



Impact of mobile phone addiction among college going students

■ Purvi Nishad* and Amar Singh Rana¹

Department of Home Science (Human Development and Family Studies), Sam Higginbottom Institute of Agriculture, Technology and Sciences, ALLAHABAD (U.P.) INDIA

¹Department of Environmental Science, Sam Higginbottom Institute of Agriculture, Technology and Sciences, ALLAHABAD (U.P.) INDIA

(Email: purvinishad4@gmail.com)

ARTICLE INFO :

Received : 22.12.2015
Accepted : 20.05.2016

KEY WORDS :

Mobile phone addiction, College, Students

HOW TO CITE THIS ARTICLE :

Nishad, Purvi and Rana, Amar Singh (2016). Impact of mobile phone addiction among college going students. *Adv. Res. J. Soc. Sci.*, 7 (1) : 111-115, DOI: 10.15740/HAS/ARJSS/7.1/111-115.

*Author for correspondence

INTRODUCTION

The rapid technological advancement has resulted in invention of many gadgets and cell phone is one of them. Cell phones are considered as an essential item, an integral tool necessary for communicating and connecting to families, friends and work or even used for emergencies.

Cell phones play an important role in our lives. They provide us with a method to connect to important others in our lives. Cell phones not only provide a social outlet, but are a means to engage oneself in interesting activities such as surfing the internet, playing games, conducting research and taking and sharing photographs. They provide us with more flexibility compared to home telephones as they allow the user to leave home and remain connected. Cell phones also enable us to seek help in case of an emergency and enable parents to keep an “eye” on their children.

On the other hand cell phone use can present a problem for the user, e.g., texting while driving or walking while using cell phones. Very serious problems have arisen specifically due to the use of cellular telephones by young people. These include sexting and cyber bullying. Excessive use of mobile is being made these days as it is becoming a multifunctional gadget which is hampering the social interactions of people.

Terms such as “Smartphone addiction”, “compulsive mobile phone use”, “mobile phone addiction”, “mobile phone dependence”, “problematic mobile phone use”, and “mobile phone overuse”, have all been used to describe more use of mobile phone.

“Smartphone users feel they’ve got more control to communicate with whoever they want, whenever they want. But ironically, it’s that sense of control that creates the anxiety. It’s made younger people more reliant on maintaining those contacts – which can create issues from bullying, to being marginalised and excluded. People lose

track of time, becoming socially isolated and before they know it, can't stop. Not having your phone raises your heart rate and signs of panic. These symptoms are almost identical to alcoholism or addiction to gambling, food or drugs" (Hope, 2013).

Research generally defines access use of mobile phone as a persistent and very high level of involvement in internet and game-related activities that result in detrimental emotional and social consequences for the user and included excessive use, withdrawal, tolerance, and negative consequences (e.g., arguments, lying, poor achievement, social isolation, and fatigue).

Psychiatrist considered mobile phone addiction to be an Obsessive-Compulsive Disorder (OCD). Mobile phone addiction can totally isolate its victims, ruin them economically and even turn them into criminals. Mobile addicts can easily run up the phone bills, and, like drug addicts, can turn adolescents to crime to pay their bills.

On the whole, mobile phone use has been associated with dangerous or "antisocial" behaviours, as well as with uncontrolled use and dependence symptoms. For these reasons, clinicians and researchers should be aware of the instruments currently available to measure problematic use of the mobile phone, as well as the socio-demographic and psychological factors that have been demonstrated to play a role in its development and maintenance (Billieux, 2012).

Mobile phone addiction among universities students :

In one of the earliest relevant studies, Jones (2014) studies on students' cell phone addiction and their opinions. Cell phone plays an essential role in communications throughout the world. The technological revolution that many Americans have experienced has drastically changed the way humans interact and communicate with one another. The author conducted field observations to examine Elon students' behaviour while walking around campus, along with an online survey. Findings suggest that students seem to be addicted to their cell phones, with 64 per cent of students observed on campus interacting with their device one way or another. Nevertheless, a survey of students found that they believe that the need of self-gratification achieved through excessive cell phone use has negative psychological effects on them. Overall, this research would impart insight into the addictive world of technology, and the

