A Study on the Effect of University Students' Extracurricular Use of Digital Tools on Academic Motivation

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Abstract

The aim of this study is to investigate how higher education students' use of digital tools beyond the purpose of the course affects academician motivation. For this purpose, 25 academicians were interviewed through a semi-structured interview form prepared by the researchers. As a result of the research, it was determined that the use of digital tools by students beyond the purpose of the course negatively affected the motivation of academicians, academicians broke away from the lesson due to the use of digital tools by students during the lesson, they had to warn students and students who wanted to listen to the lesson were also negatively affected by this situation. In order to be able to teach the course efficiently and to achieve the desired learning outcomes, it is recommended to determine the factors that increase the interest of the students in the course and to take measures to prevent the use of digital tools beyond the purpose of the course.

Keywords: Academic, digital tools, higher education, motivation, student,

Introduction

Digitalisation, which is defined as a multi-layered transformation process involving the adoption and use of technology at social, organisational and individual levels (Legner et al., 2017), has a great impact on human life in positive and negative ways. Bell (1999) emphasises that digitalisation causes changes in the private and public lives of individuals, facilitates and accelerates the processes of accessing, evaluating and analysing information. However, digitalisation can also have negative effects. Digitalisation, which also shows its effect in higher

education, changes the quality of knowledge, the function of universities in the context of knowledge production processes and the position of academicians (Zıddıoğlu & Yüksel, 2025). Therefore, as digital tools negatively affect the academic success of students, they also affect academicians to a great extent. In a study conducted on the subject, it was determined that academicians' professional motivation, professional characteristics and workplace relationships dimensions were higher than the average motivation level, while management policies, student and physical conditions dimensions had lower values (Demir & Akbaba, 2018). It was also revealed that academicians' occupational motivation level strongly and positively affected job satisfaction level and organisational commitment level (Zeynel & Çarıkçı, 2015). In a study conducted on academicians, it was revealed that one of the most common problems faced by academicians in classroom management was that students were interested in mobile phones in class (Çiftçi & Erçetin, 2021). Many studies have shown that mobile phone use distracts attention and negatively affects the teaching process (Campbell, 2007; Shelton et al., 2009; Baker et al., 2012; Thomas et al., 2013; Yıldırım, 2016). In this context, the question of how the use of digital tools in the course beyond the purpose of the course affects academician motivation constitutes the problem of the present study. Within the scope of the study, interviews were conducted with 25 academicians by preparing semi-structured questions and the data obtained were analysed and various suggestions were made in line with the results of the research.

Literature Review

Academic Motivation

Motivation is a factor that significantly affects academic achievement. Motivation is the desire that directs the individual to the desired behaviour. It is a state of desire that increases with external and internal stimuli (Bayraktar, 2015). Keller (1983) defines motivation as the indicator of effort, the direction and magnitude of behaviour, while Lussier (1990) explains it as the internal process that leads to the behaviour needed to meet the needs of the individual. Watters and Ginns (2000) define motivation as the psychological structure that shows the effort spent for the emergence of behaviour, while Dinçer and Doğanay (2016) emphasise that motivation is linked to academic success in educational sciences. Undoubtedly, the academician has an important role in the academic success of the student. However, the motivation of the academician is also an important factor in success. In this context, there are many factors affecting the motivation of the academician. High workload (Aslan & Cengiz, 2015), type of institution, working time, working unit (Bahar & Özbozkurt, 2020) affect the professional motivation of academicians. In a study conducted, it was determined that the professional

motivation of academicians, professional characteristics and workplace relationships dimensions were higher than the average motivation level, while management policies, student and physical conditions dimensions had lower values (Demir & Akbaba, 2018). It was also revealed that academicians' occupational motivation level strongly and positively affected job satisfaction level and organisational commitment level (Zeynel & Çarıkçı, 2015).

