



Use of Cell Phone by Secondary Students and its impact on Study Habit

Rampravesh R. Yadav

Ph.D student

Dr. Keshar R. Jadhav

Research Guide ,

C.S.S.M. Chembur Mumbai-71

Education is the Basic Need of the Human Being. It helps in the holistic development of humans being and country. Students acquire knowledge from parents, family, society, books and from school teachers. When teachers knowledge is upgraded with technology the result will be more concrete and acceptable for the students. So today the roll of technology is more acceptable in the education. This addiction among the students is the matter of thinking for all in the present world. The changes brought in students life by technology can be pros and cons is an high alert to be analysed . If it is positive then in what way and if it negative then in what way ? Students are young human beings whose mind easily get distracted. Keeping the view of different changes in students the researcher wanted to do research on this aspect of changes in secondary school students. So the researcher has selected the topic “Use of Cell Phone by Secondary Students and its impact on Study Habit.

Key words:

1.Cell Phone 2.Secondary Students 3. Impact 4. Study Habit

Introduction

The cell phone has become an important part of everybody's life. People keep in contact with their family, friends and work place with the help of the cell phone. Today, everyone in the family has a cell phone so that they can talk to each other when required (when the parents are working and the children are at home or are

going to school/college). They also use their cell phones to access their emails, bank account information, and other important data.

According to a survey conducted by TCS company, in 17500 Indian high schools across 14 different cities, approximately 60% of the students are using a cell phone. Out of this, 90% of the students are using internet and around 92% are using Facebook. This data indicates that the usage of cell phone by students on a daily basis has increased considerably. The modern cell phone performs multiple functions. It is used for communication, storing data, accessing the internet, entertainment, etc. It also has various applications that are useful in day to day life. Because of its many features the cell phone's importance in human life has increased exponentially in recent years. Due to more use of cell phone the study habit of the students getting change. Many time students are depending on the cell phone. Sometime students are getting direct answer of the question without using the brain. Through this study the researchers want to examine Use of Cell Phone by Secondary Students and its impact on Study Habit.

Significance of the study :

- 1) This study will be useful to teachers, parents prove study habit of the students..
- 2) The teachers will able to make their teaching method more interesting and easy to understand.
- 3) The students will learn the adverse effects of misusing the cell phone and understand how to use it for their development.
- 4) This study will also help the parents to understand how their pupils are using the cell phone.
- 5) This study will help to find out the cell phone addicted student and improvement in them.
- 6) The study can also help the government in modifying the educational policy and making it more suitable to the current needs of the students.
- 7) This study will help to find out the useful and harmful impact of the cell phone on the school students

Title of the study :

To study the Use of Cell Phone by Secondary Students and its impact on Students Study Habit .

Objectives of the study :

1. To study the impact of cell phone uses on students study habits of secondary school student.

Hypothesis of the study :

1. There is no significance difference between all Girls and all Boys, Study Habit in using cell phone of all medium school students.

2. There is no significance difference between Girls and Boys Study Habit in using cell phone of English medium secondary school students.
3. There is no significance difference between Girls and Boys Study Habit in using cell phone of Marathi medium secondary school students.
4. There is no significance difference between Girls and Boys Study Habit in using cell phone of Hindi medium secondary school students.

Scope and Limitation of the study :

Researcher limited his research study on the students of secondary and higher secondary schools of Mumbai city .The result of the present study is useful for students ,Teachers, Parents , Principal, Managements and the Governments bodies those are linked with these institutions.

The present research study is limited to use of the cell phone by secondary student and its impact on social Habit . The proposed Research study is limited up to the Mumbai city. In the present study Survey method and casual comparative type of descriptive research method limited for the proposed research. The proposed Research study is limited the sample from English, Hindi and Marathi medium schools of 700 students of Higher Secondary schools of Maharashtra state Board belonging to Mumbai suburb. In the proposed research study Questionnaire rating scales tools for students is to be used to collect student's information. In the present study the researcher is limited mean, mode, standard deviation, t-test, r-test for calculation. The proposed research study is limited for three year.

Methodology of the study :

Research Methodology

In the presents research study researcher used Survey Method, Comparative study method and correlation method for the study.

Sample : The present Research study researcher is decided to collect 800 students, 200 teachers, 100 parents and 20 principal sample from English , Hindi and Marathi medium schools of Secondary School and Higher Secondary School belonging to Mumbai city .

Tools : for the presents study researcher used - Students study habit rating scale.

Conclusion of the Research

While studying about the Use of Cell Phone by Secondary Students and its impact on Students Study Habit researcher got the following opinion.

1. **Hypothesis 1:** There is no significance difference between all Girls and all Boys, Study Habit in using cell phone of all medium school students.

Table No: 01

Type	Number (N)	Mean (M)	S.D	M ₁ -M ₂	't' table value	't' Calculated value	Level (0.05) Significance
All Boys	36	83.56	11.77	3.37	2.00	0.36	Not significant
All Girls	36	80.19	21.89				

Interpretation: The table 01 shows the calculated value of 't' is 0.36 and the table value of 't' is 2.00 of the level 0.05. From the table it is clear that the calculated value is less than the table value. There is no significant difference between all boys and all girls students score. There for the null hypothesis accepted.

