



ANALYSIS OF MOBILE ADDICTION LEVEL AMONG DEGREE COLLEGE STUDENTS

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Abstract: The purpose of this investigation is to know the mobile addiction level among college students. Giving representation of gender and all types of college management, a sample of 180 college students was randomly selected from Degree colleges in Bangalore city. Self constructed Smart phone addiction scale was used to collect the mobile addiction level among degree college students. The collected data was analyzed utilizing independent 't' test in all cases the level of significance was fixed at 0.05 and 0.01 confidence levels. There was a significant difference in the Mobile Addiction of male and female college students ($t=4.58$; $P=0.000$; $P<0.01$), and also there was no significant differences in the Mobile Addiction of government and private aided; private aided and private unaided; & government and private unaided degree college students. The 't' test concluded that there was a significant difference in the Mobile Addiction of male and female degree college students. The male students had more addiction level when compared with other counter part. The male students to limit their technology use by setting specific goals and creating technology-free zones, such as during study sessions or meals and Promote healthy habits like sleep, and face-to-face social interaction, and encourage them to prioritize these activities over technology use.

Index Terms - Mobile Addiction, Gender, Degree College, Type of College Management

INTRODUCTION

Smart phone has a variety of applications which contains information, communication, education, and entertainment. With the advent of technology, smart phone has become a necessity of life. However, every technological invention has brought both comforts and problems (Al Barashdi and Bouazza and Jabur, 2015). Educational technology plays a critical role in education at the college level by providing students with new and innovative ways to learn and enhance their academic experiences. Some of the most important benefits of educational technology in this context include:

- **Improved access to educational resources:** With the increasing availability of digital educational resources, students can now access a wealth of information and learning materials from anywhere, at any time.
- **Increased engagement and interaction:** Educational technology also provides opportunities for increased engagement and interaction, through virtual classrooms, discussion forums, and other online learning tools.
- **Enhanced assessment and feedback:** Technology-based assessments and feedback systems can provide students with more immediate, targeted, and meaningful feedback, helping to promote greater understanding and improve performance.
- **Personalized learning:** With the use of learning management systems, artificial intelligence, and other technologies, students can receive a more personalized learning experience, tailored to their individual needs and abilities.
- **Preparing students for the future:** Technology is becoming increasingly integrated into the workplace and the job market, so it is essential that students be proficient in its use. By integrating technology into the college curriculum, students are better prepared for the future.

Educational technology has the potential to significantly enhance the quality of education at the college level, by providing students with new and innovative learning opportunities and preparing them for success in the digital age. The role of mobile addiction in academic purpose is complex and can have both positive and negative impacts. On one hand, responsible and moderate use of mobile devices can help students in various ways.

- **Easy access to educational resources:** Mobile devices provide students with easy access to a wealth of information and educational resources, including online textbooks, academic journals, and study materials.
- **Improved communication and collaboration:** Mobile devices can also facilitate communication and collaboration between students and instructors, making it easier for students to ask questions, receive feedback, and work together on projects.
- **Improved organization and time management:** Mobile devices can also help students stay organized and manage their time more effectively, with the use of tools like calendars, reminders, and to-do lists.

However, excessive or addictive use of mobile devices can have the opposite effect, leading to decreased attention span, reduced productivity, and a host of other negative consequences.

- **Distractions:** Excessive use of mobile devices can distract students from their studies, leading to decreased focus and reduced academic performance.
- **Decreased attention span:** Continuous use of mobile devices can also lead to a decrease in attention span, making it more difficult for students to concentrate and retain information.
- **Reduced face-to-face interaction:** Over reliance on mobile devices can also reduce face-to-face social interaction, which is an important component of student life and can positively impact academic success.

Therefore, it is important for students to use mobile devices in a responsible and balanced manner, taking advantage of the benefits while avoiding the potential negative consequences.