impacts cell phones have on students' behaviour. Acharya *et al.* (2013) carried on a study on some of the common health effects of cell-phones amongst college students. This study focused on the health effects of cell phone usage amongst students pursuing professional courses in colleges in an urban setting. College students of both sexes in the age group 17-23 years from urban and rural backgrounds were selected at random (those using cell phones). They were given self-administered, pre-tested questionnaire which included aspects related to few common adverse mental and physical health symptoms attributed to cell phone usage. Expectedly, almost all the subjects (96.1 %) possessed cell phones, and used the device for a greater part of the day. Headache was found to be the commonest symptom (51.47 %) followed by irritability/anger (50.79 %). Other common mental symptoms included lack of concentration and poor academic performance, insomnia, anxiety etc. Among physical symptoms –body aches (32.19 %), eye strain (36.51 %), digital thumb (13.8 %) were found to be frequent. Accidents were also found to be caused due to using the cell phone while driving. Krajewska-Kulak *et al.* (2012) conducted a comparative study to assess problematic mobile phone using among the Polish and Belarusian University students. The use of mobile phones has increased worldwide during the last decade especially in adolescents. The study aimed to examine the role of a mobile phone in the students' life, signs of addiction, and whether there were differences in phone usage between the Polish and Belarusian students. The study comprised 160 students from Belarus and 227 from Poland. A questionnaire was used to test of mobile phone addiction. Results revealed that most of the students had mobile phones. Out of the total sample 35.2 per cent from Poland and 68.8 per cent from Belarus were convinced about the harmful effects of mobile phone. Most respondents declared that the mobile phone could be switched off in the theatre (65.2 % from Poland, 30 % from Belarus), and in the church (60.8 % from Poland, 33.8 % from Belarus). From the total sample, 46 per cent from Poland and 28.8 per cent from Belarus knew the definition of monophobia. The majority of respondents from Poland (83.7 %) and Belarus (71.9 %) had never switched off their phones. Overall, 22.9 per cent of the Polish students and 10.4 per cent of Belarusian students had the symptoms of mobile phone-addiction. More respondents from Poland than Belarus knew that mobile phone users

could be addicted. Almost 1/5 of students from Poland and 1/10 from Belarus had the symptoms of mobile Phone-addiction. Nawaz *et al.* (2012) conducted a study to assess the impact of mobile on student's life. This study explored the impact of the mobile phone on youth peer relationships, on family relationships and on the institution. Young people use the mobile phone in positive ways to organize and maintain their social networks. However, there were also negative impacts on young peoples' peer relationships. These can include ostracism and cyber bullying. Demographic tools were used to gain insights into how students value various mobile phone applications and tools. For this purpose a survey was conducted. They selected sample of 10 per cent of the population using stratified random sampling. The data was collected using questionnaire. For stratified random sampling with proportional allocation, the sample sizes, $n_1 = 152$ from Fatima Jinnah College for Girls, $n_2 = 79$ from government College of Commerce (Boys), $n_3 = 135$ from Marghzar College for Girls, $n_4 = 90$ from Gujarat College of Commerce (Girls), $n_5 = 44$ from Gujarat College of Commerce (Boys). Total respondents were 500. The data was analyzed using descriptive statistics, correlation and Hypothesis testing. The result showed that the minimum amount of mobile expenditure in Fatima Jinnah College was 50 rupees and maximum was 2000. In Marghazar College the minimum amount was 100 rupees and maximum was 5000 rupees. In Gujarat College of Commerce (girls) the minimum amount was 100 rupees and maximum is 8000 rupees. Gujarat College of commerce (boys) had minimum amount 5 rupees and maximum 4000 rupees. In government College of commerce the minimum amount was 100 rupees and maximum is 5000 rupees. It was concluded that mostly students gave missed call to others for call back purpose. Frequently they dial family numbers. Generally they use MobileLink Connection. They miss their family when mobile was not present with them. They gave 180 or less than 180 minutes to mobile on an average. Girls did not give equal time to mobile and studies, but boys students gave equal time to mobile and studies. Boys mostly used night packages as compared to girls' students. Cholz (2012) studied the Mobile-phone addiction in adolescence. This study entailed the development and evaluation of a questionnaire designed to evaluate dependence on the mobile phone. The items included in this instrument were developed based on criteria contained in the Diagnostic

