

“Study on students of degree college about usage and impact of mobile phones ”

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ABSTRACT

This research investigates the usage and impact of mobile phones on students enrolled in degree courses at the South Campus of the University of Delhi. While mobile phones have revolutionized communication by enabling constant connectivity and facilitating social networking, they have also adversely affected social interactions and the perception of time and space. The study employs a descriptive methodology to analyze data from 150 students, focusing on factors such as demographics, parental education, and parental occupation. Findings reveal significant differences in mobile phone usage between male and female students, as well as variations in perceptions of cell phones as communication tools and multimedia applications. The influence of peer groups emerges as a critical factor in shaping mobile phone behavior, with adolescents often prioritizing texting over face-to-face interactions, leading to emotional detachment from family and increased conflicts. The research underscores the need for targeted interventions, including parental guidance and regulatory measures, to mitigate the negative effects of mobile technology and foster healthier communication practices among youth. Overall, this study contributes to the understanding of mobile phone usage in educational settings, highlighting the necessity for a balanced approach to technology that promotes meaningful relationships.

Keywords:- Mobile Phones, College Students, Communication, Social Media, Peer Influence, Gender Differences, Text Messaging, Emotional Well-being, Multimedia Applications, Face-to-Face Interaction, Relationship Dynamics, Addiction, Parental Guidance, Digital Communication, Social Skills.

Introduction

The evolution of communication has progressed from ancient methods like smoke signals and carrier pigeons to modern technologies such as cellular phones, which have significantly transformed daily life. The term "telephone" derives from Greek, meaning "voice from afar," and includes devices that transmit sound over distances, both mechanically and electrically. Cellular phones emerged from early mobile phone research in the 1940s, leveraging multiple base stations to increase call capacity. This evolution highlights humans' inherent need for communication to connect socially, relieve emotional stress, and fit into social groups. Technology, particularly cellular phones, plays a crucial role in shaping interactions and behaviors. However, the rapid advancements in phone technology also raise concerns, particularly among adolescents, about changing social norms and etiquette. Cell phones can intrude on personal spaces, leading to inconsiderate behavior and potential alienation in social interactions.

Cell phones offer unparalleled convenience, being portable, easy to use, and accessible at any time, which has made them essential in daily life. Despite economic challenges, many people still purchase the latest models due to trends and peer pressure. A significant percentage of young people feel they would miss out on social activities without their phones, often preferring text messaging and social media for communication. However, cell phones have altered concepts of time and space, impacting face-to-face interactions and relationship maintenance, leading to increased social anxiety and feelings of loneliness. While initially associated with status, cell phones have become more about fashion, creating a social dependency, particularly among adolescents who seek instant

connections to combat boredom. Individuals with low self-esteem may rely on their phones for social relationships, feeling unable to function without them. Moreover, cultural influences shape communication norms and expectations in relationships, as seen in familial structures in India, where extended families play a significant role in social dynamics.

Objectives of the Study

1. To examine mobile phone usage and its impact on degree course students in Delhi.
2. To determine if there is a significant difference in mobile phone usage between female and male students.
3. To assess the influence of students' perceptions of cell phones as communication tools on their usage.
4. To explore the impact of multimedia applications on students' mobile phone usage.

Research Methodology

Research methodology provides a structured approach to investigating a research problem, starting with clear definitions of the problem, objectives, and hypotheses. It includes a research design that details the study's scope, methods, and data representation techniques. Careful planning is crucial to ensure clarity in data collection and analysis. Research typically begins with a question and can have factual, practical, and theoretical objectives, resulting in historical, experimental, or descriptive types. For this study, the Descriptive Method was chosen to effectively describe and evaluate the current educational challenges.

Sample

The study involved a sample of 150 students from the South Campus of the University of Delhi. The population of the study was the students belonging to the college of south campus in University of Delhi.

Data Collection Tool

The study collected data using a self-constructed questionnaire to assess mobile phone usage and its impact on male and female degree students at the University of Delhi. The questionnaire included 64 questions across five dimensions: Cell Phone Usage, Multimedia Applications, Status, Security and Freedom, Cell Phone Addiction, and Family and Interpersonal Relations.

