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Effects of mobile phone use on academic performance of college going young adults in India

T Tripura Sundari

Abstract

Mobile phones have become the most popular way to communicate with other individuals. While cell phones have become less of a status symbol and more of a fashion statement, they have created an unspoken social dependency. Adolescents and young adults are more likely to engage in SMS messaging, making phone calls, accessing the internet from their phone or playing a mobile driven game. Once pervaded by boredom, teenagers resort to instant connection, to someone, somewhere. Sensation seeking behavior has also linked adolescents and young adults to have the desire to take risks with relationships, rules and roles. Individuals seek out entertainment and avoid boredom at all times be it appropriate or inappropriate. Cell phones are used for entertainment, information and social connectivity. It has been demonstrated that individuals with low self – esteem use cell phones to form and maintain social relationships. They form an attachment with cell phone which molded their mind that they cannot function without their cell phone on a day-to-day basis. In this context, the study attempts to examine the extent of use of mobile phone and its influence on the academic performance of the students. A face to face survey using structured questionnaire was the method used to elicit the opinions of students between the age group of 18-25 years in three cities covering all the three regions the State of Andhra Pradesh in India. The survey was administered among 1200 young adults through two stage random sampling to select the colleges and respondents from the selected colleges, with 400 from each city. In Hyderabad, 201 males and 199 females participated in the survey. In Visakhapatnam, 192 males and 208 females participated. In Tirupati, 220 males and 180 females completed the survey. Two criteria were taken into consideration while choosing the participants for the survey. The participants are college-going and were mobile phone users. Each of the survey responses was entered and analyzed using SPSS software. The Statistical Package for Social Sciences (SPSS - 16) had been used to work out the distribution of samples in terms of percentages for each specified parameter.

Keywords: Mobile Phones, College Going Students, Academic Performance, Learning Skills.

Introduction

India is young. Nearly half of all Indians are under 30 years of age that is 550 million youth which is equivalent of Western Europe and the USA together. India appears to be in the forefront of the developing market for mobile phone (and data) services to young people. India is the fastest growing mobile subscribed base in the world with 950 million users. 81% of India uses a mobile phone, 10% of India uses a smart phone where as 9% of India use a multimedia phone. Surveys and studies from a number of countries indicate that the use of mobile phones in young people is increasing rapidly and starting at a younger age. Almost half of the mobile internet users are between 18 and 25 years. Studies show varying prevalence of use at different ages in different countries. According to the Wireless World Forum, a research consultancy, the number of young people using mobile voice and data services in the Asia Pacific region will be more than double from 71-million in 2004 to 151-million in 2007. India's mobile youth market will grow 300 percent from 2005 through 2007, from 8.3-million to 27.6-million people. This means India will account for 18.3 percent of this large and growing market. India's young people spent US \$437-million on mobile telephone services in 2004 and US \$856-million in 2005. And by 2007 this expenditure was almost triple to \$ 2.5-billion.

In India every household item is social. The Mobile is the only item which qualifies to become the first personal, protected and private item of possession. It gives a great high to anyone to own such personal and private item. Ease to early adoption is another significant

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merit of mobile phone. The unprecedented growth of affordability and coverage of mobile telephony services and its increasing importance as a means of two way communication are responsible for the rapid expansion of mobile telephony all over the world.

Studies have proven that rampant use of social networking, texting and chatting on mobile phones result in lower grades and poor academic performance of students. While people of various ages find mobile phones convenient and useful, younger generations tend to appreciate them more and be more dependent on them. The researches have proven that some students have the habit of keeping their mobile phones on during classes and studies, even in the library, thereby distracting others. In this context the study focused on finding the influence of mobile phone use on academic performance of students.

