

STUDY HABITS AND SOCIAL COMPETENCE IN RELATION TO MOBILE PHONE USAGE AMONG SENIOR SECONDARY SCHOOL STUDENTS

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Abstract

The aim of this study was to study the Study and Mobile Phone Usage among Senior Secondary School Students in relation to their certain demographic variables. A sample of 600 students of senior secondary schools of Jhajjar and Rohtak districts was selected by using purposive sampling technique. Data were analyzed by using statistical techniques such as Mean, S.D., t-test and Product Moment Correlation. The findings of the study were: Male students were found to have better Study Habits as compared to their counterparts. No significant difference was found in Study Habits of students with respect to their residential background and type of school. Significant negative relationship was found between Study Habits and Mobile Phone Usage.

Keywords: Study Habits, Social Competence and Mobile Phone Usage.

Study Habits

Psychologists as well as layman have attempted some definitions of the word "study". To some of them, study means hard work and is usually associated with school work. To others, study is applicable to other situations in life other than academic work. Study is a systematic acquisition of knowledge and an understanding of facts and principles that calls for retention and application. Study is the application of one's mental capacity to the acquisition, understanding and organization of knowledge; it often involves some form of formal learning. Crow and Crow in Okorodudu (2000) explained that study is a program-me of subject matter mastery. It involves hard work. However, study involves the individual's thinking, feeling, personality, social interaction, physical activities and health rather than mental learning of fact on the thought system for the purpose of recall when asked. For those who belong to the school of thought that study is not only applicable to academic work, Olatubosun in Oladele (2000) explained that a teacher is studying when he examines the results of an experiment, a lawyer when he prepares his case, a salesman when he learns about his product and a citizen when he tries to understand the issues in an upcoming election. Studies require time spent in a deliberate attempt to learn. It should be differentiated from simple leisure to reading.

Social Competence

Social competence is an important ingredient of the modern civilization; and is the essential attribute of the individuals of a progressive onward moving society (Sharma, Shukla and Shukla,1992). Some estimates indicate that between 7% and 10% of the population has problems with social interaction skills and may be considered socially incompetent (Hecht and Wittchen, 1988). Approximately one-fifth of the population in epidemiological study has been found to show loneliness, anxiety, and shyness (Segrin, 1998; Segrin and Flora, 2000). Social competence is the condition of possessing the social, emotional, and intellectual skills and behaviours required to succeed as a member of society (Davidson, Welsh and Bierman, 2005). The success of an individual in the society depends largely upon the extent to which he has acquired the richness and potency of social competence desirable for his/herself-actualization, growth and development. It is acquired through social interaction and

culture integration in different socio-cultural settings (Sharma, Shukla and Shukla, 1992). Some define that Social competence is the ability to behave in socially appropriate ways in different situations (Mehan, 1980; Weinstein, 1991), in contrast with “trait” approaches which consider that a socially competent individual will be competent in all social situations (as cited in Schneider, 1993).

Mobile Phone Usage

Typically, by the age of 18 years, individuals make an important transition from school to college life in most of the countries. However, the exact age of this transition may vary from country to country. While in western countries, youth leave home and start their college life on college campuses, in India majority of youth continue to live with their parents unless they go out of town for their studies. While in countries such as United States, young people live on college campuses they are fairly independent from parents, whereas in India, since youth continue to live with their parents, there is more interference from parents in the life choices they make. The prevalent cultural norms of arranged marriages in India show that parents choose a marriage partner for their children.

Further, in traditional Indian culture it was not considered appropriate for young males and females to socialize with each other, also dating and flirting was not considered appropriate. However, in the recent past, due to modernization these cultural rules or norms are changing. These changes are uneven across the country. In big cities which are more modernized, the traditional rules have changed far more than in small cities, where the culture is more traditional. Teenagers of today are more knowledgeable than ever before and authentic and creative, market strategies are needed in order to approach them. This youth segment is probably going to be, or is already, the most sophisticated and seasoned customers yet.

Review of Related Literature

Gilbert and Kendall (2003) examined teenagers use mobile phones for accessibility, display and entertainment, and socialization. It was therefore difficult for designers to discern the right way to boost phone value. Sometimes the addition of a feature does indeed prove particularly attractive, as in the case for SMS messaging, which is clearly valued and used by mobile phone users. The sample includes 187 teenagers. **Mozalin and Moore (2004)** studied Internet Use, Identity Development and Social Anxiety among Young Adults. The investigators found that time spent in cartoons, online browsing and games was related to higher levels of social anxiety and less mature identity status among older adolescents and young adults males, but not females. **Kukulka-Hulme and Traxler (2007)** also revealed how cell phones facilitated designs for authentic learning leading to personalized learning that largely target problems of the real world and involves projects of relevance and interest to the learner. Cell phone use has also been found to support lifelong learning that occurs during everyday life, learning that occurs in spontaneity and imprompt settings and outside the formal environment. **Hakoama and Hakoyama (2011)** focused the dependency of teenagers upon cell phones. Cell phones made younger people dependent on their parents, financially females or likely to depend heavily in order to maintain their social relationships. Public manners among the frequent cell phone users are under question. The study revealed that it is not only a must have tool for college