Data Analysis

Data collected from the sample was analyzed to evaluate mobile phone usage among youth in degree colleges. Factors influencing this usage, such as demographics, parental education, and parental occupation, were illustrated using percentage bar graphs to highlight their impact.

Chart-1 displays the Demographic Information of the Study Group. Table-1 outlines the patterns of mobile phone usage among degree college students. Chart-2 address issues related to sleep and academic performance observed in students,

total time spent on usage of mobile phone was significantly associated with difficulty in waking up and waking time tiredness and highly significantly associated with decline in study habits, an increase in missed classes and arriving late to class.

Chart:-1: Demographic Information of the Study Group

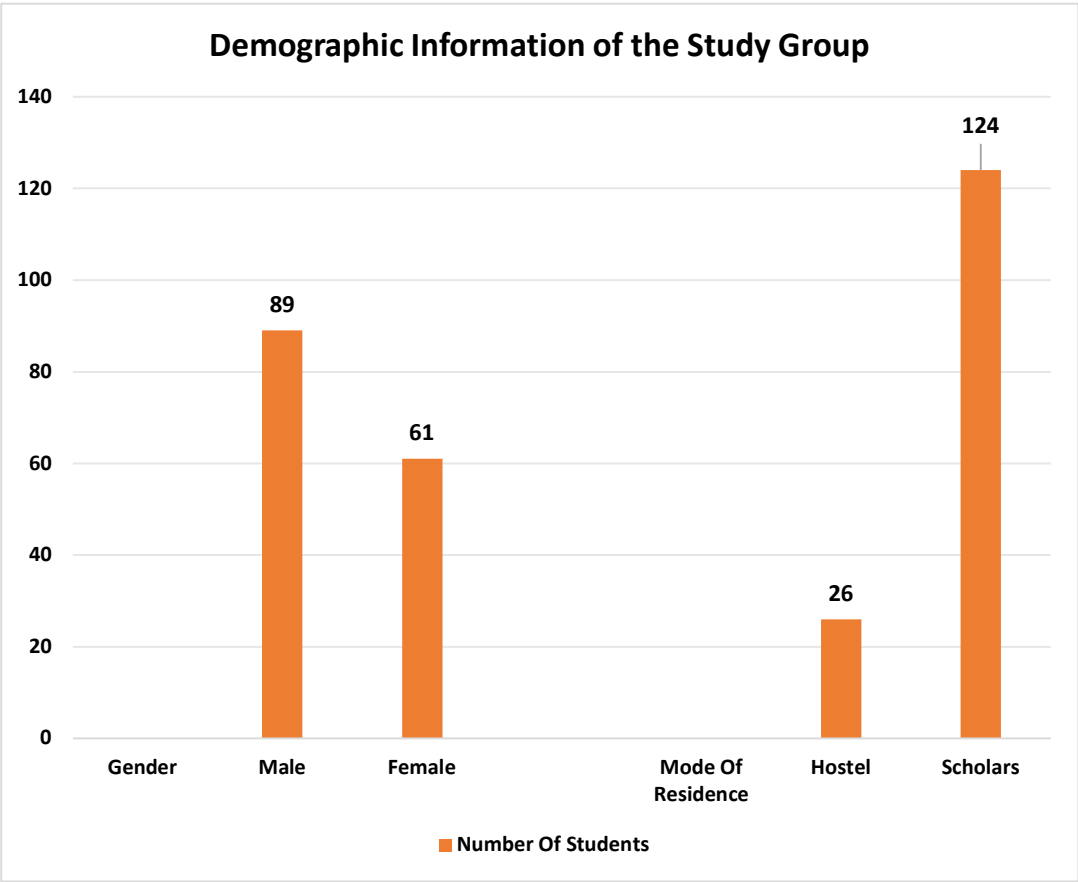


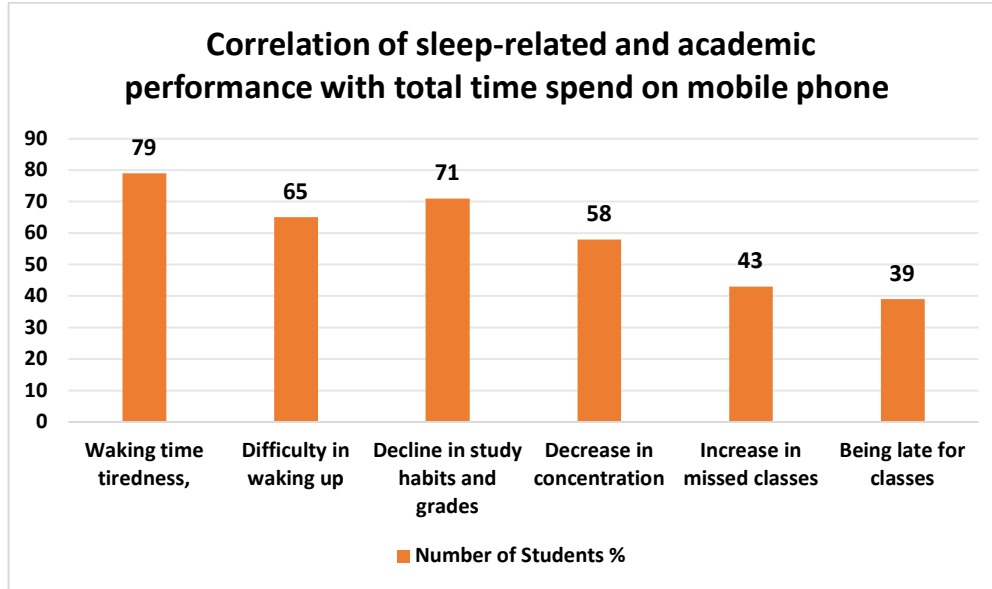
Table -1: Pattern of use of mobile phone among student

Pattern of mobile phone use	
Have own mobile phone	150
Two phones	19
Dual sim phone	87
Smart phone	141
Internet on phone	150
Number of persons calling/day	
1-2 hours	27
3-4 hours	41
4-5 hours	82
Mode of Use	
Ringling	53
Vibration	85
