



CHAPTER- II
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2.0 OVERVIEW

The review of the literature provides theories, ideas, and explanation regarding the problem, which may be useful in situating the study. 'The term review means to organise the knowledge of the specific area of research to evolve an edifice of knowledge in order to show that the study would be an addition to this field. In research methodology, the term literature refers to the knowledge of a particular area of investigation of any discipline, which includes theoretical and practical studies. In this chapter, the research tries to put forth the available research literature in brief.

Campbell (2005) studied the impact of the mobile phone on young people social life (such as, peer relationships, family relationships and on the institution of the school). Young people use mobile phones positively to organize and maintain social networks with others. Certain negative impacts of mobile phone are also seen on young people peer relationships, such as, ostracism and cyber bullying. Likewise, the usage of mobile phone has led to change the dynamics in a family. The issues of safety and surveillance from the perspectives of parents lead to negotiate the changing freedoms for young people. Although the functional coordination can be beneficial for a family, but some other problems can arise, which include financial difficulties, non-custodial parent access, and over reliance on the mobile phone for safety issues and disturb young peoples lives. Disruptions to lessons, incidences of cheating and bullying etc. are the negative impacts of mobile phone using in school while texting parents of truants seems to be positive.

Leung (2007) conducted a study with the objectives (1) to identify addiction symptoms that are uniquely associated with mobile phone use among adolescents in Hong Kong; (2) to examine how demographics and psychological attributes (such as leisure boredom, sensation seeking, and self-esteem) of individuals are related to the addiction symptoms; and (3) to explore how these attributes, mobile phone addiction symptoms, and social capital can predict improper use of the mobile phone. This study was conducted in Hong Kong in China, among 402 teenagers and young adult whose ages ranged from 14-20. Four addiction symptoms were identified by

exploratory factor analysis method. These were: losing control and receiving complaints,' 'anxiety and craving,' 'withdrawal/escape,' and 'productivity loss' This study found that those who scored higher on leisure boredom and sensation seeking, their likelihood to addiction were also higher. Conversely, participants with higher score on self-esteem showed less of such tendency. Again, respondents scored low on self-esteem but high on sensation seeking, showed the most improper use of the mobile phone.

End, Worthman, Mathews, and Wetterau(2010) conducted a study among 71 under-graduate college students to investigate the impact of cell phone rings on academic performance. This study was on "psychology of note taking" during which they took notes on video content and later completed a multiple-choice test on the material. The study was conducted between two groups. One group was in ringing condition where a video which was playing was disrupted through the ringing of cell phone which other group was in control condition where no such activities were done. The video was playing without any disruption. It was hypothesized that the cell phone rings would impair performance was confirmed. The result revealed that the students of the group who were in the ringing condition showed significantly worse performance on the disrupted test items than the students of the control group. Besides, students who were in the ringing condition during this research, less likely to include the disrupted information in their notes. Finally the study concluded that cell phone rings (during a video presentation) impaired academic performance of students.

Ahmed, Qazi, and Perji(2011) conducted a research among 500 students in Pakistan to study the pattern of mobile phone usage among youngsters to explore the extent of addictive behavior towards its usage. The result of the study indicated that majority respondents were able to draw a line of priorities between the responsibilities and commitments and the cell phone usage. Very few always showed extreme addictive behavior while rests of the respondents were not frequently involved in addictive usage patterns. Youngsters use their cell phones logically and controllably within a limit and do not tend towards extreme behaviors which are capable to lead towards addictive cell phone usage.

Javid, Malik, and Gujjar (2011) conducted a study on mobile phone culture and its psychological impacts on students' learning at the university level to determine the effects of mobile phone on the performance of students (at University level). The

sample size was 390. The subjects were students of The Islamia University of Bahawalpur, Bahawalnagar Campus, Pakistan. The subjects were taken by giving representation to all the students of all the programs offered in the campus. A questionnaire having 25 items on five stages scale was administered with the subjects. Data was analyzed by using SPSS XIV. This study revealed that students share useful information with their classmates and teacher, can consult dictionary and thesaurus etc. for academic purpose through mobile phone. The female students live in remote areas feel secure and their parents can contact them whenever necessary. But at the same time, research also revealed that mobile phone is wasting the students precious time and money."Moreover it has increased the rate of telling lie among students. It has also put everlasting impacts on our culture.