Literature Review

Aoki and Downes (2004)^[3] focused on the behavioral and psychological aspects of cell phone usage among college students. They tried to find the reasons behind why a technology is adopted in a particular way. They identified several attitudinal factors based on the exploratory study including, necessity in modern times, cost efficiency when compared to landline phone, safety or security, and dependency. The study also endeavored to look at the motivational and behavioral characteristics of mobile phone usage. The authors tried to combine their results and the result of previous research to find the trends in usage by the youth, "why college students in the US use the cell phone, what they think of the technology, and how they use it". The motivational themes identified by the study include personal safety, financial incentive, information access, social interaction, parental contacts, time management/coordination, dependency, image, and privacy management. The results of the focus group interviews indicated five distinct user groups in terms of their attitudes toward their cell phone usage and in terms of the levels of integrating cell phones into their lives. Aoki and Downes (2002)^[3] enumerate the groups as the cost-conscious group, safety/security conscious, dependent, sophisticated, and practical users. The cost-conscious users believe that a mobile phone helps them save money. The safety/security conscious users are cognizant of their own security and having a cell phone gives them a feeling of security. The dependent user is a person who is reliant on his/her phone and feels disconnected to the world without one. The sophisticated users have had their phones for the longest time and feel it is absolutely a necessity for functioning in the world. The practical user believes a mobile phone gives cost saving, safety benefits, and time efficiency. This study serves as a valuable guideline on how questionnaires focusing on mobile phone use may be designed by using focus interviews.

The global nature of mobile technologies makes the cross-cultural study of the behavioral characteristics of mobile phone usage a topic of current interest. Venkatesh (1995)^[15] noted that consumer behaviors are primarily socio-cultural phenomena that must, therefore, be discussed in socio-cultural terms. He emphasized cross-cultural studies should include at least two different cultures as part of the same field study, although it is possible to conduct a comparative study using a single cultural setting and make comparisons with other cultures using textual information rather than field

data. He also explained that cross-cultural studies may incorporate cross-national comparisons which studies variables that are objective measures that need no cross-cultural translation. Studies in the realm of mobile phone technologies are only recently starting to appear. Issac, Nickerson, and Tarasewich (2004)^[13] studied cell phone usage in social settings in two developed countries – United States and France. Their research focused on the cell phones used in social settings, the perception of the acceptable use of mobile phones in social settings. They studied whether the use and attitudes related to the use of cell phones vary by country. Their survey indicated significant differences between users in United States and France when it came to using phones in public streets or while driving an automobile. French users had a significantly negative view of using mobile phones while driving, this may be attributed to the fact that it is illegal in France to drive and talk on a phone simultaneously. Variances were also observed in the use of and attitudes toward the use of mobile phones for both voice calls and text messaging. French users were more likely to use text messaging in all the scenarios studied except while driving. The researchers explained that, some of the differences may be attributed to cultural and legal differences between these countries, other factors such as age or the length of time that someone has used a cell phone may be important.

Carlson, Kahn, and Rowe (1999)^[4] studied the organizational behavior aspect by observing the impact of mobile phones on decision making in sales forces within organizations in United States and France. They compared the differences in sales force behavior. Correlations were conducted to determine whether the country, length of time the technology has been used, or their interactions were the major effect. Their study showed that new technology adoption was responsible for a shortening of decision making time in both countries. On the other hand, differences in standardization, formalization and decision making time were identified. The results of the study indicated that cultural differences between countries accounted for most of the differences. Hofvenschild (2003)^[12] studied the effect of cultural background and occupational status on the way people interact and perceive technology. She surveyed university students and young professionals from Germany and the United Kingdom to study the attitude to and use of cell phones. Differences in attitudes were measurable when emotional and motivational aspects of mobile phone use were explored.

Castells, Mireia, Qiu, and Sey (2004)^[5] produced a detailed compilation of existing research evidence of the social aspects of wireless communication technologies including mobile phones. They indicated cultural differences in communication style preferences had an impact on the adoption rates of wireless technologies. The researchers intended to elicit general patterns for the social differentiation of wireless diffusion in different societies of Europe, America, and the Asia Pacific regions. They cite numerous studies indicating that text messaging is more prevalent among the youth across countries. Other findings include the high incidence of phone-borrowing in parts of Europe; impact on trip planning in travelers and mobile workers; popularity of mobile Internet in Japan; mobile phone as extension of personal identity in Japan; and usage of phones for communication and as status symbols by migrant workers in China. Castells, Mireia, Qiu, and Sey

