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A STUDY OF DIGITAL INDULGENCE OF SECONDARY SCHOOL STUDENTS

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Abstract

Digital Indulgence is the ever-increasing reliance on digital devices, such as mobile phones, laptops, desktops, tablets, gaming consoles, e-book readers, for doing miniscule things ranging from education to entertainment, gaming to multimedia, memorizing dates and events to doing simple arithmetic. In this digital era, human being is quite often surrounded by digital devices and their usage has crept in every walk of life. The digital device usage of the students has increased manifold in the post-COVID world, leading towards digital indulgence. The present study aims to study the Digital Indulgence of secondary school students in relation to their gender, type of school, family type and family income. The present study is conducted on a sample of 155 secondary school students from two different schools (one government and one private) of Patna. Survey method has been employed for conducting the study and the data was conducted using Likert five-point scale. Findings of the present study reveals that there is significant difference in the Digital Indulgence of Male and Female secondary school students. The Digital Indulgence of Male secondary school students is significantly higher than their female counterparts. Further, there is significant difference in the Digital Indulgence of secondary school students on the basis of school type, family type and family income. The students studying in private schools and living in nuclear family have significantly higher Digital Indulgence than those studying in government schools and living in Joint family.

Key words: Digital Indulgence, Digital devices, Secondary school students.

INTRODUCTION

The present human generation is also called as the digital generation and human beings are living in the digital era as they are surrounded by digital devices everywhere and are using digital devices for various purpose in every walk of life. It is the era of digital devices, internet and Information and communication technology (ICT). The digital devices, the underlying technology and their application is not only touching but also somewhat shaping the contours of human existence. The digital devices and information technology has changed the way of communication, social interaction and learning of today's students. Nowadays, the digital devices, Information and communication technology and their associated tools has replaced many of the conventional sources of knowledge, entertainment and the learning of students, thereby increasing their digital indulgence.

The digital indulgence of the students is dependent upon and can be measured using the following three factors:

- Awareness and use of Digital Devices: It is the individual's knowledge and awareness of the digital devices and the ways to use them.
- Interest in using the devices: It is the level of involvement and interest that one takes in using the digital devices.
- Resultant attitude: It is the overall effect on attitude that such use of digital devices has on individual's life and wellbeing.

The digital devices have grown from merely being an aid in education to becoming an integral part in student's learning, communication and day to day life. The usage of mobile phones in schools has become increasingly prevalent (Gottschalk, 2019), and that the students with individually owned personal smartphones and digital devices has been in trend (Common Sense Media et al., 2017). With the ever-increasing availability and reliance on digital devices, the digital device usage of students has increased manifold. According to (Common Sense Media, 2015), the students nowadays are increasingly spending their leisure time in using the digital devices. This has become a matter of serious concern among the parents and health workers regarding the overall effect of such use on the overall well-being of the students. According to (Barr et al., 2015), due to the ever-availability of digital devices, individuals forego effortful analytic thinking for fast and easy intuition, i.e., that they may allow their Smartphones to do thinking in place of them. Due to the easily available information on finger's, students have become over-reliant on technology for little things in place of using their original brain functions. This has cognitive consequences as people show lower rates of information recall when they presume that they have uninterrupted access to information (Sparrow et al., 2011). According to (Pera, 2020), social anxiety and depression are related with problematic smartphone usage. Excessive screen time, digital device night use and excessive mobile phone dependency is associated with depressive symptoms, suicidal tendencies and attention deficit hyperactivity disorder (ADHD) (Lissak, 2018). The present research aims to study the Digital Indulgence among secondary school students of IX standard.

