INTERNET AND MOBILE PHONE USAGE IN RELATION TO STUDY HABITS AMONG SCHOOL STUDENTS OF CHANDIGARH

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ABSTRACT

The present study was to explore the use of mobile phone and internet according to study habits of adolescents. For this study 200 adolescents were taken. Self-constructed questionnaire on mobile and internet usage and Study habit inventory (Yadav, 1986) was used to collect the data. Significant difference in mobile phone and internet usage was found among students with regard to gender. Significant relation between internet usage and mobile phone and. Also insignificant difference in internet usage as well as mobile phone usage study habits was found among students with good study habits and poor study habits was revealed.

Keywords- Mobile phone, Internet, Study habits and Adolescents

Rapid development in the fields of science and technology has resulted in techno- deluge of gadgets that the modern man can use to address daily requirements, communication, education, governance, administration or entertainment. There has been a paradigm shift in the way youngsters conduct their lives hinged to gadgets which are redefining living needs, relationships, storage of and access to information in the real and virtual space. An important aspect of information and communication technology (ICT) is anytime anywhere access and portability of gadgets. The Internet technology has revolutionized the way people create, store, communicate and enhance on information. Mobile phones have given a quantum leap to the interpersonal connectivity of people all around the globe. Technology integration has empowered hand held devices or mobile phones with a vast variety of applications related to exchange of data files on audio/ video/text content. Young adults keep track of technology advancement and are quick to upgrade their mobile phones. While advantages of ICT cannot be denied this singular technology development is being viewed as a nuisance in educational and social circles also. When can mobile phone usage turn into usage and create behavior problems requires contextual answers. In India young children are making extensive use of internet and mobile phones. Empirical studies in this area are required to know the advantages and disadvantages for their academic and social development. Chaparo (2003) tested how deeply cell phones had insinuated themselves into the lives of his students at Tutgers University in New Jersey; he gave them a simple assignment, to turn off their mobiles for 72 hours and of 220 students only three could bring themselves to complete the assignment, the study concluded high level of dependence on mobile phones. Sharma and Dhatt (2008-09) in her research "A study of internet usage and sociability among adolescents" concluded that 89.5% of adolescents from selected sample own a computer or laptop at home. 73.5% adolescents access internet at home where as 19% adolescents use internet at cyber cafes and 86.9% of girls and 91.3% of boys have personal computers. Kuss and Griffiths (2012) report the use of neuroimaging techniques to find out emerging mental health problems of internet and gaming usages from neuroscientific perspective. Pedrero (2012) studied the advantages and limitations of mobile phones. Choliz (2012) studied the development and evaluation of

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questionnaire designed to evaluate the dependence on mobile phones among adolescents. Billieux (2012) studied the problematic use of mobile phones, its inability to regulate one's use of mobile phone, which eventually involves negative consequences in daily life(e.g. financial problems). A lot of research has been done and is continuing on the variables under consideration. The review of related researches show a lacunae in research related to relationship of internet and mobile usage in relation to study habits.

OBJECTIVES

1. To compare the mobile phone usage among boys and girls.
2. To compare the internet usage among boys and girls.
3. To compare mobile phone usage among govt. school and private school adolescents.
4. To compare internet usage among govt. school and private school adolescents.
5. To study the relationship between internet usage and study habits among adolescents.
6. To study the relationship between mobile phone usage and study habits among adolescents.
7. To study the relationship between mobile phone usage and internet usage among adolescents.
8. To study the relationship between (mobile phone usage and internet usage) and study habits among adolescents.
9. To compare internet usage among students with good study habits and poor study habits.
10. To compare mobile phone usage among students with good study habits and poor study habits.

METHOD

In the present study, the investigator followed descriptive method to study the use of mobile phone and internet in accordance to study habits of adolescents.

Sample

The author conducted an investigation into use of mobile phones among school children on a sample of 200 students of 9th to 11th class from two govt. schools and two private schools of Chandigarh only.

Measures

1. Self-constructed questionnaire on mobile and internet usage among adolescents. It contained 29 items with multiple choice responses.
2. Study habit inventory (Yadav,1986)

Procedure

Descriptive statistics were used to explain the use of mobile phone and internet in accordance to study habits of adolescents. The means, SD along with t-test were employed to study and compare the use of mobile phone and internet among adolescents.in terms of gender and type of school. The students were identified into low and high groups on the basis of study habits.

RESULTS AND DISCUSSION

Analysis of obtained data was done in accordance with objectives framed, which are discussed below:-

DESCRIPTIVE DATA ANALYSIS RESULTS

The data was analysed in order to describe the status of sample on the variables under study. The number of girls and boys and the percentage using mobile and internet services is shown in table 1.

- 66% of the male students and 46% of the female students from the sample schools use mobile phones.
- 76% of the male students and 51% of the female students from the sample schools use internet.
- 61% of the private school students and 51% of the government school students use mobile phones and
- 66% of the private school students and 61% of the government school students use internet.