The Effects of Students' Use of Digital Tools in Class

While digitalisation in higher education provides many conveniences such as accessing information quickly and cheaply, creating and managing content (Garcia-Martinez et al., 2020), at the same time, excessive internet use and addiction of university students (Selwyn, 2016) make classroom management difficult. It is stated that although students are physically present in the classroom, it is common for them to be mentally engaged with mobile devices for information not related to the course (Kuznekoff et al., 2015). In a similar study, it was revealed that among the most common problems faced by academicians in classroom management was that students were interested in mobile phones in class (Çiftçi & Erçetin, 2021). In studies conducted with university lecturers, using mobile phones in class, accessing extracurricular internet sites and texting with mobile phones were ranked first among undesirable behaviours (Sapancı & Kuyumcu Vardar, 2018; Güleç, 2013; Henderson, 2016). In similar studies conducted with students, using mobile phones in class was found to be the most common behaviour among undesirable student behaviours in the classroom (Siyez, 2009; Al Qahtani, 2016).

The use of mobile phones, which is one of the factors that significantly affects the motivation of academicians in the classroom, also negatively affects the success rate of students. In similar studies, it was determined that excessive mobile phone use had a negative effect on academic procrastination behaviours (Çiftçi, 2023; Demir & Kutlu, Güngör & Koçak, 2020; Im & Jang, 2017; Qaisar et al., 2017; Yang et al., 2019; Eravcı, 2020). In similar studies, it was found that the use of mobile phones in class decreased academic achievement (Junco, 2012; Lepp et al., 2015; Pulliam, 2017; Mwilima & Hangula, 2017). It was found that the use of digital tools for extracurricular purposes in the classroom negatively affected learning (McCoy, 2013), and there was a negative relationship between the time university students spent on the internet and the scores they got from the courses (Englander et al., 2010). In another study conducted with 216 students, it was determined that fear of missing out on innovations (FOMO) negatively affected course performance (Rosen et al., 2017). In addition, studies conducted at different times indicated that mobile phone use distracted attention and negatively affected the teaching process (Campbell, 2007; Shelton et al., 2009; Baker et al., 2012; Thomas

et al., 2013; Yıldırım, 2016). For example, it was determined that students who were interested in digital tools in the classroom remembered their lecture notes less, took bad notes about the course, and performed worse in subject-based tests (Kuznekoff & Titsworth, 2013; Sana et al., 2013). Pulliam (2017) concluded in his study that although students thought that the use of mobile phones in class would have a negative effect only on themselves, in fact, this situation negatively affected the whole class and the teacher. It was found that teachers believed that it was not possible to use the phone and listen to the lesson. In a similar study, it was found that students did not switch off their mobile phones in class, constantly checked their phones and checked calls (North et al., 2014). In another study, it was found that students were restless when their mobile phones were not with them, their sleep patterns were disrupted, and they spent most of their time in the digital environment (Eryılmaz & Çukurluöz, 2018).

It was found that teachers believed that the use of mobile phones in class distracted attention and should be banned (Alakurt & Yılmaz, 2021; Gao et al., 2014). In fact, Narendran et al. (2017) suggested that jammer devices should be installed to neutralise digital tools in lessons. Various reasons for students using digital tools in the classroom for purposes other than the lesson were also revealed. For example, when students were asked why they switched from studying to using their phones, it was found that it was to check messages and to relieve boredom (Rosen et al., 2011). In a study, a significant correlation was found between the fear of missing developments in social environments and finding the lessons boring, checking social media every hour, especially during the lesson, and being in the first grade (Çınar & Mutlu, 2019).