SIGNIFICANCE OF STUDY

The Digital Indulgence refers to the excessive usage of digital devices in day-to-day life. In this digital era, the students use digital devices for performing most of their activities ranging from learning to education, gaming to entertainment, post-COVID pandemic and the restrictions imposed as a result of that viz. lockdowns, online-classes and assessments, the digital device usage of students has increased manifold, thereby increasing their digital indulgence. Some of the past studies suggest that the digital device usage has a positive impact on the academic achievement of students as students use the information technology and digital devices for social interaction and collaboration, project planning and to get practical and simulative approach to do things (Salas & Alexander, 2008). However, some of the studies suggest that there is significant negative impact of excessive device usage on the overall wellbeing of students. Hence the present study aims to study the digital indulgence of secondary school students to garner a better understanding on the issue.

STATEMENT OF THE PROBLEM

A Study of Digital Indulgence of Secondary School students of Patna.

OPERATIONAL DEFINITIONS

Digital Indulgence - Digital Indulgence is the individual's continually increasing involvement with digital devices viz. mobile phones, desktop, laptops, gaming console, e-book readers etc., for performing day-to-day activities.

Secondary school students - Students studying in 9th grade have been considered as Secondary school students in the present study.

RESEARCH OBJECTIVES

- i. To find the level of digital indulgence of secondary school students.
- ii. To find the significance of difference in the digital indulgence of secondary school students on the basis of gender.
- iii. To find the significance of difference in the digital indulgence of secondary school students on the basis of type of schools.
- iv. To find the significance of difference in the digital indulgence of secondary school students on the basis of family type.
- v. To find the significance of difference in digital indulgence of secondary school students on the basis of family income.

NULL HYPOTHESIS

- i. There is no significant difference between the digital indulgence of secondary school students on the basis of gender.
- ii. There is no significant difference between the digital indulgence of secondary school students on the basis of type of schools.
- iii. There is no significant difference between the digital indulgence of secondary school students on the basis of family type.
- iv. There is no significant difference between the digital indulgence of secondary school students on the basis of family income.

DELIMITATIONS OF THE STUDY

- i. Secondary school students of Patna district have only been considered for the study.
- ii. The sample has been taken from only 155 secondary school students.
- iii. The study has been limited to male/female gender, government/private school types, nuclear/joint family types and low/medium/high family incomes as background variables only.

METHOD USED

Descriptive survey method has been adopted by the investigator for conducting the present study.

POPULATION FOR THE STUDY

Secondary school students from Patna district have been considered as the population for the present study.

SAMPLE

Sample for the present study was collected from two different schools of Patna. The study was conducted on 155 students out of which 61 belong to government school and 94 belong to private school.

TOOL USED

Digital Indulgence Scale, which is a self-constructed tool consisting of thirty (30) items, has been used for data collection for the present study. Likert five-point scale has been used for data collection with the choices varying from Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation, t-test and ANOVA have been used as statistical tools for data analysis.

RESULTS AND DISCUSSIONS

Table-1 Level of Digital Indulgence of Secondary School Students

SAMPLE	TYPE	N	MEAN	SD	HIGH	MEDIUM	LOW
TOTAL SAMPLE		155	75.735	16.046	38	98	19
GENDER	MALE	95	80.87	17.300	9	56	30
	FEMALE	60	75.45	13.975	8	42	10
FAMILY INCOME	LOW	94	81.48	16.054	25	62	7
	MEDIUM	49	74.04	15.460	10	30	9
	HIGH	12	76.92	17.763	3	6	3
FAMILY TYPE	NUCLEAR	98	81.49	17.672	32	52	14
	JOINT	57	74.11	12.305	6	46	5
SCHOOL TYPE	GOVT	61	84.31	15.097	17	42	2
	PRIVATE	94	75.18	16.058	21	56	17

Table 1 depicts the level of Digital Indulgence of Secondary School students. The above table clearly depicts that the secondary school students having medium level of Digital Indulgence are in majority.