Silent	12

Use at place	
Home	96
Public places	71
Classes	18
Driving	5
Time of maximum use	
Morning	13
Afternoon	17
Evening	83
Night	37
Where do you keep your mobile phone during sleep?	
At bed	136
At table near bed	14
Do you switch off your phone during sleep?	62

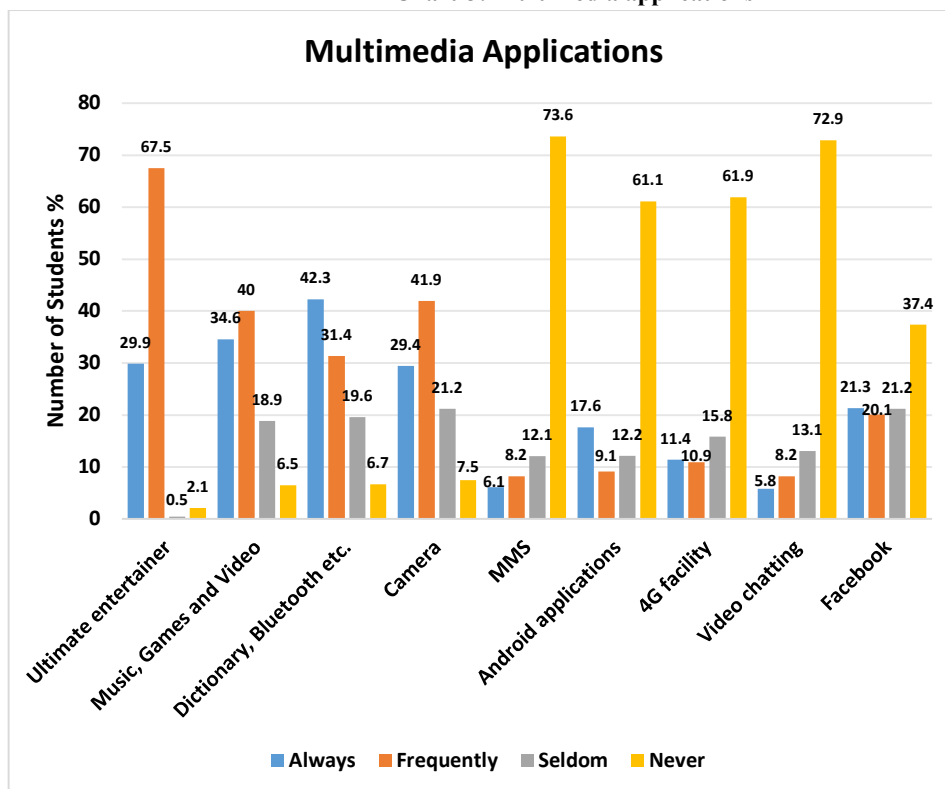
The study reveals that many students own multiple mobile phones, often using dual SIM devices, possibly to conceal contacts from family. Smartphones are primarily used for social interaction, entertainment, and daily coordination, though their features can lead to significant losses if misplaced. A notable 27% of students spend over an hour daily on their phones, with 41% using them for more than three hours, particularly favoring WhatsApp for communication. While phones are seen as essential, their use in classrooms can disrupt concentration, and unsafe practices, like texting while driving, reflect dependence on devices. Most phone usage occurs in the evening, contributing to late-night use linked to tiredness, poor academic performance, and increased tardiness. This reliance on phones suggests students may be compromising their well-being and academic success to stay connected.