Table 1: Percentagel of mobile phone and internet usage among adolescents of government and private schools given as under:-

		N	Mobile phone usage (N=50)	Percentage (%)	Internet usage(N=50)	Percentage (%)
Govt. School Students N=100)	Boys	50	36	72	36	72
	Girls	50	25	50	25	50
Pvt. School Students N=100)	Boys	50	30	60	40	80
	Girls	50	21	42	26	52

Clearly boys outperform girls. Mobile usage is more in government schools and internet usage is more among private school children maybe because private school authorities are strict about restrictive use of mobile phones in schools

INFERENTIAL ANALYSIS:

Table 2: Gender Difference in Internet and Mobile Usage and Study Habits

	Gender	N	Mean	Std. Deviation	Std. Error	t-value	Mean Differenc
Mobile	Boys	100	14.75	4.03	.403	4.51	2.75
	Girls	100	12.00	4.57	.457		
Internet	Boys	100	17.54	4.03	.403	4.62	2.83
	Girls	100	14.71	4.60	.460		

It was found that the mean of mobile phone usage among boys is greater than mean of girls. Obtained t value is 4.511 at degree of freedom 198. Table value of t at .01 level is 2.59. Here obtained t value is greater than table value. Hence it is significant at both the levels. Hence the hypothesis, "There will be no significant difference in mobile phone usage among boys and girls," was not accepted.

Mean of internet usage among boys is greater than mean of girls. Obtained t value is 4.620 at degree of freedom equal to 198. Here obtained t value is greater than table value. Hence it is significant at both the levels. Hence the hypothesis, "There will be no significant difference in mobile phone usage among boys and girls," was not accepted.

There exist significant differences between boys and girls on the two variables as shown in table 2. The results of t- ratio verify statistically the gender differences.

Table 3: Difference in Internet and Mobile Usage among School Students w.r.t type of school

N (200)		Mean	Std.Deviation	Std. Error	t-Value	Mean Differenc
Mobile Phone	Govt. school	14.02	4.51	.451	2.03	1.29
	Pvt. school	12.73	4.44	.444		
Internet	Govt. school	16.01	4.56	.456	.35	.23
	Pvt. school	16.24	4.54	.454		

Table 3 shows that while significant difference exists in mobile usage, no significant difference exists in internet usage among students of government and private schools. Hence the hypothesis, "There will be no significant difference in mobile phone usage among students of government and private schools," stands was not accepted and the hypothesis, "There will be no significant difference in mobile phone usage among students of government and private schools," was accepted

Table 4: Table showing correlation among variables (Internet, Mobile Phone and Study Habits) N=200

V1	**V1**	**Correlation(r)**	**Significance**
Study Habits	Internet	0.131	Insignificant at 0.5 level
Mobile Phone	Study Habits	0.08	Insignificant at 0.5 level
Internet	Mobile Phone	0.19	Significant at 0.1 level
V1 and V2	**V3**	**Correlation(r)**	**Significance**
Internet and Mobile Phone	Study Habits	0.181	Significant at both levels

Value of coefficient of correlation was found to be insignificant between internet usage and study habits as well as mobile usage and study habits and was found significant between internet usage and mobile usage. Internet and Mobile Phone taken together as use of technology was significantly positively related with study habits. Hence the hypotheses, "There will be no significant relationship between internet and study habits among students," and "There will be no significant relationship between mobile usage and study habits among students" were accepted. The hypothesis, "There will be no significant relationship between internet and mobile usage among students," and "There will be no significant relationship between (internet and mobile usage) and study habits among students." was not accepted.

Table 5: t- Ratio of Internet Usage among Students with Good Study Habits and Poor Study Habits are Given As Under-

	Study Habits	t	Significance
Internet usage	Good	1.075	Insignificant at 0.5 level
	Poor		

When mean scores on internet usage were compared for students with good and poor study habits the t value was found to be insignificant at .05 level. Hence the hypothesis, "There will be no significant difference in internet usage among students with good study habits and poor study habits," was accepted.

Table 8: t- Ratio of Mobile Phone Usage among Students with Good Study Habits and Poor Study Habits are Given As Under

	Study Habits	t-value	Significance
Mobile Phone usage	Good	0.83	Insignificant at 0.5 level
	Poor		

When mean scores on mobile usage were compared for students with good and poor study habits the t value was found to be insignificant at .05 level. Hence the hypothesis, "There will be no significant difference in mobile phone usage among students with good study habits and poor study habits," was accepted.

CONCLUSIONS

Following conclusions are drawn on the basis of analysis and interpretation of data:

- There is significant difference in mobile phone usage among boys and girls. Mobile phone usage among boys is greater than that of girls.
- There is significant difference in internet usage among boys and girls. Mean of internet usage among boys is greater than that of mean of girls which shows that boys use internet more than girls.
- Mobile phone usage of government school adolescents is more than that of private school adolescents but there exists insignificant difference among government school and private school adolescents.
- Internet usage among private school students is more than government school students but the t value is less than table value so the difference is insignificant.
- There is no significant relation between internet usage and study habits.
- There is no significant relation between mobile phone and study habits.
- There is significant relation between technology usage (mobile phone and internet) and study habits.
- There is insignificant difference in internet usage of students with good study habits and poor study habits.
- There is insignificant difference in mobile phone usage of students with good study habits and poor study habits.
- Thus data analysis shows that internet usage impacts study habits of private school students and not of government school students. It may be because of access to internet facilities.
- Also, there is no significant influence of mobile phone usage on study habits as seen from the results obtained from the sample.

EDUCATIONAL IMPLICATIONS

There is a lot of concern among elders, particularly significant adults around adolescents, i.e., parents and teachers about the time spent on internet and use of mobile phones. The evolving technologies can be put to educational usage. Students of both private and government schools have good exposure to technology and the novelty of the medium can be harnessed for interactive education that is accessible to students at a click. There is need for in depth study about how technology is used by students to explore new knowledge as significant relationship has been revealed. Gender differences in internet and mobile usage opens the question about their real and virtual time study habits as girls seem to score more in most examinations than boys.

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