Some studies were conducted in India and abroad on Mobile Addiction of college students in relation to few background variables of sex and type of college. Fook; Aziz and Narasuman (2020) Mobile Addiction, attitude and purpose of use among University Students in a public University in Malaysia. The findings revealed that the students, in general, had a moderate level of mobile phone addiction. Their attitude towards smart phones was positive. According to the literature review by Perez et al (2012); the prevalence of Smartphone addiction ranged from 0-38%. Systematic-review by Davey et al (2014); estimated the smart phone addiction magnitude in India ranged from 39% to 44%. It was found that smart phone addiction was more prevalent in younger adolescents when compared with young adults (19 years and older) (Haug et al 2015). There is a gender difference in smart phone addiction, few studies showed that smartphone addiction was more common in males and some studies showed that it is more common in females (Bisen and Deshpande, 2016). The said studies have helped the researcher to arrive at the theoretical paradigm for the present research So it was worthwhile to select the problem to study analytically Mobile Addiction of students at degree college level in city District, Karnataka in relation to few variables of sex and type of college.

NEED OF THE STUDY

Mobile addiction can have a negative impact on education at the college level and academic success. It can lead to distractions, decreased attention span, and reduced productivity, all of which can negatively affect students' ability to learn and perform well in their studies. Moreover, excessive use of mobile devices can also lead to disrupted sleep patterns, physical health issues, and reduced face-to-face social interactions, all of which can further hinder academic success. On the other hand, responsible and moderate use of mobile devices can have some benefits in education, such as easy access to information and resources, enhanced communication and collaboration, and improved organization and time management. However, it is important for students to strike a balance between the benefits and potential downsides of mobile device use in order to maximize their academic success. Educational technology has the potential to significantly enhance the quality of education at the college level, by providing students with new and innovative learning opportunities and preparing them for success in the digital age at higher education. Hence the present study

conducted to know the mobile addiction level among college going students to give suggestions to utilization of mobiles for educational purpose.

STATEMENT AND PURPOSE

The topic identified for the present investigation is on “Analysis of Mobile Addiction Level among College students.” The purpose of this investigation is to examine the Analysis of Mobile Addiction Level among College Students.

OBJECTIVES OF THE STUDY

1. To find out the differences in the Mobile Addiction of male and female degree college students.
2. To examine the differences in the Mobile Addiction of degree college students studying in government, private aided and private unaided colleges.

RESEARCH HYPOTHESES

1. There is no significant difference in the Mobile Addiction of male and female degree college students.
2. There is no significant difference in the Mobile Addiction of degree college students studying in government and private aided colleges.
3. There is no significant difference in the Mobile Addiction of degree college students studying in private aided and private unaided colleges.
4. There is no significant difference in the Mobile Addiction of degree college students studying in government and private unaided institutions.

METHODOLOGY

The purpose of this investigation is to know the mobile addiction level among college students. Giving representation of gender and all types of college management, a sample of 180 college students was randomly selected from Degree colleges in Bangalore city. Self constructed Smart phone addiction scale was used to collect the mobile addiction level among degree college students. The collected data was analyzed utilizing independent ‘t’ test in all cases the level of significance was fixed at 0.05 and 0.01 confidence levels.

DATA ANALYSIS AND INTERPRETATION

Table 1: Shows ‘t’ test results on Mobile Addiction scores of male and female degree college students.

Variable	Groups	N	Mean	Standard Deviation	‘t’ Value	Sig. Level
Gender	Male	90	95.488	12.904	4.58	@ 0.01 Level (**)
	Female	90	86.166	14.337		

**Significant at 0.01 level (Table Value=2.60)

The above table-1 it shows that the obtained ‘t’ value 4.58 is higher than the table value of 2.60 at 0.01 (df=178) level of significance. Hence the null hypothesis is rejected and alternate hypothesis has been accepted that “there is a significant difference in the Mobile Addiction of male and female degree college students.” The table further reveals that the male degree college students (M=95.488) had more addiction in mobile when compared to female students (M=86.166). The same is shown in graphical presentation in Fig.1.