(2004) [5] extensively looked into the rise of the mobile youth in a cross-cultural perspective. Their stated hypothesis was that “there is a youth culture that finds in mobile communication an adequate form of expression and reinforcement.” They indicate that much of the research into this youth culture has focused on Europe. The researchers cite evidence for the emergence of collective identity resulting from peer-grouping based on networked sociability. They examine evidence in the United States where owning a mobile phone for a teenager has become a rite of passage. This compilation brings up a wide variety of unique culture attributes for each of the countries or regions studied. However, there is little by the way of direct cross-cultural comparison for specific demographic segments. The literature review shows that the usage of mobile phone technology has a significant societal influence. The ubiquitous and always-connected nature of the technology is shaping attitudinal changes regarding public and private space of mobile phone users. The importance of this area and the study of the behavioral characteristics involved are being just realized. However relatively few studies are available which look at this issue from a cross-cultural perspective, especially the youth segment of the mobile phone user market.

Theoretical Perspective

Erikson (1968) [11], in his psychosocial theory, describes post adolescence as a period of searching for identity. Young adults struggle with identifying who they are, to what group they belong and who they want to be. Elkind (1967) [10], in his theory on adolescent egocentrism, pointed out heightened self-consciousness during adolescence. Young adults also become extremely self-conscious and pay significant attention to what peers think of them. Both Erikson and Elkind highlighted increased peer influence on youth. An empirical study also confirmed that youth are particularly susceptible to trends, fashions and styles, which make them more willing to adopt new technological devices and certain behavioral characteristics (Ling, 2001) [4]. Both theoretical perspectives and previous empirical studies suggest that the recent rapid increase in cell phones has

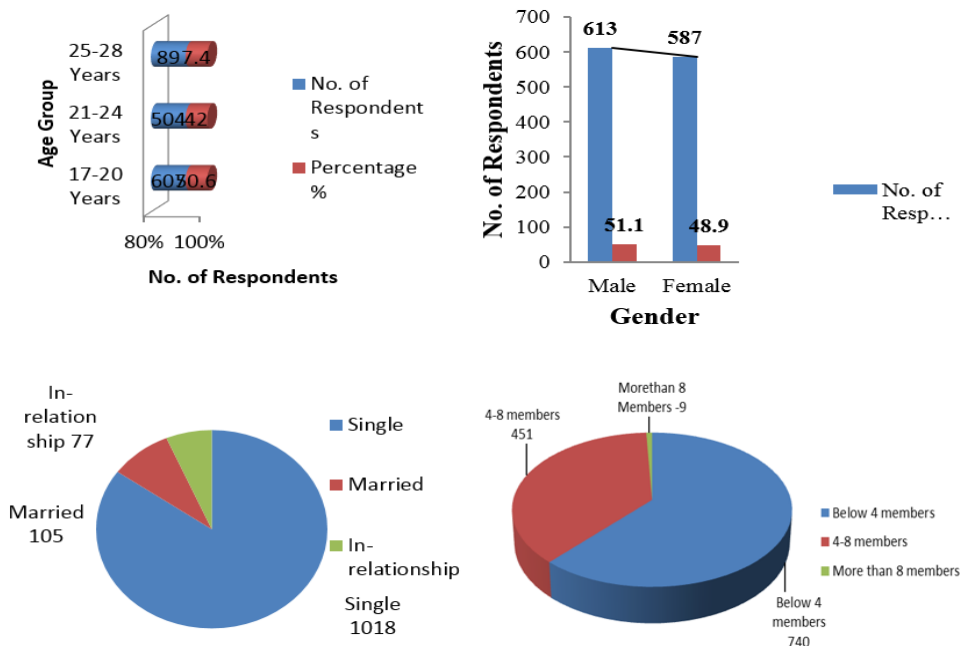
influenced multiple aspects of our daily lives, particularly those of young adults. The aim of the current study, therefore, is to examine how important it is for college students to use and their usage pattern of cell phone in class rooms, the impact of mobile phone on learning and the effects of mobile phone on the academic skills acquired age wise and education wise, income wise and by living status. Gender differences were also examined to provide additional evidence that clarifies current controversial findings.

