data collected from the survey:

Mean. This was used to assess the level of smartphone usage and learning behavior of Accountancy, Business, and Management students of Northwestern Agusan Colleges.

Pearson Product Moment Correlation. This was used to determine the influence of smartphone usage on the learning behavior and academic performance of Accountancy, Business, and Management students of Northwestern Agusan Colleges.

Rating	Interpretation
±0.91 – above	Denotes high correlation, mark relationship
±0.61 - ± 0.90	Moderate correlation denotes substantial relationship.
±0.31 - ± 0.60	Slight correlation, a definite but small relationship.

±0.00 - ± 0.30   Low correlation, denotes a negligible

relationship.

Percentile Frequency. This was used to measure the percentage and frequency of academic performance (GPA) of Accountancy, Business, and Management students of Northwestern Agusan Colleges.

3. RESULT AND DISCUSSION

Level of Smartphone Usage

Table 1 demonstrates the degree to which Northwestern Agusan Colleges' ABM students use smartphones. The respondents use their smartphones frequently, as seen by the section mean of 3.12, which is categorized as moderate smartphone usage. In particular, the three signs were highly described. Furthermore, the average scores are as follows: technostress was rated 3.17 on average, ease of use was rated 3.1 on average, and diversity seeking was rated 3.11 on average.

Table 1.1 Level of Smartphone Usage

Indicators	Mean	Descriptive Level
Technostress	3.17	*Moderate*
Ease of Use	3.1	*Moderate*
Variety Seeking	3.11	*Moderate*
Section Mean	**3.12**	**Moderate**

The modest level of smartphone usage has been associated with all three indicators—technostress, convenience of use, and variety seeking—which implies that Northwestern Agusan College's ABM students' smartphone usage is often observed. Smartphones are becoming a more ubiquitous and quickly evolving tool because to their complex computer systems, which include many sensors, communication interfaces, 24-hour location infrastructure, and context sensing (Montag et al., 2021). Mulyani et al. (2019) dispute the claim made by Holloway et al. (2021) that their research indicates that digital technology can enhance physically active education for all students. Instead, they contend that students are more intent on utilizing their smartphones for social media, instant messaging, and entertainment.

Level of Smartphone Usage in Terms of Technostress

Table 1.1 demonstrates the degree of technostress, the first indication of smartphone use. Every question was evaluated as moderate based on the survey data. With a mean rating of 3.20

for Q1, 3.33 for Q2, 3.02 for Q3, and 3.08 for Q4, Q1 was the most rated category. The technostress section mean, which is 3.17, is considered moderate. The results suggest that kids are under a lot of stress when using their smartphones.

Table 1.2 Level of Smartphone Usage in terms of Technostress

Questions	Mean	Descriptive Level
Q1. I feel drained from tasks that require me to use my smartphone.	*3.20*	*Moderate*
Q2. I feel tired from using my smartphone. Q3. Interacting all day with my smartphone is a strain for me.	*3.33*	*Moderate*
	3.02	*Moderate*
Q4. I feel burned out from using my smartphone.	*3.08*	*Moderate*
Section Mean	***3.17***	***Moderate***

An obsessive-compulsive disorder is characterized by intense compulsive behavior that exacerbates an individual's symptoms of disruption and distress. Because of their features, smartphones make it easy for users to access social networking and other incentives and to use them as a communication tool. Users can check their phones frequently. Constantly checking one's phone can be seen as compulsive behavior (Oulasvirta et al., 2012). People who use their phones a lot also use computers more often, struggle with self-control, and get easily sidetracked by smartphones (Bush & McCarthy, 2021).

Level of Smartphone Usage of Ease of Use

Table 1.3 Displays the degree of technostress, the first indication of smartphone use. According to the survey data, Q1 was rated as having a mean score of 3.12, Q2 as having a mean score of 3.37, Q3 as having a mean rating of 3.12, Q4 as having a mean rating of 2.95, Q5 as having a mean rating of 2.95, Q6 as having a mean rating of 3.33, Q7 as having a mean rating of 3.20, Q8 as having a mean rating of 2.91, Q9 as having a mean rating of 2.95, as well as Q10 with a mean rating of 3.04 are all regarded as being moderate. The Ease of Use section mean is 3.1, indicating a moderate level. The findings imply that when using their smartphones, kids experience little stress.

