

STUDY HABITS AND MOBILE PHONE USAGE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR CERTAIN DEMOGRAPHIC VARIABLES

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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, Mobile Phone Usage

Study Habits

Learning has been deeply rooted in Indian traditions. Reading, which is a long-term habit starting with the very early ages, is prominent gateway to the knowledge room. It can be considered as a practice that helps individuals to gain creativeness and develops their critical thinking powers. According to Aristotle, habit is what we repeatedly do. Habits generate other habits. Inspiration is what gets us started, motivation is what keeps us on track, and habit is which makes us automatic. Study skills according to Al Hilawani and Sartawi (1997), are those skills and habits which are necessary for understanding and retrieving information. Key competencies of study include, acquiring information, recording information, recording appropriate responses to the presented Information, locating the required information, organising and managing information, synthesizing information to create meaningful patterns of responses, memorising and retrieving information on demand. Azikiwe(1998) describes study habits as the way and manner a student plans his or her private reading outside lecture hours in order to master a particular subject of topic. Study habits can be good ones which lead to a student excelling or bad ones which can lead to a student getting mediocre grades. Effective and successful study consists of more than merely memorizing facts but calls for knowing where and how to obtain information and the ability to make intelligent use of it. Study habits directly reflect on one's learning ability and it is significant to find out the study habits of students in order to improve their learning.

Mobile Phone Usage

Billions of people in the world today realize that how essential mobile phones are in their lives. The mobile phones have become part of our lives and symbol of our identity. The device itself, the ring tone, the screen savers, wallpapers and the assortment of accessories all help to define who we are to the outside world. Mobile phones nowadays are not luxury items anymore but necessities because of the various benefits and advantages the mobile phones offer, they became an integrated part of the society. Mobile phones have become a part of everyday life for almost each individual and some could not even manage to last an hour without mobile phone. This is also the

fashion trend nowadays. It is observed that the youth especially the adolescent students are the predominant users of mobile phones. They are usually the ones who are always curious and inquisitive about the latest developments in communication technology. They try to find out the different applications and features of a new technical invention. Adolescent students are at that age where they feel that they need to keep in touch with their friends every second, every minute and every hour.

REVIEW OF RELATED LITERATURE

Kukulska-Hulme and Gilroy (2004) pointed out that 85% of professors' surveyed in Germany stated that they wanted cell phones banned from tertiary education mainly because of students cheating in tests, accessing unfiltered web sites and secretly downloading pictures without permission. 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. **Kukulska-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. Cell phones are a form of multiple literacy which provides a bridge between the real life texts of the community and formal learning thereby providing a multimodal literary approach to learning. **Soomaro and Tunio (2009)** studied Impact of usage of Cellular phones on Study Habits of students and their Psycho social development: A case study of Sindh university students. The study aimed to investigate the impact of usage of cellular phones on psychosocial development of students. It was found that majority of the students spent more time using cell phones which had a large effect on their psychosocial development. It was also significantly tested true that students who spent more time using cell phones were more vulnerable to psychological disturbance and the degree of attachment towards their cell phones caused students to experience the symptoms such as Depression, Anxiety, or even Lack of sleep, which affected their overall psychological functioning.

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. Students frequently use cell phone in class rooms not for lecture recording but for the purpose of SMS texting etc. 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 compare the mean scores of Study Habits of Male and Female Senior Secondary School students.
2. To compare the mean scores of Study Habits of Senior Secondary School students of Rural and Urban Areas.
3. To compare the mean scores of Study Habits of Senior Secondary School students of Government and Non-Government Schools.
4. To study the relationship between Study Habits and Mobile Phone Usage among Senior Secondary School Students

HYPOTHESES

H₀₁. There is no significant difference between the mean scores of Study Habits of Male and Female Senior Secondary School students.

H₀₂. There is no significant difference between the mean scores of Study Habits of Senior Secondary School students of Rural and Urban Areas.

H₀₃. There is no significant difference between the mean scores of Study Habits of Senior Secondary School students of Government and Non-Government Schools.