Method of Study

A face to face survey was conducted in three cities i.e., Hyderabad, Visakhapatnam and Tirupati in the State of Andhra Pradesh with young adults in the age group of 18-25 years. The survey was administered among 1200 young adults with 400 from each city. In Hyderabad, 201 males and 199 females participated in the survey. In Visakhapatnam, 192 males and 208 females participated. In Tirupati, 220 males and 180 females completed the survey. The two-stage random sampling technique has been used to select the colleges and the respondents from the selected colleges. Out of these colleges in all the three cities, 6 colleges each are selected randomly at the first stage of sample selection. The composition of colleges included professional colleges such as Medical, Engineering and Degree colleges. The colleges drawn are heterogeneous in nature in terms of infrastructure, teaching, student strength and other amenities. The second stage sampling involved the selection of students from these 18 colleges. A total sample of 1200 students is randomly selected from these colleges limiting to 400 students from each of these cities. Care has been taken to give equal representation to both male and female respondents.

Participant Profile

Out of the total sample of 1200, male students constituted 613 in number whereas female students included 587 and majority (50.6%) are between the ages of 17-20 years possessing Bachelor Degrees, 8.8% are married, 6.4% are in relationship and majority are single belonging to families below 4 members and live with parents.



Data Analysis and Interpretation

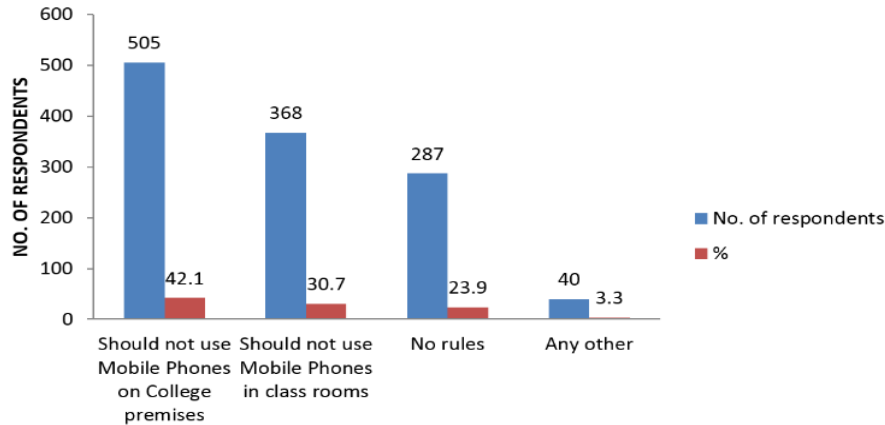
Mobile phones in class rooms

Weight	0	4	3	2	1	Weighted sum	Priority
Rank	Not taking to college	1	2	3	4		
Sending SMS in class	115	613	319	76	77	2729	1
Reading SMS in class	115	428	461	135	61	2570	2
Answering a voice call in class	115	263	92	563	167	1968	3
Making a voice call in class	115	213	101	147	624	1556	4

In response to the question asking the purpose for using cell phone in class room, the respondents revealed that they send SMS in classrooms in the top order of priority and read SMS

received. They tend to also answer voice calls and make voice calls as well from the class room.

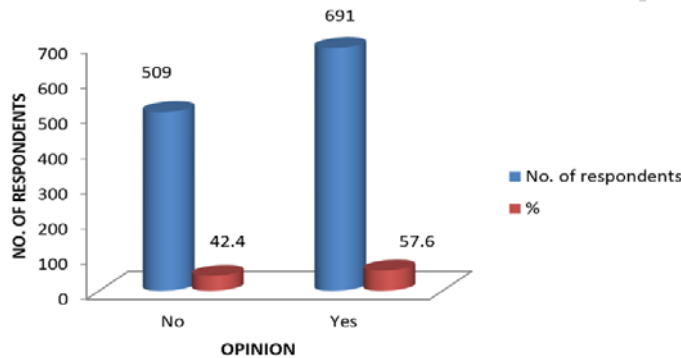
Rules on Mobile use in College



RULES ON MOBILE USAGE IN COLLEGE

Majority (42.1%) of respondents told that they should not use mobile phones on college premises. 30.7% of respondents said that they should not use mobiles in class

rooms. But 23.9% of respondents said that there are no rules in their colleges.