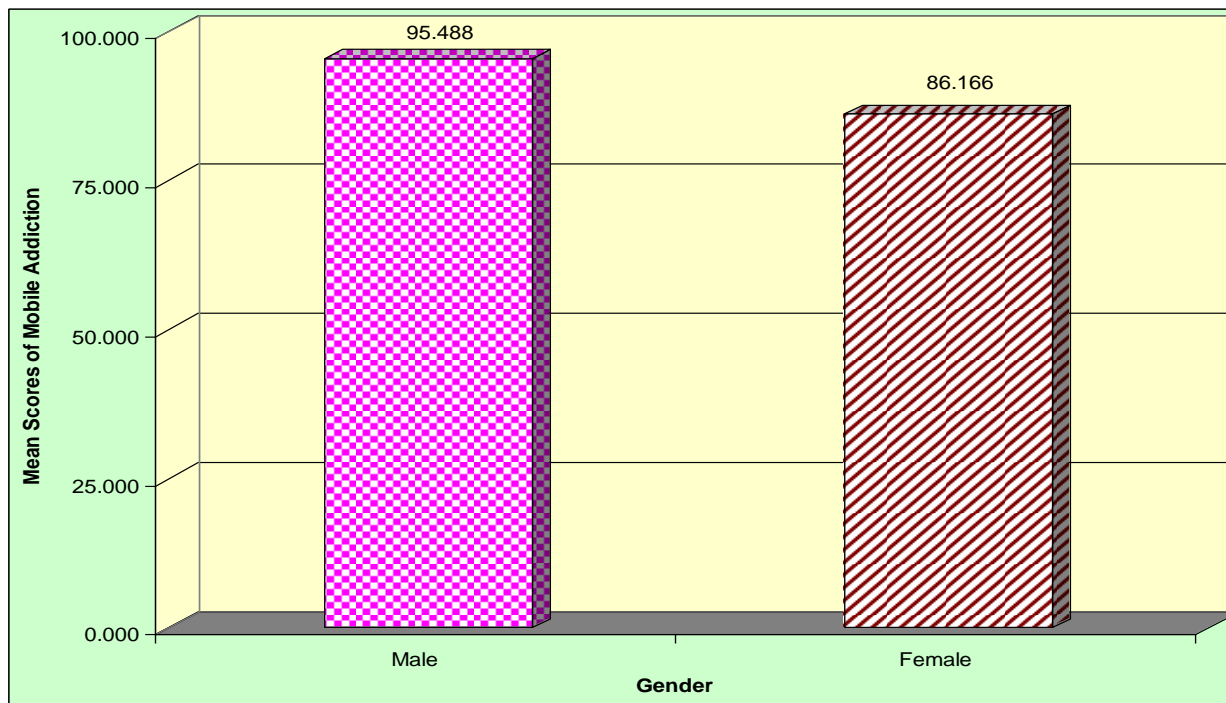


Fig.1: Bar Graph shows Mobile Addiction mean scores of degree college male and female students.

Table 2: Shows 't' test results on Mobile Addiction scores of degree college student studying in in government, private aided and private unaided colleges.

	Groups	N	Mean	Standard Deviation	't' Value	Sig. Level
Type of College	Government	60	90.133	14.743	0.48	NS
	Private Aided	60	91.400	14.400		
	Private Aided	60	91.400	14.400	0.17	NS
	Private Unaided	60	90.950	14.211		
	Government	60	90.133	14.743	0.31	NS
	Private Unaided	60	90.950	14.211		

^{NS}Not significant

The above table 2 shows that the obtained 't' values of 0.48; 0.17; and 0.31 are less than the table value of 1.97 (df=118) at 0.05 level of significance. Hence the null hypothesis is accepted that is, "there are no significant differences in the Mobile Addiction of degree college students studying in government and private aided; private aided and private unaided; & government and private unaided degree colleges." The results confirm that both the students from government, private aided and private unaided degree colleges had a similar type of mobile addiction level. The same is shown in graphical presentation in Fig.2.

