



A study on the relationship between Mobile Phone Addiction and Academic Stress among Young Mizo

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Keywords: Mobile phone Addiction, Academic Stress

Abstract

The purpose of this research was to study the relationship between Mobile Phone Addiction and Academic Stress among Higher secondary students with the age group of 16-20 years of age. The sample of the study comprised of 92 students 53 males and 39 females. The students was measured by using Mobile Phone Addiction scale (MPA-S) developed by Dr.A.Velayudhun and Dr.S.Srividya which consists of 37 statements and Academic Stress developed by Dr.Uday K. Sinha and it consists of 30 statements.

INTRODUCTION:

Stress is a negative emotional experience accompanied by predictable bio-chemical, psychological cognitive and behavioural changes that are directed either toward altering the stressful event or accommodating its effect (Baum, 1990) (Shelly. E. Taylor). Stress is perceived in different ways and may mean different thing to different individuals. It is perceived as events as situation that cause individuals to feel tension, pressure, as negative emotions including anxiety and anger. Moreover, other people define stress as the response to existing situations, which includes physiological changes (increased heart rate and muscle tension) emotional and behavioural change (Bernstein, el al 2008). Stress is always regarded as a psychological process that involves individual's personal interpretation and response to any threatening events.

Academic stress is the anxiety and stress that comes from schooling and education. These are often a lot of pressure that comes along with pursuing a degree and one's education. There is studying, homework, test, lab, sanding, and quiz. There is the stress of doing all of the work, balancing the time and finding time for extra-curricular activities. Academic stress is especially hard on school students who are often living away from home for the first time. Teachers expect work to be complete on time. Student may underestimate the amount of time it takes to complete reading and writing assignments, to print out copies of their work.

Academic stress among students have long been researches stressor as too many assignments, competition with other students, failures and poor relationships with other students or lectures (Fairbrothers warm, 2003). Academic stressor include the students perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Carveth et el. 1996)

Modern technologies such as cell phones, satellite and internet create an easy life, too. But, extensive use of these technologies may generate same social and health problems.

The cellphone or cellular phone on its full application, a device that as recently as 1990 was an oddity, has long since reached ubiquity. Market saturation in the usual develop countries of North America and Europe approached or surpassed 100 percent it the turn to century meaning that some countries have more cell phone than people. But this new medium is more than the latest plaything of the prosperous.

Some studies have shown that the increasing diffusion of all phone have come with problem such as network congestion, service inefficiencies, rising cost, and increase laws. Also, a significant relationship was found usage. It is important to recognize all consequences of implementation of this technology that may be even mentally or physically.

REVIEW OF LITERATURE

Academic stress has measured implication for student retention and dropout intention (Elias, Ping and Abdullah, 2011; tints, 1975). Results that indicate the impact of cellphone addiction and academic stress can provide students, teachers and administrator information on how to deal with cellphone in the learning environment.

Academic stress so a student's perception of the pressure they face, time constrains to complete assignments, academic workload, and their academic self-perception (Bedewy& Gabriel 2014). Symptoms of academic stress include anxiety, depression, decrease exercise, change in eating habits and sleep disturbance (Backovic, Zivojinovic, Maksinovic&Maksinovic 2012; Schrant, Perski, Grossi&Sinonsson – Sarneki 2011).

There are several factors that influence academic stress. The quality of the teacher- student relationship plays a role in influencing academic stress with positive relationship leading to a decrease in academic stress (Banks & Smyth, 2014)

The academic stress students experience also affects many different areas psychologically. For example, academic stress affects intrinsic motivation (Liu, 2015)

Several symptoms may indicate that a person has cellphone addiction. Nomophobia or 'fear of no mobile phone' is a feeling of anxiety and fear person experience when he or she does not have his/her cellphone in his/her physical possession (Yildirim&Corria 2015). Lose of sleep also a symptom of cell phone addiction (Sahin, Ozelemir, Unsal and Temiz 2013). This loss of sleep is actually failed more than 5 hours per day (Sahin et al, 2013)

Several studies indicate that introversion, impulsiveness, emotional instability and materialism and self-esteem have a negative influence upon cell phone addiction (Augner and Hacker 2012; Hong, Chiu and Huang 2012; Robert, Pullig and Manolis 2015).

Extroversion appears to have a positive effect on cell phone addiction with increase extroversion leading to decrease in cell phone addiction (Hong et el 2012). However, Augner and Hacker (2012) found that extroversion along with chronic stress, emotional instability being female; depression and age are associated with cell phone addiction. As such, it is difficult to develop a singular portrait of an individual who is addicted to their cell phone.

STATEMENT OF PROBLEM

According to Stanley Hall, Adolescence is a period of Stress and Storm. To investigate is there any gender differences exist in academic stress and mobile phone addiction among Mizo students.

OBJECTIVES

1. To find out the relationship between mobile phone addiction and academic stress
2. To find out if there is any gender differences in mobile phone addiction
3. To find out if there is any gender differences in academic stress.

HYPOTHESIS

1. There is significant relationship between mobile phone addiction and academic stress
2. There is significant difference between male and female mobile phone addiction
3. There is significant difference between male and female in academic stress.

METHODOLOGY

The sample of the present study was taken from Govt. Mizo Higher secondary school, Aizawl. Their age ranges between 16-20 years. For the purpose of the study 92 students, of which 53 males and 39 females, were randomly selected.