Opinion to have rules for mobile phone use in colleges

A clear majority (57.6%) of respondents opined that they

should have rules for mobile phone usage in colleges and 42.4% negated the opinion.

Impact of mobile phone use on learning

Variable	Never	Seldom	sometimes	Often	Always	Total
How often does the use of Mobile Phone in class interfere your learning?	88	219	505	275	113	1200
	7.3	18.2	42.1	22.9	9.4	100.0
How often does the use of Mobile Phone in class assist your learning?	148	291	437	241	83	1200
	12.3	24.2	36.4	20.1	6.9	100.0
How often do the calls/messages received just before class impact on your ability to concentrate?	195	246	379	245	135	1200
	16.2	20.6	31.6	20.4	11.2	100.0
How often does the use of Mobile Phone during your study time distract you?	167	265	407	269	92	1200
	13.9	22.1	33.9	22.4	7.7	100.0
How often does the use of Mobile Phone during your study time assist you in learning?	164	196	449	288	103	1200
	13.7	16.3	37.4	24.0	8.6	100.0

The impact of mobile phone on student learning is examined in a 5 point Likert scale. Majority (42.1%) of respondents revealed that the frequent use of mobile phone sometimes interferes their learning whereas 36.4% are of the agreement that it also assists them in learning sometimes. 31.6% of the respondents are of the opinion that the calls/messages

received just before class impact on their ability to concentrate sometimes and 11.2% said it happens to them always. 33.9% said that the use of mobile during their study time distract them sometimes and 37.4% said it also assists them in learning. The results give a balanced opinion for or against the use of mobile phone on learning and their study.

Positive Effects of mobile phone on learning achievements

Variables	Can't say	Strongly disagree	Disagree	Agree	Strongly agree	Total
I can easily contact the teachers for study purposes	72	64	185	644	235	1200
	6.0	5.3	15.4	53.7	19.6	100.0
I can easily contact classmates to get help in studies	139	76	230	568	187	1200
	11.6	6.3	19.2	47.3	15.6	100.0
My academic performance has been increased due to mobile technology	133	80	374	472	141	1200
	11.1	6.7	31.1	39.3	11.8	100.0
The Mobile Phone has helped to improve the level of the quality of education	96	131	397	459	117	1200
	8.0	10.9	33.1	38.2	9.8	100.0
The teacher uses mobile phone in the class room	97	131	344	499	129	1200
	8.1	10.9	28.7	41.6	10.8	100.0
Students use dictionary/thesaurus/calculator of mobile phone in classes	67	109	224	555	245	1200
	5.6	9.1	18.7	46.2	20.4	100.0

Mobile phone is also helpful for the students for exchanging of useful information with their classmates about their studies. Students use this fascinating magic device also in a very better way. Some of the studies proved that this technology has increased the academic performance. In this context the study tried to find out the positive effects on learning achievements of youth. A majority (53.7%) agreed that they can easily contact the teachers for study purposes. 19.6% strongly agreed that they contact the teachers for this

purpose. 47.3% of respondents agreed that they can easily contact their classmates for help in studies. 39.3% agreed that their academic performance has been increased due to mobile technology whereas 31.1% disagreed. 38.2% agreed that mobile phone has helped to increase the level of quality of education whereas 33.1% disagreed. 41.6% agreed that teachers use mobiles in class rooms. Majority (46.2%) use it as dictionary/thesaurus/calculator in class rooms and 20.4% strongly agreed.