Chart 2: Correlation of sleep-related and academic performance with total time spend on mobile phone



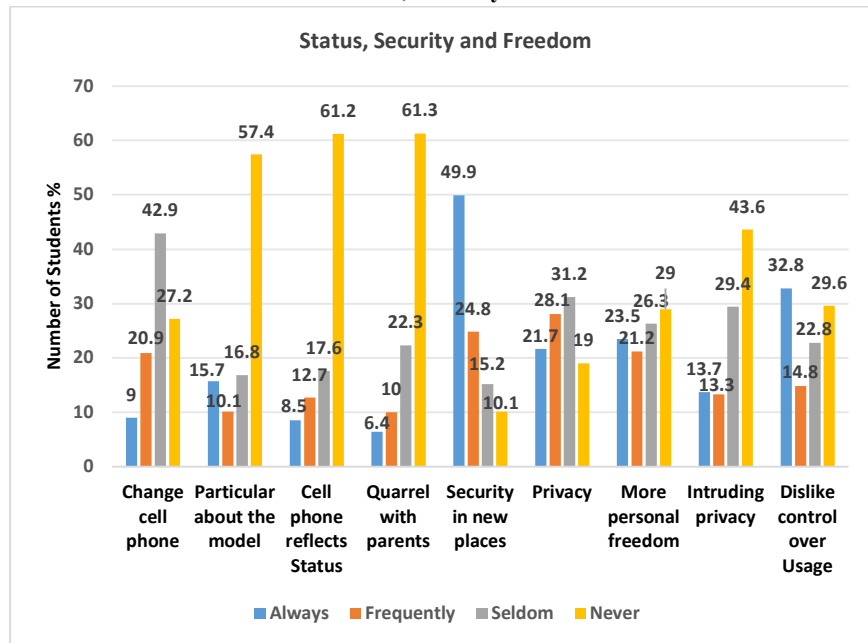
The results regarding gender differences in the student's perceptions of the Multimedia applications are presented in Chart 3.

Chart-3: Multimedia applications



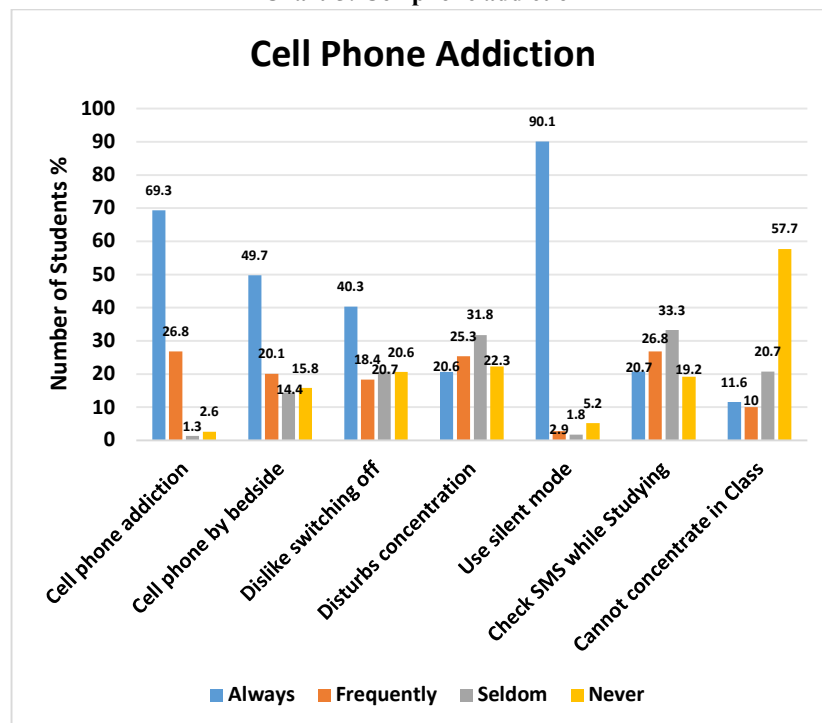
The findings regarding the status derived from owning a cell phone, the sense of status, freedom and security provided by the phone are presented in Chart 4.