H₀₄. There is no significant relationship between Study Habits 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 Habit Scale: Study Habit scale developed by Dr. T. Pradeep Kumar was used. **Mobile Phone Usage Scale:** Mobile Phone Usage Scales developed and standardized by the investigators was used.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation, t-test and Product Moment Correlation were used for analyzing the data.

ANALYSIS AND INTERPRETATION

Table-1: Comparison of Mean Scores of Study Habits of Male and Female Senior Secondary School students

Variables	N	Mean	S.D.	S.E.D.	df	t-Value	Level of Significance
Study Habits of Male students	300	43.26	19.703	1.548	598	4.729	Significant at 0.01 level
Study Habits of Female students	300	35.94	18.181				

It can be observed from Table-1 that the mean scores of Study Habits of Male and Female Senior Secondary School Students are 43.26 and 35.94 and Standard Deviations are 19.703 and 18.181 respectively. The calculated t-value is 4.729 at 598 degree of freedom which is greater than the table value at 0.01 levels of significance. Hence, the null hypothesis H_{01} "There is no significant difference between the mean scores of Study Habits among Male and Female Senior Secondary School students". is not accepted.

Therefore, there is significant difference between mean scores of Study Habits of Male and Female Senior Secondary School Students.

Table-2: Comparison of Mean Scores of Study Habits among Senior Secondary School students of Rural and Urban Areas

Variables	N	Mean	S.D.	S.E.D.	df	t-Value	Level of Significance
Study Habits of Students of Rural Areas	277	98.29	29.295	2.286	598	0.657	Not Significant
Study Habits of Students of Urban Areas	323	99.79	26.669				

Table-2 reveals that the mean scores of Study Habits of Senior Secondary School Students of Rural and Urban Areas are 98.29 and 99.79 and Standard Deviations are 29.295 and 26.669 respectively. The calculated t-value is 0.657 at 598 degree of freedom which is less than the table value at 0.05 and 0.01 levels of significance. Hence, the

null hypothesis H_{02} “There is no significant difference between the mean scores of Study Habits among Senior Secondary School students of Rural and Urban Areas”. is accepted.

Therefore, Senior Secondary School Students of Rural and Urban Areas do not differ significantly in mean scores of Study Habits.

So, from the above discussion it is clear that Senior Secondary School Students of Rural and Urban Areas have almost same Study Habits.

Table 3: Comparison of Mean Scores of Study Habits among Senior Secondary School students of Government and Non-Government Schools

Variables	N	Mean	S.D.	S.E.D.	df	t-Value	Level of Significance
Study Habits of Students of Government Schools	271	38.19	19.447	1.583	598	1.669	Not Significant
Study Habits of Students of Non-Government Schools	329	40.83	19.161				

Table-3 reveals that the mean scores of Study Habits of Senior Secondary School Students of Government and Non-Government Schools are 38.19 and 40.83 and Standard Deviations are 19.445 and 19.161 respectively. The calculated t-value is 1.669 at 598 degree of freedom which is less than the table value at 0.05 and 0.01 levels of significance. Hence, the null hypothesis H_{03} “There is no significant difference between the mean scores of Study Habits among Senior Secondary School students of Government and Non-Government Schools”. is accepted.

Therefore, Senior Secondary School Students of Government and Non-Government Schools do not differ significantly in mean scores of Study Habits.

So, it can be concluded that both Government and Non-Government School students have almost same Study Habits.

Table-4

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 4 reveals that calculated “r” value is -0.82 which is greater than table value. Therefore, calculated “r” value is significant at 0.01 level of significance. Hence, the null hypothesis H_0 “**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.

DISCUSSION OF RESULTS:

The results of the present study revealed that the Male and Female senior secondary school students differ significantly with respect to their Study Habits. Male students were found to have better mean scores of Study Habits as compared to their counterparts. No significant difference was found in mean scores of Study Habits of Senior Secondary School Students with respect to their residential background and type of school.

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.

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