Negative Effects of mobile phone on learning achievements

Variables	Can't say	Strongly disagree	Disagree	Agree	Strongly agree	Total
I keep my mobile phone on and the ring tone disturbs the class	39	116	319	431	296	1200
	3.2	9.7	26.6	35.9	24.7	100.0
I purchased the mobile phone without the permission of the parents	40	233	531	325	71	1200
	3.3	19.4	44.2	27.1	5.9	100.0
I send missed calls to class fellows to disturb the classes	24	343	512	228	93	1200
	2.0	28.6	42.7	19.0	7.8	100.0
I waste my time sending/writing SMS during class work	49	249	588	245	69	1200
	4.1	20.8	49.0	20.3	5.8	100.0
The Mobile Phone has put negative impact on students moral values	89	180	468	351	112	1200
	7.4	15.0	39.0	29.2	9.3	100.0
The mobile phone is a waste of time for students	123	189	397	378	113	1200
	10.2	15.8	33.1	31.4	9.4	100.0
The students use mobile phone in examination hall as a source of unfair means	79	329	360	331	101	1200
	6.6	27.4	30.0	27.6	8.4	100.0
Students tease the fellow mates by sending missed calls through unknown members	75	312	420	293	100	1200
	6.2	26.0	35.0	24.4	8.3	100.0
Mobile phone is responsible for my low academic performance	92	347	390	243	128	1200
	7.7	28.9	32.6	20.2	10.7	100.0

A majority (35.9%) is of the agreement that they keep their mobile phones on and the ring tone disturbs the class and 24.7% are also of strong agreement. 44.2% disagreed to the statement that they purchased their mobile phone without the permission of their parents, but 27.1% agreed and 5.9% strongly agreed. 42.7% disagreed that they send missed calls to class fellows to disturb classes, but 19% agreed. 49% disagreed that they waste their time sending/writing SMS during class work, but 20.3% agreed. 39% disagreed that mobile phone has put negative impact on students' moral values, but 29.2% agreed. 33.1% disagreed that mobile

phone is a waste of time for students, but considerably 31.4% agreed. 30% disagreed to use mobile phone in examination hall as a source of unfair means, 27.6% agreed, 8.4% strongly agreed. 35% disagreed to the statement that students tease fellow mates by sending missed calls through unknown members, but 20.2% agreed. Given the pervasiveness of cell phones and the acceptability of their use almost anywhere these days, it's difficult to imagine successfully enforcing almost any policy in the classroom and still having time left to teach.

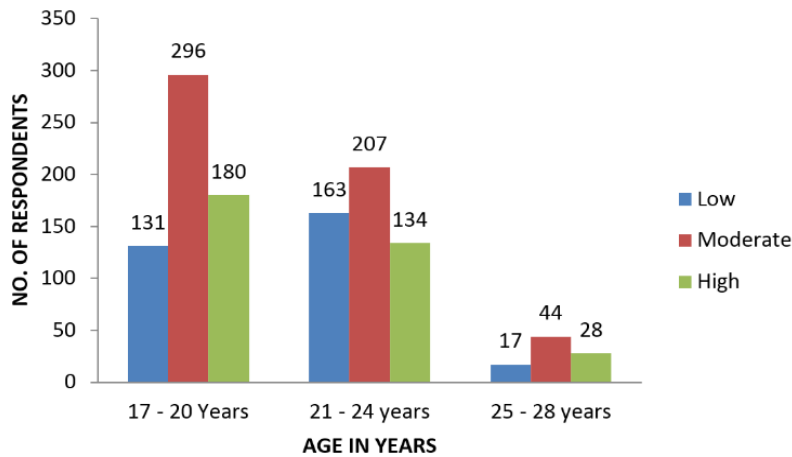
Influence of Gender on learning skills by mobile use

Chi square value	p-value	Learning skills by Mobile use			Total
		Low	Moderate	High	
39.57**	0.000				
Gender	Male	132	251	230	613
		21.5%	40.9%	37.6%	100.0%
	Female	180	296	111	587
		30.7%	50.5%	18.9%	100.0%
Total		312	547	341	1200
		26.0%	45.6%	28.4%	100.0%

It is evident from the above table that *there is a significant relationship between gender and the learning skills by using mobile phone*. It is highly evident among males (37.6%) and is low among females (30.7%).