Conclusion : Table 01 shows that use of the cell phone affect the study habit of the boys and girls of the secondary school students.

2. Hypothesis 2: There is no significance difference between Girls and Boys Study Habit in using cell phone of English medium secondary school students.

Table No: 02

Type	Number (N)	Mean (M)	S.D	M ₁ -M ₂	't' table value	't' Cal value	Level (0.05) Significance
English Medium				3.00	2.07	0.517	Not significant
Boys	12	82.92	12.89				
Girls	12	79.92	10.89				

Interpretation: The table 02 shows the calculated value of 't' is 0.517 and the table value of 't' is 2.07 of the level 0.05. From the table it is clear that the calculated value is less than the table value. There is no significant difference between English Medium boys and girls students score. There for the null hypothesis accepted.

Conclusion : Table 02 shows that use of the cell phone affect the study habit of the boys and girls of the English medium secondary school students.

3. Hypothesis 3: There is no significance difference between Girls and Boys Study Habit in using cell phone of Marathi medium secondary school students.

Table No: 03

Type	Number (N)	Mean (M)	S.D	M ₁ -M ₂	't' table value	't' 'Cal' value	Level 0.05
Marathi Medium				0.34	2.07	0.557	Not significant
Boys	12	83.17	13.83				
Girls	12	82.83	19.07				

Interpretation: The table 03 shows the calculated value of 't' is 0.557 and the table value of 't' is 2.07 of the level 0.05. From the table it is clear that the calculated value is less than the table value. There is no significant difference between Marathi Medium boys and girls students score. There for the null hypothesis accepted.

Conclusion : Table 03 shows that use of the cell phone affect the study habit of the boys and girls of the Marathi medium secondary school students.

4. Hypothesis 4: There is no significance difference between Girls and Boys Study Habit in using cell phone of Hindi medium secondary school students.

Table No: 04

Type	Number (N)	Mean (M)	S.D	M ₁ -M ₂	't' table value	't' 'Cal' value	Level 0.05
Hindi Medium							
Boys	12	84.58	7.62	3.25	2.07	0.038	Not significant
Girls	12	81.33	13.25				

Interpretation: The table 03 shows the calculated value of 't' is 0.038 and the table value of 't' is 2.07 of the level 0.05. From the table it is clear that the calculated value is less than the table value. There is no significant difference between Hindi Medium boys and girls students score. There for the null hypothesis accepted.

Conclusion : Table 04 shows that use of the cell phone affect the study habit of the boys and girls of the Hindi medium secondary school students.

Recommendations of the Study :

1. Every school should have guidance and counseling center to help students.
2. Students should get warm and encouraging support from the teachers and parents.
3. Use of psychology tests is important to diagnose and identify the mental health of the student
4. School should conduct varies programmer for students to improve study habit.
5. School should put the bane for use of cell phone in the school.
6. Teachers should improve method of teaching so that students stops the use of cell phone .
7. Parents should be guided by the school that not allow students tomuse cell phone for long time or if using give time limit to them

Reference :

1. Ahuja, R. and Shukla, R.(2009), Research Methods, New Delhi : Ravat Publications.

2. Aradhya, N. and Kashyap, A..(2006), The 'Fundamentals' of the Fundamental Right to Education in India, Books for change, Bangalore.
3. Bernard, Ostle and Linda C Malone, (2000,) Statistics in Research: Basic Concepts and Techniques for Research Workers, 4th Revised edition, Wiley-Blackwell.
4. Best, J. W. and Khan, J. V. (1986), Research in Education, Prentice Hall of India Pvt. Ltd., New Delhi.
5. Buch, M. B. (1994) – Fifth Survey of Research in Education; National Council of Educational Research and Training, New Delhi.
6. Freebody, Peter, (2004), Qualitative Research in Education, London.Sage Publications,
7. Freebody, Peter, 2004, Qualitative Research in Education, Sage Publications, London.
8. Kothari, C.R. (2004) “Research Methodology : Methods and techniques “ New Age International Publishers, New Delhi.
9. Koul, Lokesh, 2004, Methodology of Educational Research, Vikas Publishing House Pvt. Ltd.
10. Koul, Lokesh, III Edition (2007), Methodology of Educational Research, Vikas Publishing House Pvt Ltd.
11. Pandya Dr. S. R (2007), Educational Research, APH Publication Corporation, New Delhi.
12. Pandya Dr. S. R (2007), Educational Research, New Delhi. APH Publication Corporation
13. Shukla, R (2009), Dictionary of Education, A.P.H. Publishing Corporation.
14. Dictionary
 1. Navneet Advanced Dictionary (2000)
 2. Oxford : Advanced Learning Dictionary
 3. Chaus Dictionary (2005)