Chart-4: Status, Security and Freedom



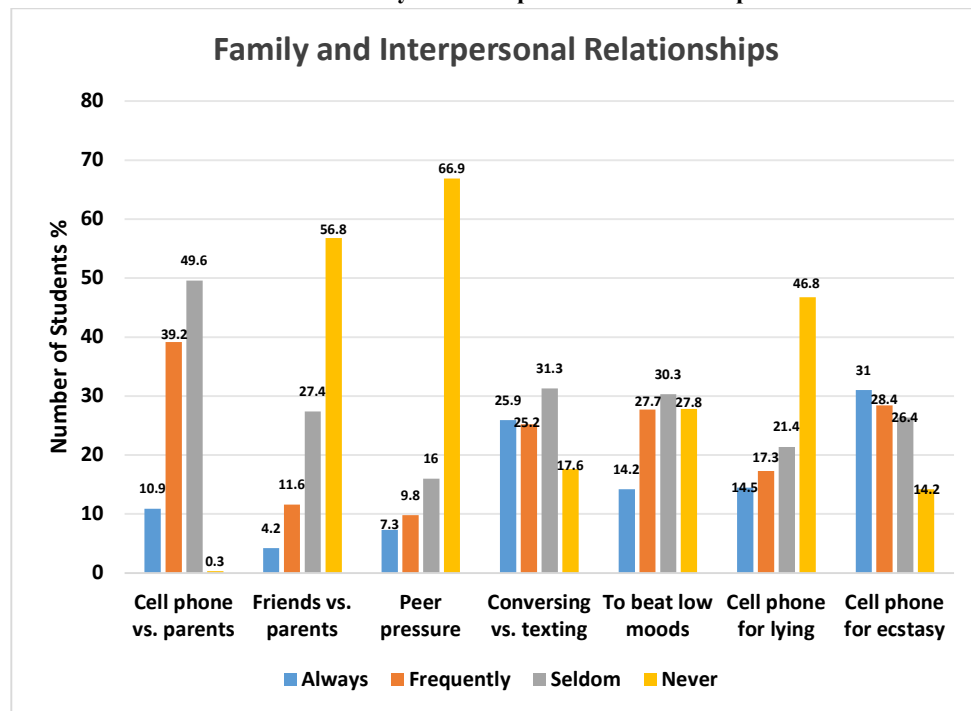
The results regarding cell phone addiction among the sample of students are provided in Chart 5.