TOOLS

1. Mobile Phone Addiction scale (MPA-S) was developed by Dr.A.Velayudhun and Dr.S.Srividya which consists of 37 statements.
2. The Scale for Assessing Academic Stress was developed by Dr.Uday K. Sinha and it consists of 30 statements.

Results and Discussion

Table 1 : Descriptive Statistics.

SEX		MPATT	SAASTT
male	Mean	104.0755	15.0755
	N	53	53
	Std. Deviation	12.14789	5.36674
	Std. Error of Mean	1.66864	.73718
	Kurtosis	.200	-.620
	Std. Error of Kurtosis	.644	.644
	Skewness	.340	.339
	Std. Error of Skewness	.327	.327
female	Mean	98.6667	15.9487
	N	39	39
	Std. Deviation	13.93091	4.18612
	Std. Error of Mean	2.23073	.67032
	Kurtosis	.394	-.265
	Std. Error of Kurtosis	.741	.741
	Skewness	.049	-.168
	Std. Error of Skewness	.378	.378
Total	Mean	101.7826	15.4457
	N	92	92
	Std. Deviation	13.13734	4.89531
	Std. Error of Mean	1.36966	.51037
	Kurtosis	.352	-.533
	Std. Error of Kurtosis	.498	.498
	Skewness	.092	.146
	Std. Error of Skewness	.251	.251

The descriptive statistics on Table-1 shows the mean, SD, Skewness and kurtosis of male and female on behavioural measures of Mobile phone addiction(MPA) and Academic stress (SAAS), where it shows that the mean of male (N=53) on Mobile phone addiction is 104.08 with SD=12.15, Skewness= .34(SE= .33) and kurtosis = .20 (SE=.64) whereas female (N=39) mean score on Mobile phone addiction is 98.67 with SD= 13.93 and Skewness= .05 (SE=.38) and kurtosis = .39(SE=.74). On SAAS scale the male (N=53) mean= 15.08 with SD= 5.37, Skewness= .34 (SE=.33) and kurtosis = -.62 (SE=.64) whereas female (N=39) mean score on SAAS is 15.95 with SD= 4.19 and Skewness= -.17(SE=.39) and kurtosis = .27 (SE=.74). The mean score for total participants (N=92) on Mobile phone addiction scale is 101.78 with SD=13.13 and Skewness= .09(SE= .25), Kurtosis = .35 (SE= .49). The mean score for the total participants (N=92) on SAAS scale is 15.44 with SD= 4.90 and Skewness= .15(SE= .25), Kurtosis = -.53 (SE= .49).

Table-2:Pearson Correlation.

		MPATT	SAASTT
MPATT	Pearson Correlation	1	.100
	Sig. (2-tailed)		.344
	N	92	92
SAASTT	Pearson Correlation	.100	1
	Sig. (2-tailed)	.344	
	N	92	92

The inter scale correlation between the MPA scales and the SAAS scale is highlighted on Table - 2 where Pearson correlation is employed to measure the relationship between the two scales. The result shows correlation of .10 between the scales which is not significant at .05 level, indicating no correlation between the two scale.

Table 3 : T test, Levene Test and the mean differences.

T-Test

Group Statistics					
	SEX	N	Mean	Std. Deviation	Std. Error Mean
MPATT	male	53	104.0755	12.14789	1.66864
	female	39	98.6667	13.93091	2.23073

Independent sample

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MPATT	Equal variances assumed	.553	.459	1.983	90	.050	5.40881	2.72802	-.01088	10.82849
	Equal variances not assumed			1.942	75.214	.056	5.40881	2.78577	-.14048	10.95809

group Statistics					
	SEX	N	Mean	Std. Deviation	Std. Error Mean
SAASTT	male	53	15.0755	5.36674	.73718
	female	39	15.9487	4.18612	.67032

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SAASTT	Equal variances assumed	4.574	.035	.844	90	.401	-.87325	1.03440	-2.92827	1.18178
	Equal variances not assumed			.876	89.661	.383	-.87325	.99637	-2.85281	1.10632

Table – 3 highlighted the t-test between the two independent samples with Levene's test of equality of variance. The independent sample t-test was used to highlight the effects of the independent variables (2 Sex) on dependent measures (MPA and SAAS). The Levene's test on MPA scale shows $F = .55$ with $Sig. = .46$ indicating equal variances assumed and the $t(90) = 1.98$, $p \leq .05$ ($sig. = .05$) is significant at .05 level indicating significant differences between male and female on MPA scales with the mean difference of 5.4. The Levene's test on SAAS scale shows $F = 4.57$ with $Sig. = .04$ indicating equal variances not assumed and the $t(90) = -.87$, $p > .05$ ($sig. = .38$) is not significant at .05 level indicating no significant differences between male and female on SAAS scales with the mean difference of $-.87$. The comparison of the mean of Sex on MAP is highlighted on the chart on Figure-1 where mean of male = 104.08 and female = 98.67.

Conclusions: As the results indicated that there is no relation between MPA and SAAS it can be concluded that there is no association between Mobile phone addiction and academic stress. The results also highlighted no significant difference between males and females on academic stress (SAAS). But it can be concluded from the results of Mobile phone addiction scale that there is a difference in males and females in the amount of mobile phone usage. As indicated by the result males are higher than females in MPA.

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