Methodology

In this study, the effect of students' extracurricular use of digital tools in the classroom on the motivation of academicians was investigated. The sample of the study consisted of a total of 25 academicians, 12 male and 13 female, selected on the basis of volunteerism, working in different faculties of Uşak University in 2023-24. It was determined that the average age of the lecturers included in this sample was 44 years for women and 44.5 years for men according to the age variable, and 11.5 years for women and 19 years for men according to the title of working time in academia. A total of 25 lecturers, including 7 professors, 8 associate professors, 5 assistant professors and 5 lecturers, participated in the study. In addition to questions about demographic information, 6 semi-structured open-ended questions were asked to the participants. In-depth interviews were conducted in the study. In-depth interview is an exploratory and open-ended method. The purpose of the interview is to examine the interviewer's point of view, attitudes, thoughts, feelings, perceptions, reactions, intentions and

perspective (Baş et al., 2013; Yıldırım & Şimşek, 2011). After the interview questions were formed, the questions were revised by taking the opinions of 2 academicians who were experts in their fields. The interviews were conducted in the researchers' study rooms. The days and hours of the interviews were determined together with the volunteer participants and the interviews were conducted on the relevant days and hours. The research questions were formed as follows;

- ✓ How does students' use of digital tools in extracurricular subjects during the course affect the motivation of academicians to teach?
- ✓ How is the course listening motivation of students who use digital tools in extracurricular subjects and those who do not use digital tools during the course?
- ✓ How do the approaches/measures of academicians prevent the use of digital tools outside the lesson?

In the field of educational sciences, many studies were conducted on the various benefits of using digital tools in the classroom. However, the scarcity of studies on the use of digital tools beyond the purpose of the course during the course makes this study unique. Therefore, it is expected that this study will make significant contributions to the academic field. Before the study, the permission decision numbered 2024-155 was taken at the meeting of Uşak University Social and Human Sciences Scientific Research and Publication Ethics Committee dated 04.07.2024 and numbered 07 regarding the ethical suitability of the research.

Data Collection

The data of the study were obtained through face-to-face and individual interviews with the participants. It was explained to the participants that the study was conducted for scientific purposes, that their identities would not be disclosed, that the study was voluntary, and that they could leave the interview at any time before starting the interview. In order to prevent data loss, voice recording was requested and when this situation was shared with the participants, the opinions were noted in writing since the participants mostly did not agree. When using the interview technique in scientific studies, it is important that the findings of the studies are compatible with the purpose of the planned subject and that the reliability and consistency of the data are confirmed.

Analysing the Data

Themes were formed from the data obtained from the participants, and by comparing these themes, it was tried to determine the views of the participants on the researched subject. The names of the lecturers were not used in the analysis of the data. Seven professors, eight associate professors, five assistant professors and five lecturers participated in the study.

According to this ranking, the results are given in the findings section as one woman and one man from each level. However, in general terms, in order to have a flow in the findings section, participant answers were given as T1,T2,....Ö25. The 1st, 3rd, 5th and 25th participants were determined as female, 2nd, 4th, 6th and 24th participants were determined as male.

Findings

The findings were given according to the determined themes and the data were analysed. It was aimed to make the study more understandable by combining similar responses.

1-Do you use digital tools in the lesson for purposes other than the lesson?

Among the participants in the study; T1, T2, T3, T4, T7, T12, T16, T19, T21, T23 answered "*no*" to a question about whether they used digital tools in the lesson beyond the purpose of the lesson. T2, T5, T9, T13, T20, "*I even turn down the volume especially before the lesson starts.*" To the same question, T5, T6, T10, T15, T22, T25 answered "*I use it if there is a situation that I need to answer or write urgently. For example, I can write a short answer on WhatsApp." He responded as follows.* Other participants T8, T11, T14, T17, T18, T24 answered the same question as "*I do not pick up the phone unless the dean's office or department lecturers call for an emergency"*.

It was determined that the lecturers mostly did not use digital tools in the course, but 6 lecturers who participated in the research stated that they could use digital tools to communicate with superiors in exceptional cases. In general, it was determined that the participants had a tendency not to use digital tools during the course.

2-What do you think about the students' use of digital tools in the course beyond the purpose of the course and the reasons for this?