Chart-5: Cell phone addiction



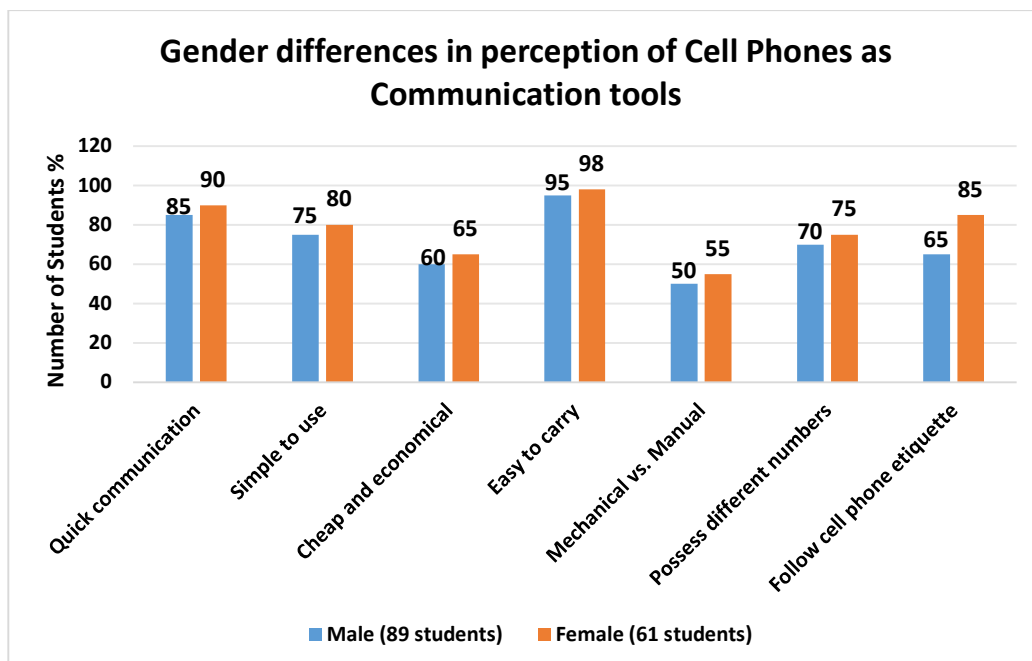
The findings regarding the influence of cell phones on family and interpersonal relationships are provided in Chart 6.

Chart-6: Family and Interpersonal Relationships

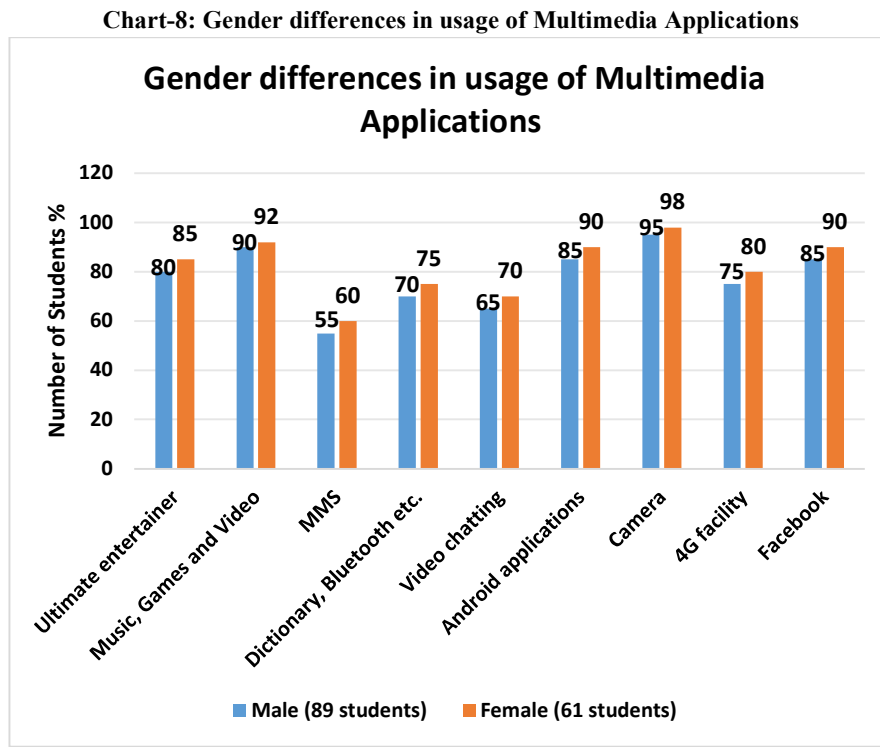


Gender differences in perception of Cell Phones as Communication tools: The results regarding gender differences in the student's perceptions of the cell phones as communication tools are presented in Chart 7.