Duncan, Hoëkstra, and Wilcox (2012) studied the effects of technology use on the attitude and learning of students. The research was conducted at a state university in the western United States over two semesters in eight introductory science courses. Results of the research showed a significant negative correlation between in-class phone use and final grades.

Olofinniyi, Fashiku, Fashiku, and Owombo(2012) have conducted a study on access to GSM and students' academic performance in secondary school of Osun State, Nigeria to examine access to Mobile Phone (GSM) and its effects on students' academic performance in secondary schools in Osun State, Nigeria.

The sample size of the study was 100. The sample was drawn randomly from ten(10) senior secondary schools in Osun State, Nigeria. The data were collected by using two instruments, such as, the GSM Access (GA) and Academic Performance (SAP) structured questionnaire. Two hypotheses were formulated.

Data were statistically treated by using Pearson Product Moment of correlation coefficient and t-test statistics. The result revealed correlation between student's use of GSM (Mobile phone) and their academic performance. The study equally revealed that there is no significant relationship between access to GSM (mobile phone) and student's academic performance and also there is no significant difference between the GSM (Mobile phone) and students' academic performance of public and private schools. Therefore, the paper recommends that; teachers, parents, school management and all the stakeholders in education industry are to strictly monitor the activities of

students and discourage the usage of this device to avoid academic distractions as it contribute more of negative values than the positive ones to education in secondary schools.

Shambare, Rugimbana, and Zhoua (2012) conducted a study with a prime research question that is, what types of behaviour are associated with mobile phone usage? As such, a 33-item questionnaire was prepared to measure the addictive and habitual behaviour and was administered to subjects. The researchers found that mobile phone usage is not habit-forming and addictive. The result also suggests that possibly mobile phone is the biggest non-drug addiction of the 21st century.

Walsh (2012) reviewed literature on cell phones and student achievement in which the researchers had taken available onboard tools and different apps which are available for downloading as the basis of the study. Many teenagers were kept these tools in their pockets and were inside the classroom. The researchers expected that the review will be able to bring to light some innovative ways of how to being used of cell phone and it's positive and negative influences on students" achievement. The results indicated that despite the fact that several studies showed increases in student participation in class, but there is no conclusive evidence which suggests that usage of cell phone is positively or negatively influential on students" achievement. The researchers recommended further research on it.

Acharya, Acharya, and Waghrey(2013) studied the health effects of cell phone usage. It was conducted among the students who were admitted to pursue professional courses in colleges situated in urban setting. Students of both the sexes were taken as subjects for the study and their ages were in between 17 to 23. A self-administered, pre-tested questionnaire, in which a few common negative mental and physical health symptoms attributed to cell phone usage were included, was administered with the subjects. The result showed that 96.1% of the subjects possessed cell phones and they use cell phone a maximum time of the day. 51.47% subjects had headache, while 50.79% had irritability/anger followed by 32.19% had body aches, 36.51% had eye strain and 13.8% had digital thumb. Subjects also reported some other symptoms of mental health, such as anxiety, insomnia, lack of concentration and poor academic performance etc. Also, accidents were reported due to cell phone driving.

Ezemenaka(2013) studied the usage and impact of Internet enabled phones on academic concentration among 200 students of tertiary institutions in the University of Ibadan, Nigeria. The basic aim of the study was to fore if the students' academic performance is affected due to the time channeled to the phone during class hours which has a general perception as a medium of distractions to students. The study was conducted as a case study. The result of the study showed that the internet enabled phone usage does not affect the academic performance of the students but distractions by the usage of phone were notably admitted.

Kahari(2013) studied the effects of cell phone use on the study habits of 200 1st year Faculty of Arts students of University of Zimbabwe. This study used Questionnaires on demographic information about the subjects, cell phone type preferences, uses of cell phones during study, predominant usage during study and information about challenges facing students in using mobile phones. The study reports significant gender differences in some aspects of the usage of cellphone. Also it was found the negative and positive effects of the usage of cell phone on the study habits depending on usage patterns of the subjects.

Conclusion- The present review indicates that there is a need of research in this direction. This study is a small step in fulfilling that need by exploring the impact of a mobile phone on studies of secondary level students of two schools (Model H.S. School and Kendriya Vidyalaya 1) of Bhopal.