When the question was asked about the reasons why students used digital tools beyond the purpose of the course, T1, T9, T12, T15, T18, T25 stated;

> *"the reasons such as students' lack of interest in the course, the course instructor's inability to draw attention and interest in the course due to the low level of teaching competence, the student's inability to focus on the course due to individual problems, the student's academic readiness level not suitable for the teaching process may lead to this. Students' use of digital tools may be caused by the instructor and the content in the digital environment may attract their attention more.*".

Beyond class environment, inadequacy in academic achievement, lack of equal opportunity, academician experience are listed as the reasons for students' undesirable behaviours during the lesson (Yiğit, 2010). There are many reasons why students are interested in digital tools beyond the classroom during the lesson. The student's lack of interest in the lesson, the inadequacy of

the academician, the student's individual problems, the student's academic readiness level not being suitable for the teaching process are among the reasons.

In response to the same question, T2, T10, T14, T21, T23 said;

> *"I warn them not to use the phone in class and intervene. The student does not want to listen to the lesson. I feel that they do not come to the department willingly. I feel that they have no aim and goal, so they are not interested in the lesson. They have no future concerns about the department. Students have habits and digital addiction, some of them have nomophobia, they cannot stay away from their phones.".*

Among the reasons why students used digital tools, it was stated that situations such as habit, digital addiction, inability to stay away from digital tools were effective. The participants T3, T7, T11, T13, T16, T20 responded to the same question as follows*;*

> *"It distracts me when students constantly look at their mobile phones while I am lecturing. I also see it as disrespect towards the course and me. The applications on mobile phones offer students a live, constantly updated, highly visual world."*

One of the reasons why students were interested in digital tools outside the lesson during the lesson was that they did not have goals and objectives, and that they did not have concerns about the future in the field they were studying, which reduced their interest in the lesson. In a similar study, among the most important problems of university students was that they received education in a field they did not want (Bilgin, 2001). Participants T4, T5, T19, T22 said;

> "*I don't want them to use digital tools outside the purpose of the lesson. In other words, I see it as harmful for students to use digital tools during the lesson because it causes learning losses. In addition, sometimes this reflects on the whole class, especially it prevents the learning rights of other students. Students who are not motivated to learn usually exhibit such behaviours, some students earn money on social media resources, so social media and digital channels are their focus. Apart from this, digital addictions, lack of interest in the course subjects, the content of the course and the difficulty of the subject may lead students to such behaviours.".*

It was stated that extracurricular use of digital tools during the lesson caused learning losses and negatively affected the listening status of other students. The fact that the content of the course did not attract their interest or the course was difficult also caused students to turn to digital tools. T17, one of the participants, stated that *"there is a widespread digital addiction, and the use of digital tools beyond the purpose of the lesson may cause distraction or decrease in learning efficiency. Therefore, it is important to pay attention to how digital tools are used during the lesson".*

It was revealed that students who were not motivated towards the lesson tended to use digital tools, especially students with digital addictions tended to use digital tools more during the lesson. It was emphasised that this situation caused distraction and decreased learning efficiency. In similar studies, it was determined that teachers believed that the use of mobile phones in lessons distracted attention and should be banned (Gao et al., 2014; Alakurt & Yılmaz, 2021). Other participants, T6, T7, T8, T24, stated that;

> "*when students encounter boring or uninteresting topics in the lesson, they may turn to digital tools to distract their attention. Students may use digital tools to check the information given by the teacher in the lesson or to obtain additional information about the lesson. They may use digital tools to communicate with their friends, share posts on social media or send messages during the lesson. In cases of stress or distress in the lesson, students may try to relax by using digital tools.*"

It was stated that students' tendency to use digital tools increased when boring or uninteresting topics were covered in the lesson. Narendran et al. (2017) emphasise that students use digital tools in the classroom to get rid of boredom. In addition, students can use digital tools to communicate with their friends, share content on social media, and reduce their stress (Owen & Humphrey, 2010; Kahn et al., 2015). The fact that mobile phones provide opportunities such as video chatting, using social media, taking photos, watching films and series, listening to music, finding directions, accessing the internet, video chatting, and playing games (Oliver & Goerke, 2007; Aydoğdu Karaaslan & Budak, 2012; North, 2014) also affects students' orientation towards digital tools in the lesson.