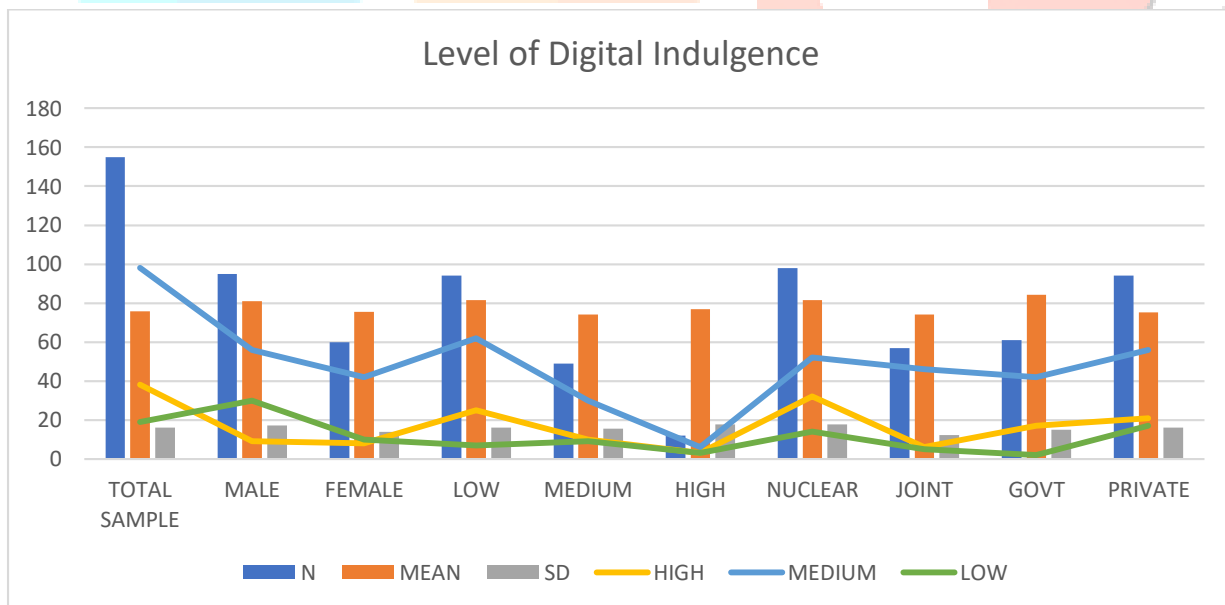


Figure 1: Level of Digital Indulgence of Secondary School Students

Hypothesis 1: There is no significant difference between the digital indulgence of secondary school students on the basis of gender.

Table-Digital Indulgence of secondary school students on the basis of gender

Gender	N	Mean	S.D.	t-ratio	Remarks
Boys	95	80.87	17.300	-2.043	Significant
Girls	60	75.45	13.975		

Significant at 0.05 level of significance.

The above table shows that the calculated t-value is -2.043, which is less than the t-value at 0.05 level of significance i.e., -1.96. Therefore, the t-value is significant at 0.05 level of significance. Accordingly, the null hypothesis is rejected, meaning that there is significant difference between the Digital Indulgence of secondary school students on the basis of gender.