and Statistical Manual for Mental Disorders-Fourth Edition-Text Revision (DSM-IV-TR; American Psychiatric Association, 2000) for dependence disorder. The questionnaires were administered to a total of 2,486 adolescents aged 12–18 years, and factor analyses was then performed. The questionnaire was characterised by good psychometric properties as well as by the ability to discriminate between sexes and among age groups in an adolescent sample. The factors comprising the instrument were congruent with the concept of dependence as defined in the DSM-IV-TR. Ishii (2011) examined the adverse effects of mobile phone use among Japanese adolescents. This study focused on how use, patterns and motivations were associated with the negative effects of mobile phones on the basis of a survey of junior high school students aged 14 years in Tokyo (N=311). The sample was selected by two stage random sampling method, whereby 26 areas were selected from the Tokyo metropolitan area in the first stage, and 811 respondents, aged 14 years, residing in these areas were selected in the second stage. From the total of the 811 respondents, 311 (38.3 %) completed the questionnaire. The factor analysis of motivation yields two factors, namely, emotionality and instrumentality. These result showed that the adverse effects of mobile phones were not supported. Ahmed *et al.* (2011) focused on exploring the pattern of mobile phone usage among youngsters in Pakistan to delineate the extent of addictive behaviour towards its usage. For this purpose questionnaires were used to elicit the responses. University students were selected as population and simple random sampling technique was used. Sample consisted of 500 students, out of which 400 students responded back comprising 80 per cent response rate for this research. Findings of this study revealed that majority respondents were able to have definite priorities between their responsibilities and commitments and their cell phone usage. Very few were those who always exhibited the extreme addictive behaviour and rest were the majority who were not frequently involved in addictive usage patterns. Thus, youngsters used their cell phones under reasonable limits and did not tend towards extreme behaviours leading towards addictive cell phone usage. Zulkefly and Baharudin (2009) studied the mobile phone use amongst students in a University in Malaysia: Its Correlates and Relationship to Psychological Health. The study explored the extent of mobile phone use amongst students of

University Putra Malaysia. Additionally, the study determined personal and family factors related to the mobile phone use and, the relationship between problem mobile phone use and psychological health of the students. The multi-stage cluster sampling was employed to identify the students (N=386) who completed a self-administered questionnaire. The students were found to spend on an average 6 hours daily and USD18.70 monthly on their mobiles. Text message was the most used feature and peers were the most frequently contacted person. Older students used more voice calls while females, text message more frequently. Male and younger students were more interested with other features (MMS and GPRS) of the mobiles. Students from higher income families spent more time and money on their mobile phone. Additional analyses showed that students with lower self-esteem who spent more time on the phone were more likely to be problem phone users. Adolescents who spend more time on their mobile phone were also more vulnerable to psychological disturbances. Need to further uncover underlying factors that influence students' mobile phone behaviour, and the consequences of intense mobile phone use on their psychological well-being was felt. Perry and Lee (2007) studied on Mobile phone text messaging overuse among developing world university students. Mobile phone text messaging often was more affordable than voice messaging in the developing world. Its similarity to instant messaging and other Internet synchronous communication technologies suggests that overuse and addiction-like tendencies might be found among users, as had been identified with similar technology applications. Symptoms related to components of addiction diagnoses were found to be prevalent among 21 respondents to a survey, all of whom completed questionnaires at the University of Mauritius. Between 6 per cent and 11 per cent of respondents showed symptoms of addiction related to tolerance, withdrawal, displacement of attention to school or work, and the inability to diminish use. Displacement of people was common among a higher percentage of respondents. The number of messages sent, and the perceived skill at using SMS technology were significant predictors of the number of addiction criteria exhibited by respondents. Among the small percentage who revealed symptoms of addiction, usage of text messaging was double to triple that found in most of the rest of the population sample studied. While gender had been shown to be a predictor of overuse tendencies in past studies,