3- What is your approach when students use digital tools in extracurricular subjects?

In response to a question about what kind of an approach academicians take in case students use digital tools during the lesson, the participants coded T1, T2, T3, T10, T13, T15, T22 said;

> "*I warn them if they use digital tools in the lesson for extracurricular issues. Digital tools are usually used by students sitting in the back rows, at the bottom of the walls and in a cramped way. I talk about the importance of the lesson. I advise them that their families and everyone have expectations from them, so I advise them to listen to the lesson and be successful.*".

It was also seen that academics had an opinion that students who used digital tools during the course were generally in the back rows, close to the walls and move with their friends. Participants T4, T5, T9, T16, T20, T25 expressed their opinions as follows;

> "*When I notice such a student, I try to motivate him/her. I usually approach him/her in a humorous way so that he/she does not have a negative attitude towards the lesson.*

> *I try to keep the student's attention alive by giving examples on the subject of the lesson in order to keep his/her attention in the lesson.*".

They stated that when students used extracurricular digital tools in the lesson, they tried to motivate the student to the lesson and tried to increase their interest in the lesson by focusing on the students in question. In the research conducted with academicians, it was determined that it was important to interact and encourage students to participate in the course (Simelane-Mnisi, 2023). Among the participants T6, T11, T14, T18, T21 stated;

> "*I encourage students to focus their attention, to research and contribute to the lesson, to use effectively in break times, to use digital tools consciously, I offer students alternative strategies that will help them focus on the lesson, for example, methods such as taking notes, being a participant, actively asking questions in the lesson can help them focus on the lesson.*".

Some academicians stated that when students used digital tools in the lesson, they encouraged students to focus on the lesson and use digital tools beyond the lesson.

The participants T7, T8, T12, T17, T19, T19, T23, T24 expressed their opinions to the same question *as "I warn those who use digital tools in the classroom and take them out if they continue.".* Some of the academicians stated that they first warned students when they used extracurricular digital tools in the course and that they removed those who continued despite the warning. Although the approaches of the academicians regarding the use of digital tools by the students in the course for non-purposeful purposes differed, it was determined that they generally used different strategies to notice, warn and motivate such student behaviour to make it compatible.

4-How does the students' use of digital tools in the lesson affect the listening and motivation of the students who do not use digital tools?

In response to the question about the listening and motivation of the students who use and do not use digital tools during the lesson, T1, T2, T7, T8, T10, T11, T13, T18, T20, T22, T25 said;

> "*It affects negatively. They sit in the back rows and play games. They show it to their friends next to them. They show the photos on their mobile phones, they show the score they got from the game. The situation arises to talk about this subject by taking a break from the lesson. Out-of-class conversations start. Students who want to listen to the lesson and take notes in the lesson are negatively affected by this situation.*".

Some of the participants stated that if students used digital tools in the lesson, they interrupted the lesson, extracurricular conversations started, and thus broke away from the lesson. Participants T3, T4, T5, T6, T9, T12, T14, T15, T16, T17, T19, T21, T23, T24 stated that;

> "*if a student uses a digital tool during the lesson and other students do not notice it, it is limited to that student. However, if other students notice this, this behaviour becomes contagious, disrupts the flow of the lesson and violates other students' right to education. This can negatively affect the overall classroom environment and the learning environment. Therefore, it is important to maintain attention and motivation during the lesson and the use of digital tools should be encouraged in accordance with the purpose of the lesson.*".

Some academicians stated that the use of digital tools in the classroom negatively affected the students who wanted to listen to the lesson and negatively affected the classroom and learning environment. One of the main factors caused by undesirable behaviours in the classroom was that students prevented themselves and their classmates from learning (Korkmaz, 2007). Pulliam (2017) concluded in his study that students' use of mobile phones in class negatively affected not only themselves but also the whole class and academicians.