Questions	Mean	Descriptive Level

Q1. I find my smartphone challenging to use.	*3.12*	*Moderate*
Q2. My interaction with my smartphone is incoherent.	*3.37*	*Moderate*
Q3. It is uneasy for me to become skillful at using my smartphone.	*3.12*	*Moderate*
Q4. I don't find using my smartphone useful in daily life.	*2.95*	*Moderate*
Q5. Using my smartphone decreases any chances of achieving things that are important to me.	*2.95*	*Moderate*
Q6. Using my smartphone hinders me from accomplishing things more quickly.	*3.33*	*Moderate*
Q7. Using my smartphone decreases my productivity.	*3.20*	*Moderate*
Q8. Using my smartphone is hard.	*2.91*	*Moderate*
Q9. Using my smartphone is stressful.	*2.95*	*Moderate*
Q10. Using my smartphone is tiring.	*3.04*	*Moderate*
Section Mean	**3.1**	**Moderate**

Table 1.3 Displays the degree of technostress, the first indication of smartphone use. According to the survey data, Q1 was rated as having a mean score of 3.12, Q2 as having a mean rating of 3.37, Q3 as having a mean rating of 3.12, Q4 as having a mean rating of 2.95, Q5 as having a mean rating of 2.95, Q6 as having a mean rating of 3.33, Q7 as having a mean rating of 3.20, Q8 as having a mean rating of 2.91, Q9 as having a mean rating of 2.95, and Q10 with a mean rating of 3.04 are all regarded as being moderate. The Ease of Use section mean is 3.1, indicating a moderate level. The findings imply that when using their smartphones, kids experience little stress.

Level of Learning Behavior

Table 2 Shows the ABM students' level of learning behavior at NAC. The section mean score for learning behavior was 3.11, which is regarded as moderate at the descriptive level and indicates that learning activity is frequently observed. According to the survey's results, Northwestern Agusan Colleges' ABM students exhibit moderate behavior. Q1 received a mean rating of 3.66, Q3 received a mean rating of 3.41, and Q12 received a mean rating of 3.41, which is regarded as high. On the other hand, Q2 received a mean rating of 3.37, Q4 received a mean rating of 3.33, Q5 is 3.25, Q6 has 2.87, Q7 was 2.66, Q8 was 2.87, Q9 is 3.12, Q10 is 3.16, Q11 is 3.20, and Q13 2.91. These questions are classified as having a moderate descriptive level.

Indicators	Mean	Descriptive Level
Q1. I check the smartphone before something else.	*3.66*	High
Q2. I tried to reduce the time spent on my smartphone but failed.	*3.37*	*Moderate*
Q3. If I could not check my smartphone for a while, I would desire to check it	*3.41*	High
Q4. I end up spending more time on the smartphone than planned.	*3.33*	*Moderate*
Q5. I am often late for my lectures because I was occupied with my smartphones.	*3.25*	*Moderate*
Q6. I have doubt of using the smartphone in the class.	*2.87*	*Moderate*
Q7. I am unable to pay attention for a long time.	*2.66*	*Moderate*
Q8. I fear getting stranded somewhere if I could not use my smartphone.	*2.87*	*Moderate*
Q9. I panic If I run out of balance, hit my monthly data limit, or my phone is discharged.	*3.12*	*Moderate*
Q10. I get anxious that I cannot keep in touch with my family or friends if something	*3.16*	*Moderate*
	3.20	*Moderate*

Question	Mean	Descriptive Level
happens to my smartphone.		
Q11. I habitually check my smartphone in the middle of the night.	*3.41*	*High*
Q12. My smartphone has made me lazy.	*2.91*	*Moderate*
Q13. My mind is preoccupied with my smartphone even when I am not using it.	*3.11*	*Moderate*
Section Mean		

Given their moderate level of learning behavior, it is likely that ABM students occasionally exhibit learning behavior in NAC. A person's attitude toward academic work is referred to as their learning behavior. A positive learning behavior can enhance a student's learning accomplishment, whereas a negative learning behavior impedes learning (Mazana et al., 2019).