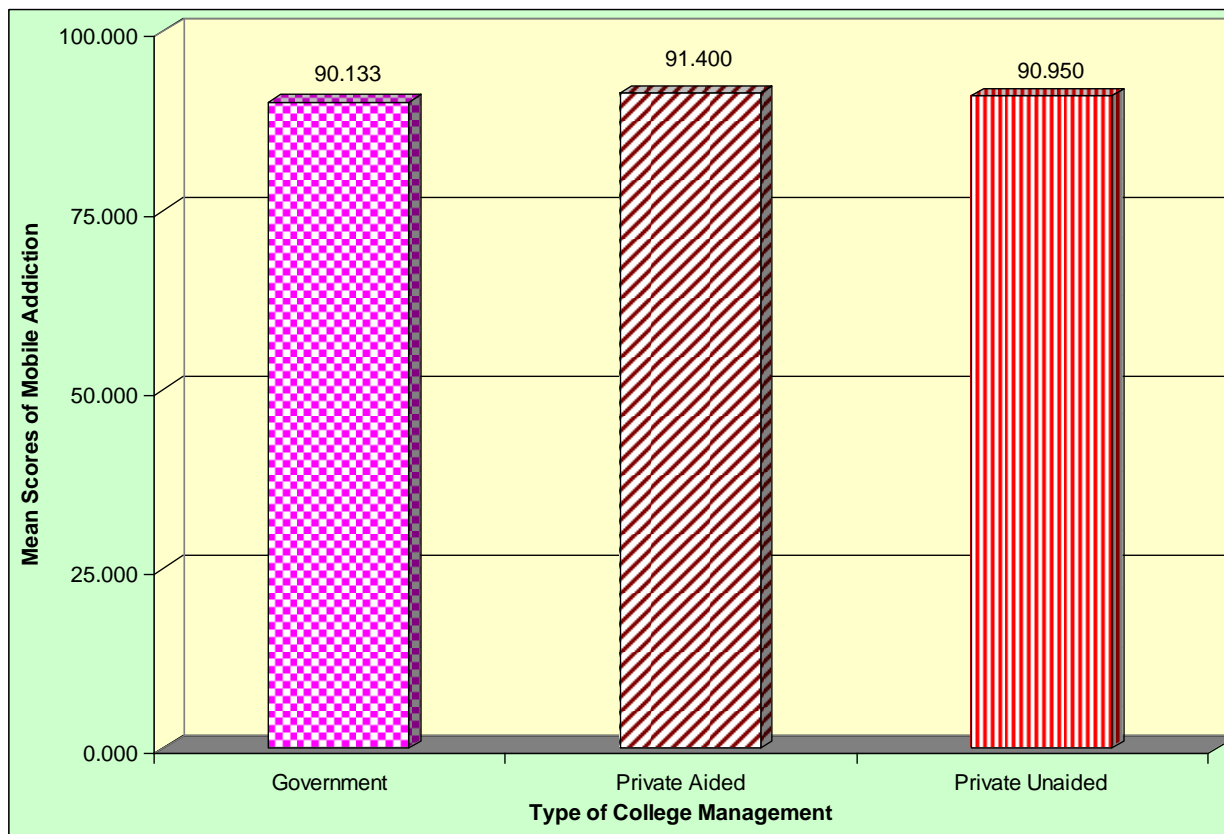


Fig.2

Bar Graph shows Mobile Addiction mean scores of degree college students from Government, Private Aided and Private Unaided colleges.

RESULTS

1. There was a significant difference in the Mobile Addiction of male and female degree college students ($df=178$; $t'=4.58$; $P<0.01$).
2. There was no significant difference in the Mobile Addiction of degree college students studying in government and private aided degree colleges ($df=118$; $t'=0.48$; $P>0.05$).
3. There was no significant difference in the Mobile Addiction of degree college students studying in private aided and private unaided degree colleges ($df=118$; $t'=0.17$; $P>0.05$).
4. There was no significant difference in the Mobile Addiction of degree college students studying in government and private unaided degree colleges ($df=118$; $t'=0.31$; $P>0.05$).

EDUCATIONAL IMPLICATIONS AND CONCLUSION

The 't' test concluded that there was a significant difference in the Mobile Addiction of male and female degree college students. The male students had more addiction level when compared with other counter part. The male students to limit their technology use by setting specific goals and creating technology-free zones, such as during study sessions or meals and Promote healthy habits like sleep, and face-to-face social interaction, and encourage them to prioritize these activities over technology use. The result also confirmed that type of college management does not influenced on controlling mobile addiction of degree college students. College management can play a critical role in controlling mobile addiction among students by implementing policies and programs that promote responsible technology use like free policies in certain areas of campus, classrooms, libraries etc., provide training and education and also encourage and support student initiatives aimed at reducing mobile addiction, such as technology-free events etc.

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