5-How does the students' use of digital tools beyond the purpose of the lesson affect your motivation to teach?

In response to the question about how the students' use of digital tools during the lesson affects the academician's motivation to lecture, the participants T1, T2, T9, T15, T19, T23 said;

> "*It negatively affects my motivation to lecture. When I am lecturing, I feel upset and demoralised by saying that I am lecturing to these students. I feel unnecessary at that time. There are situations of shouting at those who use digital tools in the lesson. We become detached from the lesson. In this case, it reduces the vitality and movement of the lesson.*".

Some of the academicians stated that the students' use of digital tools during the lesson negatively affected their motivation to lecture, upset them, and demoralised them. It was also stated by some academicians that students who used digital tools reduced the vitality and movement of the lesson. In response to the same question, T3, T4, T5, T6, T10, T11, T14, T18, T21;

> "*I care about standing and making eye contact in the lesson. For this reason, I think that a student who does not make eye contact and constantly looks at the phone in front of him/her is disrespectful to the lesson and to me. During the lesson, students' eyes can shift to the phone notifications in front of the desk. However, I have to warn the student who is busy with the phone for a long time.*"

Stating that they attached importance to making eye contact with students, the participants emphasised that they warned students who were constantly busy with digital tools. Studies

revealed the importance of making eye contact with students in classroom communication (Başarı, 2007; Yüksel, 2013; Koçoğlu, 2013). In response to the same question, T7, T12, T16, T20, T24 expressed their opinions as follows;

> "*When I detect someone using digital tools during the lesson, I warn him/her and if he/she continues, I go out. Therefore, I cannot say that the use of digital tools negatively affects my motivation to lecture too much.*"

Some academicians emphasised that they first warned students who used digital tools during the course and then removed them from the course if they continued despite the warning. T8, T13, T17, T22 expressed their opinions as follows*;*

> "*In this case, I ignore the students if I cannot prevent them despite my warning. But when they claim that they do not understand some subjects, I want them to focus on me without being interested in the phone.*"

Some participants stated that students' use of digital tools in the lesson negatively affected their motivation. Stating that this situation demoralised and upset them, they stated that when they saw students interested in digital tools, they broke away from the lesson, they considered it disrespectful and eventually they had to warn the students.

6- *What kind of measures do you take or what do you suggest to prevent students from using digital tools for extracurricular matters during the lesson?*

In response to a question about what kind of precautions academicians take to prevent students from using digital tools during the course, the participants T1, T2, T23 stated;

> "*digital tools are prohibited in the classroom and in my course for extracurricular purposes, I warn about digital tools in the first week of the course. I ask them to keep their mobile phones off, silence them and close the messaging part.*"

They stated that some academicians warned the students about digital devices before the start of the lesson, warned them that it was forbidden to use them in the lesson, and suggested that they should keep their mobile phones off or silence them. Similarly, the participants T9, T14, T17, T21 answered the same question as follows;

> "*At the beginning of each lesson, I warn the students to keep their mobile phones off before the lesson starts, otherwise their interest in the lesson decreases. I express that I am against mobile phones during the lesson. Students generally keep their phones off because they know my habit. However, sometimes there are exceptions.*"

In response to the same question, T3, T4, T5, T6, T10, T11, T16, T19, T22, T25 stated;

> "*instead of just transferring the lesson, involving the students in the lesson by asking questions from time to time and teaching the lesson in a way to attract their interest*

can make them less inclined to digital tools. Because the lesson is not as attractive as the applications. Students know what they will encounter in such situations and avoid such behaviours. In addition, since I do not give students the opportunity to use digital tools for the purpose of the lesson during the lesson, students do not use them for extracurricular purposes.".