no gender differences were found for addiction measures, but males were heavier users of text messaging than females. Chen (2006) conducted a study to determine the relationship between mobile phone addiction and depression among college students in Taiwan. The relationships among mobile phones usage, mobile phone addiction and social capital, and finally, the relationships among mobile phone addiction, mobile phone usage, and students' academic performance. An online survey was designed and administered to 166 respondent, out of which 54.4 per cent were female, 71 per cent were between 20 and 23 years old. All of the Taiwanese participants either currently had or used to have (*i.e.*, 2 of the 166 participants no longer had mobile phones) their own mobile phones. Most of the students (*i.e.*, 77.5 %) had owned their mobile phones for more than three years. The results showed that there was no significant relationships between mobile phone addiction and depression in the sample. Heavy mobile phone users reported better relationships with their friends and family. Heavy mobile phone users also reported that frequent use of their mobile phones adversely affected their academic performance and learning, whereas light mobile phone users reported that their academic performance and learning were less negatively impacted by their mobile phones usage. However, respondents who were extremely heavy mobile phone users reported that their mobile phones positively affected their academic performance. Davie *et al.* (2004) studied on Mobile phone ownership and usage among pre-adolescents. Researchers have revealed that the mobile phone is, for adolescents, a medium which permits communication without the surveillance of parents, families and teachers. Indeed, the current study found this to be the case with younger pupils, too. However, communicating with family members appeared just as important, if not more, for these primary aged children. This study focused on the ownership and usage of mobile phones in a sample (N=351) of 10- to 11-year-old children in Gloucestershire primary schools (N=7). Some 45 per cent of the sample possessed mobile phones. Nearly half of their calls (47 %) were used for chatting with family or friends; 26 per cent were to let their parents know their whereabouts; and others (20 %) were "convenience" calls, *i.e.*, to ask to be picked up etc. Other uses of the mobile in addition to chatting and making arrangements, although not always positive, were also made apparent. Thus, some two fifths of the children reported that they

had made an “emergency” call (examples were given), about 17 per cent had received “frightening” calls. A sizeable minority (20 %) reported that their mobile had been damaged or stolen. This research also considers the amount of money that the pupils claimed to spend on their mobile calls every month as well as their means of purchasing the mobile and its up-keep.

Conclusion :

Mobile phone plays an important role in our lives. They provide us with a method to connect to important others in our lives but as well as it also affected the ones’ life. Supplementary studies highlighted the negative effects of mobile phone addiction among students. Some studies show the significant difference among boys and girls whereas others have proved that gender and mobile phone use are not significantly related. A few studies have examined that the socio-economic status also affect on mobile phone addiction. A mixed-approach investigation consisting of both quantitative and qualitative method is recommended to provide a comprehensive understanding of addiction and its impact on students.

REFERENCES

- Acharya, J.P., Acharya, I. and Waghrey, D. (2013). A study on some of the common health effects of cell-phones amongst college students. *J. Commun. Med. & Health Edu.*, **3**(4) : 214.
- Ahmed, I., Qazi, T. and Perji, K. (2011). Mobile phone to youngsters: Necessity or addiction. *African J. Busi. Mgmt.*, **5**(32) : 12512-12519.
- Billieux, J. (2012). Problematic use of the mobile phone: A Literature review and a pathways model. *J. Curr. Psychiatry Rev.*, **8**(4) : 1-9
- Chen, Y. (2006). Social phenomena of mobile phone use: An exploratory study in taiwanese college students. *Inform. Soc.*, **11** : 219-244.
- Choliz, M. (2012). Mobile-phone addiction in adolescence: The test of mobile phone dependence (TMD). *J. Prog. Health Sci.*, **2**(1) : 33-44.
- Davie, R., Panting, C. and Charlton, T. (2004). Mobile phone ownership and usage among pre-adolescents. *Telematics & Inform.*, **21**(4) : 359-373.
- Hope, L. (2013). Help, we’re addicted to our smartphones. *The Sun.* **21** : 17.
- Ishii, K. (2011). Examining the adverse effects of mobile phone use among Japanese adolescents. *J. Keio Commun. Rev.* **33** : 69-83.
- Jones, T. (2014). Students’ cell phone addiction and their opinions. *J. Undergradu. Res. Comm.*, **5**(1) : 74-80.
- Krajewska-Kulak, E., Kulak, W., Stryzhak, A., Szpakow, A., Prokopowicz, W. and Marcinkowski, J.T. (2012) Problematic mobile phone using among the Polish and Belarusian University students, a comparative study. *J. Mobile Phone Polish Belarusian Univ. Stud. Prog. Health Sci.*, **2**(1) : 45-50.
- Nawaz, S. and Ahmad, Z. (2012). Statistical study of impact of mobile on student’s life. *J. Human. & Soc. Sci.*, **2**(1):43-49.
- Perry, S. and Lee, K. (2007). Mobile phone text messaging overuse among developing world university students. *Communication*, **33**(2) :63-79.
- Zulkefly, S.N. and Baharudin, R. (2009). Mobile phone use amongst students in a university in Malaysia: Its correlates and relationship to psychological health. *European J. Scient.*, **37**(2) : 206-218.

7th
Year
★★★★★ of Excellence ★★★★★