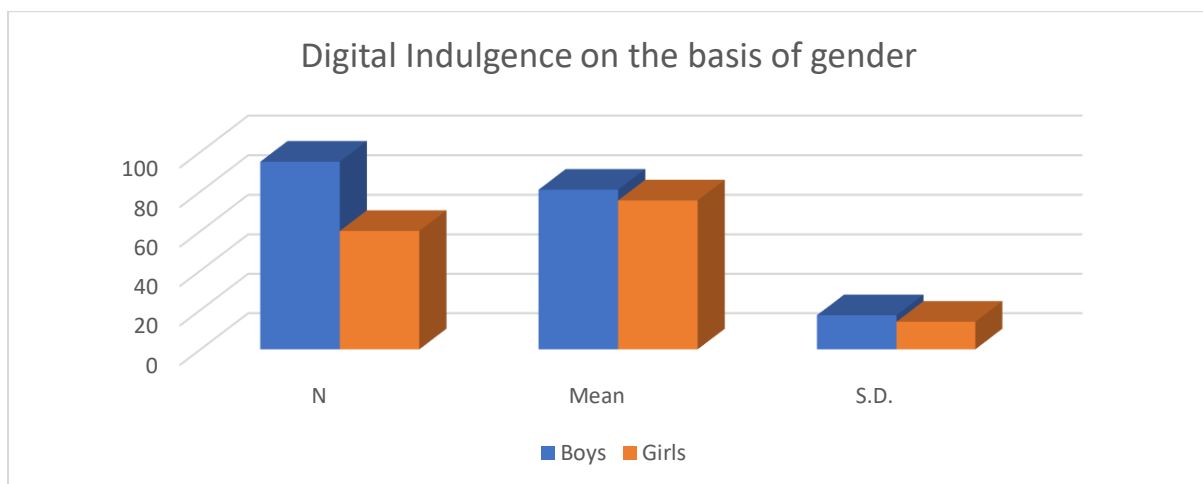


Figure 2: Digital Indulgence of Secondary School Students on the basis of gender

Hypothesis 2: There is no significant difference between the Digital Indulgence of secondary school students on the basis of type of school.

Table 3 Digital Indulgence of secondary school students on the basis of type of school

Type of School	N	Mean	S.D.	t-ratio	Remarks
Government	61	84.31	15.097	3.540	Significant
Private	94	75.18	16.058		

Significant at 0.05 level of significance.

The above table shows that the calculated t-value is 3.540, which is greater than the t-value at 0.05 level of significance i.e., 1.96. Therefore, the t-value is significant at 0.05 level of significance. Accordingly, the null hypothesis is rejected, meaning that there is significant difference between the Digital Indulgence of secondary school students on the basis of type of school.

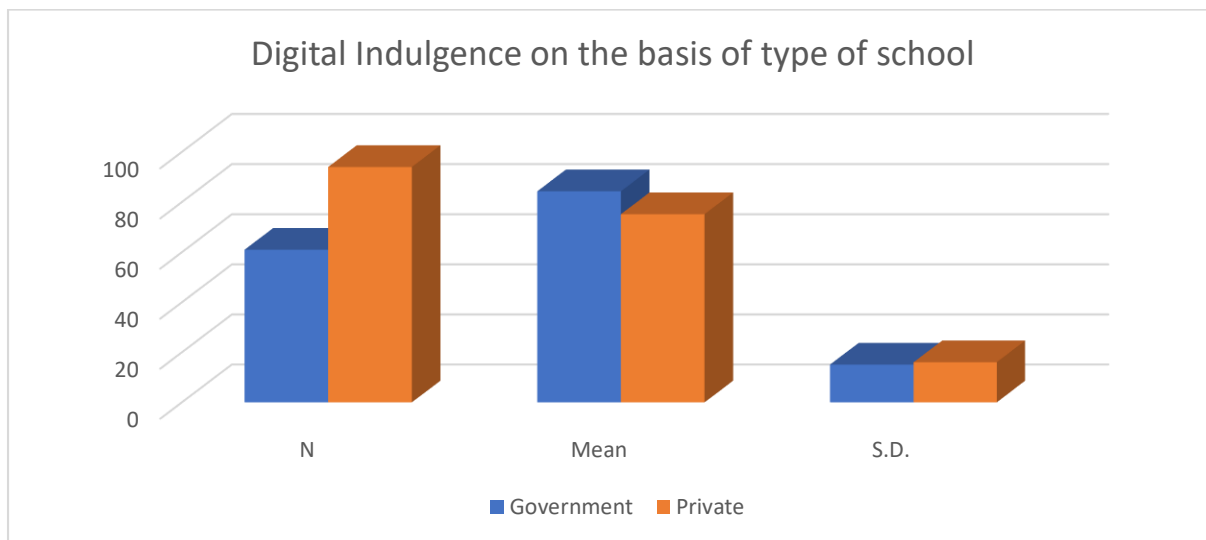


Figure 3: Digital Indulgence of Secondary School Students on the basis of type of school

Hypothesis 3: There is no significant difference between the Digital Indulgence of secondary school students on the basis of family type.