Some academicians stated that it was possible to get students to participate in the lesson by asking them questions. In response to the same question, T7, T8, T12, T13, T15, T18, T20, T24 said;

"Lessons can be taught in a way to increase students' participation in the lesson. I make the students put their phones away during the theoretical lectures, but they use them every lesson with an excuse. I don't allow them to take notes with their phones. I tell them to take notes with notebooks and pens, otherwise, if the phone is near or in their hands, their interest shifts to extracurricular subjects. They should be collected at a table or cupboard at the entrance. But in practical lessons, they take their own photos and then share them on social media. For example, while using the camera, editing, etc. I allow them to shoot because I think this increases their interest in the lesson. Sometimes I tell them that they can shoot while making an application. Thus, they can watch it later and repeat the lesson."

In the research studies conducted, it was determined that students preferred explaining that it was wrong, reminding the rules, frequently warning, punishment and entertaining teaching practices in the face of unwanted behaviours during the lesson (Erdem, 2016; Arı et al., 2016). Although there are difficulties in theoretical courses regarding precautions, it is seen that academicians have more difficulties especially in practice courses, while they have the opportunity to partially control the use of digital tools in the course. It should be noted that the use of digital tools in the course for extracurricular purposes negatively affects the education process, which is the common opinion of all academicians participating in the research.

Results and Discussion

Developments in communication technology affect every field as well as the education and training process. It has been revealed by many studies that the intensive use of digital tools by university students significantly affects their academic success (Im & Jang, 2017; Qaisar et al., 2017; Güngör & Koçak, 2020; Yang et al., 2019; Demir & Kutlu, 2017; Rosen et al., 2017; Gür et al., 2018; Englander et al., 2010). In this context, the question of "*How does the use of digital tools by students during the course affect the motivation of academicians?"* constitutes the main problem of the study. According to the findings of the research, all academicians stated

that the use of digital tools by students in the lesson negatively affected the students who wanted to listen to the lesson and negatively affected the classroom and learning environment. In similar studies, it was determined that academicians found that the undesirable behaviours of university students in the classroom included using mobile phones, entering internet sites, texting, etc. (Çiftçi & Erçetin, 2021; Sapancı & Kuyumcu Vardar, 2018, 1095; Güleç, 2013; Henderson, 2016; Siyez, 2009; Al Qahtani, 2016). According to the results of the research, although the approaches of the academicians regarding the use of digital tools by students in the course for non-intended purposes differed, it was determined that they used different strategies to notice, warn and motivate such student behaviour in general. Academicians stated that students' use of digital tools in the lesson negatively affected the students who wanted to listen to the lesson and negatively affected the classroom and learning environment. In a similar study conducted by Pulliam (2017), it was seen that the use of mobile phones in the lesson negatively affected the whole class and the teacher, so the results of this study overlapped with the results of this study. Some of the academicians stated that students turned to digital tools to distract themselves from boring and uninteresting subjects in the lesson. In similar studies (Rosen et al., 2011; Çınar & Mutlu, 2019), the same results were found. One of the results of the study was that students' use of digital tools in the course negatively affected the motivation of academicians. Academicians who evaluated this situation stated that they were demoralised and upset, disconnected from the lesson, saw it as disrespect, and had to warn students who were interested in digital tools while lecturing. Again, according to the results of the research, it was determined that academicians mentioned the difficulty of supervision in practical courses rather than theoretical courses.

Conclusion

In this study, which investigated the effect of university students' use of digital tools in the course and beyond the course on academician motivation, it was determined that students' use of digital tools negatively affected academician motivation. As a result, in line with the data obtained, it was determined that all academicians had a common opinion that the use of digital tools for extracurricular purposes in the classroom negatively affected the education process.

Recommendation

This study is limited by the number of academicians and question contents. Therefore, different studies can be conducted on this subject. It can be investigated what activities and methods can be used to increase students' participation and motivation in the course. The opinions of the students about this study subject can be taken. In addition, this study can be conducted by comparing practical and theoretical courses in different universities.

Conflict of Interest

The authors declares that there is no conflict of interest.

Fundings

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