Influence of Age on learning skills by mobile use

Chi square value	p-value	Learning skills by Mobile use			Total
		Low	Moderate	High	
14.75**	0.005				
Age of the respondent	17 - 20 Years	131	296	180	607
		21.5%	48.8%	29.7%	100.0%
	21 - 24 years	163	207	134	504
		32.5%	41.0%	26.5%	100.0%
	25 - 28 years	17	44	28	89
		19.4%	49.3%	31.3%	100.0%
Total		311	547	342	1200
		26.0%	45.6%	28.4%	100.0%



The data in the above table indicates that *there is a significant relationship between age group of respondents on learning skills by mobile use*. This tendency is highly (31.3%) and moderately observable (49.3%) among respondents of 25-28 years of age group and is low among those of 21-25 years (32.5%).

Influence of Education on learning skills by mobile use

Chi square value	p-value	Learning skills by Mobile use			Total
		Low	Moderate	High	
60.91**	0.000				
Education	SSC/HSC	16	18	20	54
		29.3%	34.1%	36.6%	100.0%
	Intermediate	31	104	24	159
		19.3%	65.5%	15.1%	100.0%
	Bachelor Degree	145	230	140	515
		28.2%	44.6%	27.2%	100.0%
	Master Degree	74	79	39	192
		38.9%	41.0%	20.1%	100.0%
	Professional degrees	33	71	72	176
		18.9%	40.2%	40.9%	100.0%
	Others	12	45	47	104
		11.5%	43.6%	44.9%	100.0%
Total		311	547	342	1200
		26.0%	45.6%	28.4%	100.0%

There is a significant relationship between education and learning skills of respondents through mobile use. It is highly observable among those who have professional (40.9%) and low among those who have SSC/HSC degrees.

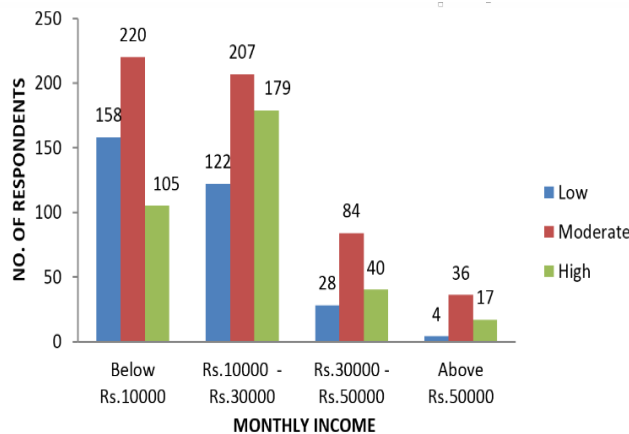
Influence of Size of family on learning skills by mobile use

Chi square value	p-value	Learning skills by Mobile use			Total
		Low	Moderate	High	
7.41**	0.025				
Size of the family	Below 4 members	203	351	186	740
		27.4%	47.4%	25.2%	100.0%
	4 - 8 members	109	196	155	460
		23.8%	42.6%	33.6%	100.0%
Total		312	547	341	1200
		26.0%	45.6%	28.4%	100.0%

There is a significant influence of family size on the learning skills of respondents. It is high (33.6%) among those who belong to families of 4 to 8 members and less among those (27.4%) who belong to families below 4 members.

Influence of Monthly income on learning skills by mobile use

Chi square value	p-value	Learning skills by Mobile use			Total
		Low	Moderate	High	
34.08**	0.000				
Monthly income	Below Rs.10000	158	220	105	483
		32.6%	45.6%	21.8%	100.0%
	Rs.10000 - Rs.30000	122	207	179	508
		24.1%	40.7%	35.2%	100.0%
Rs.30000 - Rs.50000	28	84	40	152	
	18.4%	55.3%	26.3%	100.0%	
Above Rs.50000	4	36	17	57	
	7.0%	62.8%	30.2%	100.0%	
Total		312	547	341	1200
		26.0%	45.6%	28.4%	100.0%



The above table indicates that there is a significant relationship between monthly income and the learning skills by the use of mobile phone. Mobile is of more help for learning process to those respondents (35.2%) who have monthly income between Rs.10000-30000. It is of less help for those (32.6%) who have income below Rs.10000.