Table 4 Digital Indulgence of secondary school students on the basis of family type

Family Type	N	Mean	S.D.	t-ratio	Remarks
Nuclear	98	81.49	17.672	3.055	Significant
Joint	57	74.11	12.305		

Significant at 0.05 level of significance.

The above table shows that the calculated t-value is 3.055, which is greater than the t-value at 0.05 level of significance i.e., 1.96. Therefore, the t-value is significant at 0.05 level of significance. Accordingly, the null hypothesis is rejected meaning that there is significant difference between the Digital Indulgence of secondary school students on the basis of family type.

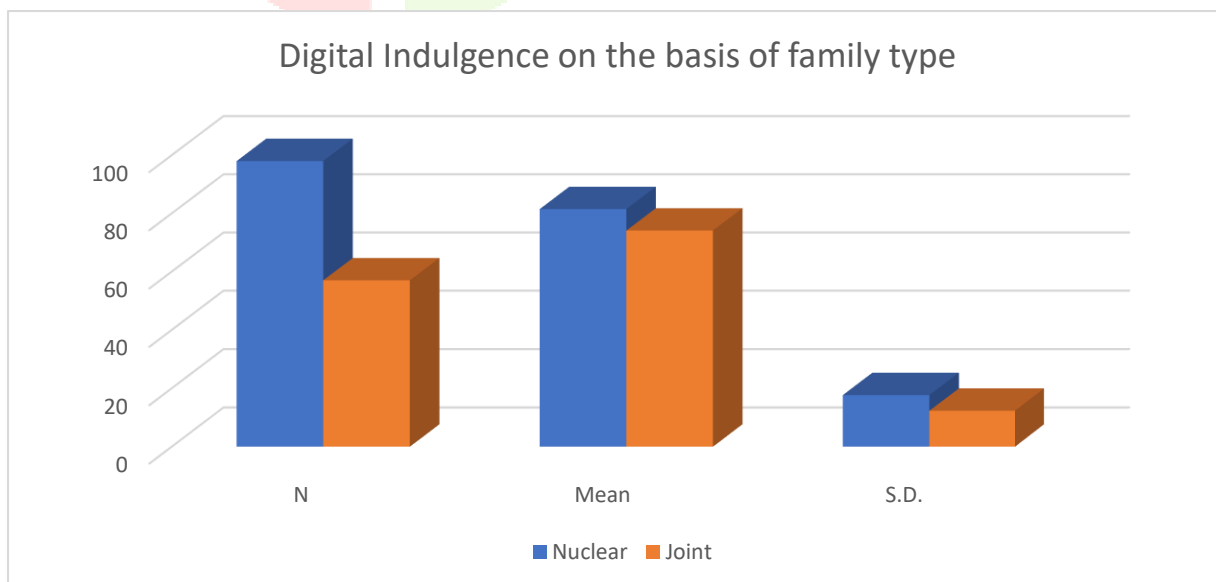


Figure 4: Digital Indulgence of Secondary School Students on the basis of family type

Hypothesis 4: There is no significant difference between the Digital Indulgence of secondary school students on the basis of family income.

Table 5 Digital Indulgence of secondary school students on the basis of family income

Family Income	N	Mean	S.D.	F-ratio	Remarks
Low	94	81.48	16.054	3.568	Significant
Medium	49	74.04	15.460		
High	12	76.92	17.763		

Significant at 0.05 level of significance.