students but, also a must have tool for school juniors and seniors. **Chand (2013)** revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Govt. schools were found significantly better on home environment and planning of work and planning of subjects than those students studying in private schools but private school students are significantly better than those of Govt. school students on preparation for examination component of study habit. However, no significant difference was found between Govt. and private secondary school students with respect to reading and note taking, concentration, habit and interest, school environment components of study habits and total study habits. **Kahari, Lesle (2013)** conducted a study on the effects of Cell phone use on the study habits of University of Zimbabwe First Year Faculty of Arts students. The research was carried out on a sample of 200 students who own cell phones. This study used Questionnaires on demographic information about the participants, cell phone type preferences, uses of cell phones during study, predominant usage during study and information about challenges facing students while using mobile phones. The study reported significant gender differences in some aspects of the usage of cell phones. Also it was found the negative and positive effects of the usage of cell phone on the study habits depending on usage patterns of the subjects. **Rasheed, Adnan & Amin, Salman. (2014)** studied Effect of using habits of cell phone on the study of the students: Respondents were found to use cell phone frequently to contact with parents followed by friends, close friends whereas somewhat with classmates and rarely with teachers. But according to teachers and parents students mostly use cell phone to contact with parents; classmates, friends, and close friends with little differences. It is also observed that students mostly use cell phones for un-educational activities and according to teachers and parents due to the use of cell phones respondents are losing focus on their studies and parents are decreasing their parental control on their children.

Objectives

1. To study the relationship between Study Habits and Mobile Phone Usage among Senior Secondary School students.
2. To study the relationship between Social Competence and Mobile Phone Usage among Senior Secondary School students.

Hypotheses

H₀₁. There is no significant relationship between Study Habits and Mobile Phone Usage among Senior Secondary School Students.

H₀₂. There is no significant relationship between Social Competence and Mobile Phone Usage among Senior Secondary School Students.

Research Design

In the present study, descriptive survey method was used.

Sample

The sample for the present study consisted of 600 Mobile Phone User adolescents studying in different senior secondary schools of Jhajjar and Rohtak Districts of Haryana state. The sample included both Male and Female adolescent students of Rural and Urban areas. Purposive sampling technique was used to collect the data.

Tools Used

Study Habits Scale: Study Habit scale developed by Dr. T. Pradeep Kumar was used.

Social Competence Scale: Social Competence Scale: In order to measure the Social Competence of the sampled adolescents, a Social Competence Scale (SCS) constructed and standardized by Sharma, Shukla and Shukla(1992) was used.

Mobile Phone Usage Scale: Mobile Phone Usage Scales developed and standardized by the investigators was used.

Statistical Techniques Used

Product Moment Correlation was used for analyzing the data.

ANALYSIS AND INTERPRETATION

Table-1

Coefficient of Correlation between Study Habits and Mobile Phone Usage among Senior Secondary School Students

Variables	N	r-Value	Level of Significance
Study Habits	600	-0.828	0.01
Mobile Phone Usage	600		

Table 1 reveals that calculated “r” value is -0.828 which is greater than table value. Therefore, calculated “r” value is significant at 0.01 level of significance. Hence, the null hypothesis **Ho₁ “There is no significant relationship between Study Habits and Mobile Phone Usage among Senior Secondary School Students.”** is not accepted. Therefore, significant negative relationship was found between Study Habits and Mobile Phone Usage among Senior Secondary School Students. It indicates that more usage of Mobile Phone leads to worsen the Study Habits of students.

Table-2

Coefficient of Correlation between Social Competence and Mobile Phone Usage among Senior Secondary School Students

Variables	N	r-Value	Level of Significance
Social Competence	600	-0.316	0.01
Mobile Phone Usage	600		

Table 2 shows that calculated “r” value is -0.316 which is greater than table value. Therefore, calculated “r” value is significant at 0.01 level of significance. Hence, the null hypothesis **H₀₂ “There is no significant relationship between Social Competence and Mobile Phone Usage among Senior Secondary School Students.”** is not accepted.

Therefore, significant negative relationship was found between Social Competence and Mobile Phone Usage among Senior Secondary School Students. It indicates that as usage of Mobile Phone increases Social Competence decreases and vice-versa.

Discussion of Results:

The relationship between Study Habits and Mobile Phone Usage among Senior Secondary School Students was found negatively significant. It may be due the fact that now days Mobile Phones are easily affordable by everyone with low cost internet facility. Parents allow their children to use Mobile Phones for security concerns but they are making use of this device for other purposes also and therefore they pay less attention towards their studies. It leads them poor Study Habits. This finding of the present study is supported by the findings of the study conducted by McNeal and Hooft (2006) who found that Mobile Phones are a source of irritation, delinquency and even crime. Proponents of cell phones use strongly feel that cell phones are not appropriate tools for learning as they are actually harmful. Commonly cited negative effects of use of cell phones in education include, chatting and texting when students should be studying. The findings of the study conducted by Sundari, T Tripura (2015) are also in favour of the findings of the present study. According to Sundari, T Tripura (2015) majority (42.1%) of respondents revealed that the frequent use of mobile phones sometimes disturbed their learning process. Kukulska-Hulme and Gilroy (2004) also reported that Cell phone use has also been found to reduce students thinking abilities and shortening the attention span of students so dramatically that students struggle to read anything longer than a social network posting. Gupta, Garg and Arora (2015) found that total time spent on mobile phones was significantly associated with the waking time tiredness and difficulty in waking up and highly significantly with the decline in increase in missed classes, study habits and going late for school.

Significant negative relationship was found between Social Competence and Mobile Phone Usage among Senior Secondary School Students. Students of senior secondary schools are in the stage of adolescence when they need more privacy due to maximum changes in their personality. They consider Mobile Phone as their best friend. Due to heavy use of Mobile Phones students try to avoid face to face communication. They prefer virtual world more than the real world. Findings of this study are supported by some other studies. Heitner (2002) reported that time spent on the internet during weekdays was significantly negatively correlated with limited peer status.

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