Level of Smartphone Usage in Terms of Variety-Seeking
Table 1.3 Shows the level of the third indicator, Variety-Seeking among ABM students of Northwestern Agusan Colleges. The result of the survey suggests that there is a moderate level of variety seeking among ABM students of NAC both Grade 11 and 12. The following mean rating was Q1 has a mean rating of 3.04, Q2 has a mean rating of 3.20, Q3 has a mean rating of 3.08, Q4 has a mean rating of 3.16, Q5 has a mean rating 3.08, all the mean rating in variety seeking are considered in a moderate level. The section man of Variety-seeking is 3.11, which is moderate.

Table 1.3 Level of Smartphone Usage in Terms of Variety-Seeking

Question	Mean	Descriptive Level
Q1. I am not too found of novelty and change my daily routine.	*3.04*	*Moderate*
Q2. I want a job that does not offer change, variety, and travel.	*3.20*	*Moderate*
Q3. I do not seek many ideas and experiences.	*3.08*	*Moderate*
Q4. I do not continually change activities.	*3.16*	*Moderate*
Q5. I like to settle with my old experiences.	*3.08*	*Moderate*
Section Mean	*3.11*	*Moderate*

The moderate level of the indicator, variety seeking, is attributed to all questions; it means that the indicator variety seeking of ABM students Northwestern Agusan Colleges is sometimes observed. Variety-seeking is the desire for a wide range of goals or amenities.(Hossain et al., 2019).

4. CONCLUSION

The researchers came at the following conclusions based on the study's findings:

• The high level of smartphone usage suggests that the use of smartphones is noted frequently among Northwestern Agusan Colleges' ABM students

• There is a high degree of learning behavior, which suggests that learning behavior is commonly noted among Northwestern Agusan Colleges ABM students.

• The GPA indicates that the percentage of academic accomplishment is 70.34% demonstrating that ABM pupils' academic achievement is highly satisfactory List in Northwestern Agusan Colleges.

• The ABM students' learning behavior is adversely affected by smartphone usage concerning NAC.

• The use of smartphones negatively impacts students' academic achievement students of ABM.

5. RECOMMENDATION
In light of the study's findings, the researchers suggested the following suggestions:

• The degree to which accounting, business, and management use smartphones of Northwestern Agusan Colleges student body is large, suggesting that it is noticed typically. Consequently, the experts advise that students control their usage of smartphones and adopt self-control to steer clear of hazardous smartphone use and its unfavorable consequences. Teachers should assist pupils in the process of limiting the use of smartphones by assigning pupils non-required the availability of smartphones.

• The degree to which Accountancy, Business, and Management students learn Northwestern Agusan

Colleges large School's student population is large, showing that it is acknowledged frequently. As a result, the researchers recommend that educators provide by practicing, kids greatly enhance their learning habit. effective learning practices both within and outside of the classroom.

• The percentage of academic performance in Accounting, Business, and Management of Northwestern Agusan Colleges has management pupils, suggesting that ABM students perform well in class with a very satisfactory remark. As a result of this. The researchers recommend that students boost their academic performance in order to exceptional by leveraging their telephones to improve their performance.

• The high level of technostress, ease of use, and need for diversity. Smartphone usage implies that these are frequently observed among Accountancy, Business and Management students in Northwestern Agusan Colleges.

• Since using a smartphone has been shown to have a negative impact on learning conduct, the researchers recommend that more and upcoming academics look into how student's use of cellphones for learning can be beneficial.

• Finally, given that it was also discovered that using a smartphone negatively affects academic achievement, the experts advise additional and upcoming researchers to look at the ways that cellphones can improve pupils' academic performance execution.

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