The above table shows that the calculated F-Value for the sample is 3.568, which is greater than the table F-value of 3.04 at $df=2/152$ and $p<0.05$ level of significance. Therefore, the F-value is significant at 0.05 level of significance. Accordingly, the null hypothesis is rejected meaning that there is significant difference between the Digital Indulgence of secondary school students on the basis of family income.

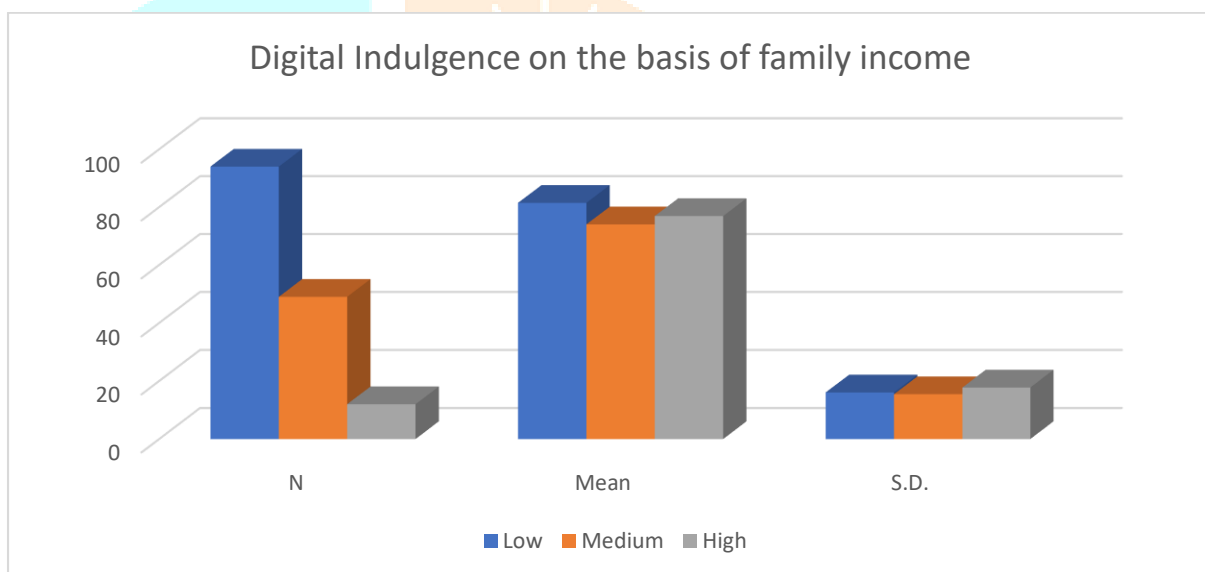


Figure 5: Digital Indulgence of Secondary School Students on the basis of family income

FINDINGS

- i. Secondary school students having medium level of Digital Indulgence are in majority.
- ii. There is significant difference between the Digital Indulgence of Secondary School students on the basis of gender.
- iii. There is significant difference between the Digital Indulgence of Secondary School students on the basis of type of school.
- iv. There is significant difference between the Digital Indulgence of Secondary School students on the basis of family type.
- v. There is significant difference between the Digital Indulgence of Secondary School students on the basis of family income.

CONCLUSION

The present study reveals that majority of the secondary school students have medium level of Digital Indulgence. Further, it shows that Boys and girls differ significantly in their level of Digital Indulgence. Significant difference was also observed between the government school and private school students in their Digital Indulgence. The mean of Digital Indulgence of secondary school students studying in private schools is significantly higher than the secondary school students studying in government schools. Further, significant difference was also observed between the Digital Indulgence of Secondary School students who living in nuclear family and joint family. The mean of Digital Indulgence of secondary school students from nuclear family is significantly higher than the those from nuclear family. Further, it may be concluded that the Digital Indulgence of secondary school students belonging to different income groups i.e., low, medium and high differ significantly. The mean Digital Indulgence of secondary school students belonging to High income family is highest, belonging to medium income family is medium and lowest for the students coming from Low-income family.

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