Chart- 7: Gender differences in perception of Cell Phones as Communication tools

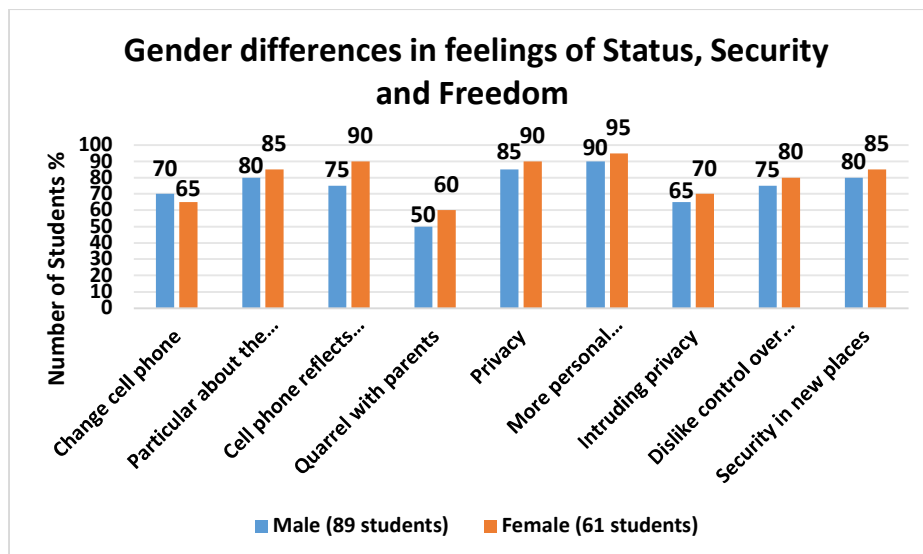


Gender differences in usage Multimedia applications: Gender differences in multimedia applications of cell phones are examined and the results are presented in Chart 8.



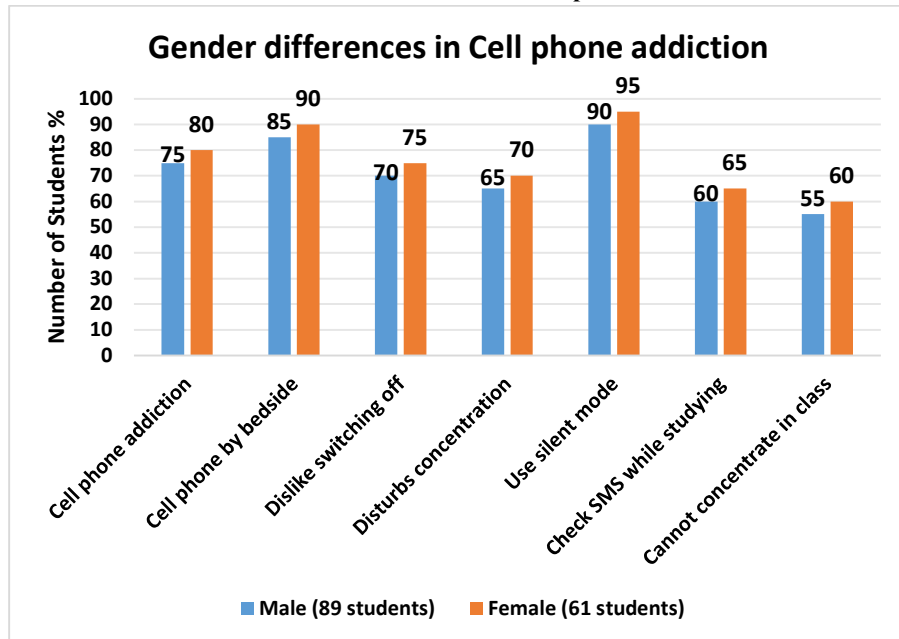
Gender differences in feelings of Status, Security and Freedom: The results regarding the differences between male and female students with regard to the feelings of status, security and freedom provided by cell phones are presented in Chart 9.