Influence of Living status on learning skills by mobile use

Chi square value	p-value	Learning skills by Mobile use			Total
		Low	Moderate	High	
18.24**	0.006				
Living status	With Parents	185	325	157	667
		27.6%	48.8%	23.6%	100.0%
	In Hostels	80	120	109	309
		25.9%	38.8%	35.3%	100.0%
	With friends	25	72	52	149
17.0%		48.2%	34.8%	100.0%	
Alone	23	29	23	75	
	30.4%	39.3%	30.4%	100.0%	
Total		313	546	341	1200
		26.0%	45.6%	28.4%	100.0%

There is a significant association between living status of respondents and the learning skills acquired by the use of mobile phone. It is high among those respondents (35.3%) who live in hostels and with friends (34.8%) than those who stay alone (30.4%).

Conclusions

Many research studies all over the world reported that rampant use of social networking, texting and chatting on mobile phones result in lower grades and poor academic performance of students. In this context, the study focused on finding the influence of mobile phone use on learning skills acquired by students. There is a significant relationship between gender and the learning skills acquired by using mobile phone. It is highly evident among males (37.6%) and is low among females (30.7%). There is a significant relationship between age group of respondents on learning skills by mobile use. This tendency is highly (31.3%) and moderately observable (49.3%) among respondents of 25-28 years of age group and is low among those of 21-25 years (32.5%). There is a significant relationship between education and learning skills of respondents through mobile use. It is highly observable among those who have professional (40.9%) and low among those who have SSC/HSC degrees. There is a significant influence of family size on the learning skills of respondents. It is high (33.6%) among those who belong to families of 4 to 8 members and less among those (27.4%) who belong to families below 4 members. There is a significant relationship between monthly income and the learning skills by the use of mobile phone. Mobile is of more help for learning process to those respondents (35.2%) who have monthly income between Rs.10000-30000. There is a significant association between living status of respondents and the learning skills acquired by the use of mobile phone. It is high among those respondents (35.3%) who live in hostels and with friends (34.8%) than those who stay alone (30.4%).

In response to the question asking the purpose for using cell phone in class room, the respondents revealed that they send SMS in classrooms in the top order of priority and read SMS received. They tend to also answer a voice call and make a voice call as well from the class room. Majority (42.1%) of respondents told that they should not use mobile phones on college premises. 30.7% of respondents said that they should not use mobiles in class rooms. But 23.9% of respondents said that there are no rules in their colleges. A clear majority (57.6%) of respondents opined that they should have rules for mobile phone usage in colleges and 42.4% negated the opinion. Majority (42.1%) of respondents revealed that the frequent use of mobile phone sometimes interferes their

learning whereas 36.4% are of the agreement that it also assists them in learning sometimes. The results give a balanced opinion for or against the use of mobile phone on learning and their study.

Mobile phone is also helpful for the students for exchanging of useful information with their classmates about their studies. Students use this fascinating magic device also in a very better way. A majority (53.7%) agreed that they can easily contact the teachers for study purposes. 47.3% of respondents agreed that they can easily contact their classmates for help in studies. 39.3% agreed that their academic performance has been increased due to mobile technology. 38.2% agreed that mobile phone has helped to increase the level of quality of education. A majority (35.9%) is of the agreement that they keep their mobile phones on and the ring tone disturbs the class and 24.7% are also of strong agreement. 44.2% disagreed to the statement that they purchased their mobile phone without the permission of their parents, but 27.1% agreed and 5.9% strongly agreed. 33.1% disagreed that mobile phone is a waste of time for students, but considerably 31.4% agreed. 30% disagreed to use mobile phone in examination hall as a source of unfair means, 27.6% agreed, 8.4% strongly agreed. 35% disagreed to the statement that students tease fellow mates by sending missed calls through unknown members, but 20.2% agreed.

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