Chart-9: Gender differences in feelings of Status, Security and Freedom



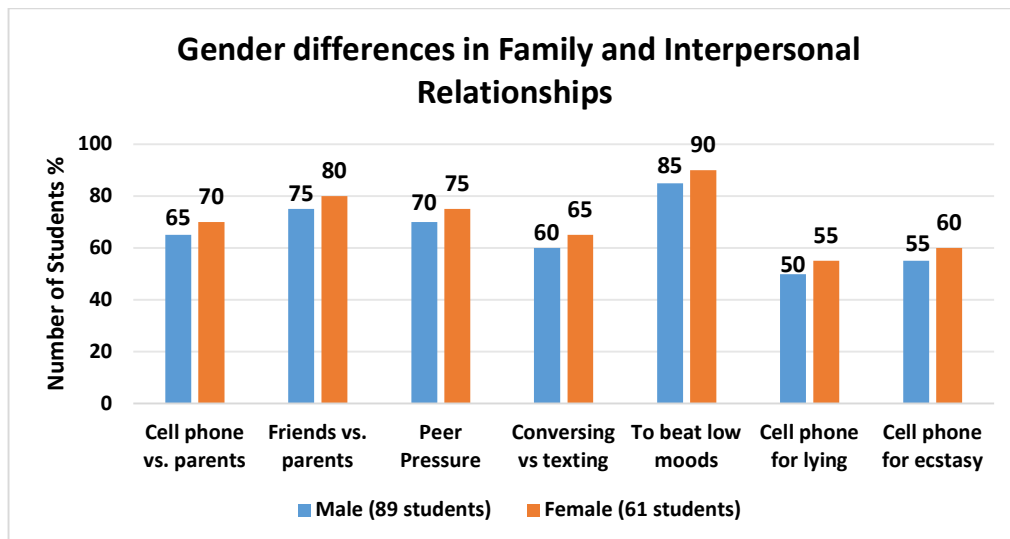
Gender differences in Cell phone addiction: The findings regarding gender differences in cell phone addiction are presented in Chart 10.

Chart-10: Gender differences in Cell phone addiction



Gender differences in Family and Interpersonal Relationships: The findings regarding gender differences in Family and Interpersonal Relationships are presented in Chart 11.

Chart-11: Gender differences in Family and Interpersonal Relationships



Findings of the Research

1. **Excessive Usage:** A significant number of students use their mobile phones for over four hours daily, predominantly for texting and social media.
2. **Gender Differences:** Male students exhibit higher mobile phone usage and are more susceptible to distractions compared to female students.
3. **Influence of Peer Groups:** Peer influence plays a crucial role in shaping mobile phone behaviors, with students

feeling pressured to conform to group norms, often prioritizing texting friends over family interactions.

4. Impact on Relationships: The reliance on mobile communication has led to a decline in face-to-face interactions, resulting in emotional detachment from family members and increased conflicts.

5. Perception of Mobile Phones: Students view mobile phones as essential communication tools, but many acknowledge the negative impact on their social skills and emotional well-being.

6. Usage of Multimedia Applications: Music and gaming apps are among the most frequently used applications, further emphasizing the entertainment aspect of mobile phone use over communication.

7. Need for Regulation: There is a call for parental guidance and regulatory measures to address the adverse effects of mobile technology on adolescents, emphasizing the importance of fostering healthier communication habits.

These findings highlight the complex relationship between mobile phone usage and its effects on student life, relationships, and social dynamics.

Conclusion

Cell phones have transformed communication by enabling constant connectivity, but they negatively affect perceptions of time and space, often leading to disrespectful behavior and reduced face-to-face interactions. Many college students use their phones excessively—over four hours daily—favoring texting friends over talking to family. Male students tend to use their phones more and face greater distractions.

Assessing mobile device usage among students is crucial, as their preferences may conflict with educators' views on essential features. Despite having internet-capable phones, many users do not fully utilize their capabilities. While mobile technology offers advantages like emergency support, it fosters individualism and dependency.

Adolescents often share secrets via cell phones, leading to vulnerability and negative outcomes, though some benefit from improved communication. Social media, particularly Facebook, fosters addiction and superficial interactions, undermining deeper emotional needs and familial bonds. This issue is compounded by a lack of parental guidance and educational support, emphasizing the need for a thoughtful approach to technology.

There is an urgent need for counseling services and regulatory measures requiring mobile companies to inform users about the negative impacts of cell phones. Increased funding for research on the socio-cultural and neurological consequences of cell phone use is essential. Cell phones pose a threat to the fabric of society by disconnecting individuals from themselves and each other. Collective action from the government, communities, and activists is necessary to promote meaningful legislation and a revised education system that addresses these challenges, potentially leading to future campaigns encouraging reduced cell phone usage.

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