Scholarly Research Journal for Humanity Science & English Language,
Online ISSN 2348-3083, SJ IMPACT FACTOR 2021: 7.278, www.srjis.com
PEER REVIEWED & REFEREED JOURNAL, JUNE-JULY, 2022, VOL-10/52
https://doi.org/10.21922/srjhsel.v10i52.11516

STUDY HABITS AND GENERAL WELL-BEING IN RELATION TO MOBILE PHONE USAGE AMONG SECONDARY SCHOOL STUDENTS

Navdeep Kaur[1], Ph. D. & Jyoti Sharma[2]

[1]Assistant Professor, Department Of Education, Gndu, Amritsar

[2]M.Ed Students, Department Of Education, Gndu, Amritsar

Paper Received On: 25 JULY 2022

Peer Reviewed On: 31 JULY 2022

Published On: 1 AUGUST 2022

Abstract

The purpose of the present study is to investigate the studyhabits and general well- being in relation to mobile phone usage among secondary school students. The study also examined the difference between study habits and general -well being in relation to mobile phone usage with respect to locale and gender. To conduct study 200 respondents from Amritsar City were selected. The study revealed that there is significant relationship between study habitsand general well- being of secondary school students. However the study showed negative relationship between general well -being and mobile phone usage.

***Keyword**: General Well-Being, Study Habits, Mobile Phone Usage, Gender, Locale*

Introduction

In ancient times, men have used carrier pigeons, smoke signals,, jungle drums,. to send/receive message or information from one point to another. They transmit sound mechanically not electrically. Telephone evolved into various forms like, from the tin can telephone to the coin operated paid phone. Then, there evolved the pager and the heavy mobile phone. And the modern times, Cellular phones are the most popular electronic device to use in the society. A kind of the wire free communication which is most similar to mobile phone users, it is called 'cellular' as the system makes use of various base stations to divide the service region into multiple 'cells'. The cellular clearly evident that even in the present era communication is important for sending messages or information from one point to another point. Alexander G. Bell might have realized importance of communication so in 1876 he invented the telephone. This invention of communication has changed the daily lives of common men. The term ‘Telephone’ drives from Greek word “Tele” means ‘afar’, and ‘phone’

means 'sound or voice'. Generally, the telephone is a device which transmits sound over some distance. A speaking tube, a string telephone or a megaphone can be considered as telephonic calls are transmitted from one base station to another base station as the user transfers from one cell to other cell (Wireless Advisor Glossary). In 1947 the fundamental concept of the cellular phone came into existence, when the scientists focused at the crude mobile (car) phone and realized that by making use of these small cells (limit of the service area) with frequency re-use they could improve the traffic efficiency of the mobile phone substantially.

Mobile Phones Usage

The technological advancement that gives the power to an individual to communicate anywhere, anytime and with anyone has spawned the whole industry of mobile telecommunication. The mobile phones have become an essential part of the success, development and efficiency of any economy / business. Today in the world, GSM is the most popular wireless standard. The GSM which stands for Global System for Mobile communication and in 1987 the GSM Association was established to upgrade and expedite the development, deployment, adoption and evolution of the GSM standards for digital wire free communication. "As a result of a European Community agreement GSM Association was established on the need to adopt the common standards which are suitable for the cross border European mobile communications. Beginning off primarily as the European standard, Group Special Mobile as it was then known by this name, soon came forward to represent the Global System for Mobile communication because GSM achieved the status of global standards". Government of India keeping into view penetration of mobile phone services in the nation, set a milestone decision for the introduction of the "GSM standard, leapfrogging obsolescent standards. Although the licenses for cellular services were made technology neutral in September 2005, all the operators of private mobile service are now providing only GSM based mobile services".

In the last few years, mobile phones have grown at an unpredictable pace in the Indian subcontinent. Telecom and Regulatory Authority of India (TRAI, 2008-09) presented that "over the last year, mobile phone subscriptions in India have grown up about to 50 percent—from 261 million to 506 million. Cell phones came to India in the mid of 1990s, when the government of Indian liberalized the policies of economy to let companies of the west and their products to enter in the Indian market". Fraunholz and Unnithan (2006) stated "initially due to high costs, mobile subscriptions were very few and the service was mainly adopted by business

class and professionals". However, in January 2000, the Indian government launched a new policy called NTP99, which "replaced the high-cost, fixed licensing regime with a lower cost licensing structure leading to a down of over 90% in cellular tariff rates". Fraunholz and Unnithan (2006) reported that "the lowering of the costs, which encouraged the price wars among the mobile phone operators, and their promotion as fashion technology have led to a massive boom in the mobile phone subscription levels,Especially among the young population". A couple of years ago, Motorola, a famous mobile phone company, launched its "MotoYuva- range of cell phones. The term MotoYuva stands for Motorola for youth" Mukherjee (2008).

Study Habits

Learning has been deeply rooted in Indian traditions. Reading, a long-term habits that starts with the very early age of each individual, is the main gateway to the knowledge house. It can be considered as the practice which helps individuals to gain creative 18 skills and develops their powers of critical thinking. According to Aristotle, "habitsis what we repeatedly do. Habits generate other habits. Inspiration is what gets us started, motivation is what keeps us on track, and habits are which makes us automatic". "Anything we practice long enough becomes ingrained into our system and becomes a habits". This has been noticed that "individuals who have adequate cognitive abilities sometimes unable to do well in academic field. It may be due to the fact that they do not know the appropriate ways or strategies to study effectively or they are unable to use the most appropriate methods of studying. Many times questions have been raised by parents, teachers and even by students themselves on why individuals perform so poorly in academics". "Even the state governments have shown some concerns over this in the recent time by introducing books at low cost for both secondary and primary schools. Although it was meant to develop the willingness to study by students themselves, this has not been proved so helpful to the situation much because, students do not prefer to read these books. Most of the students complained about lack of time and favourable environment for the study, some others who try to study made complains regarding lack of proper understanding. There is no incision that such complaints evidently point towards one fact that there is, lack of effective study habits which can develop the interest of students. It is the problem that the investigator wishes to study because it appears to be the one of the root causes of the dwelling standards of our educational system of present time.

Hence, "a study habit is an important tool for the development of cognitive abilities of the individuals". "In addition to personal and mental developments, study is an access to social, economic and civic life"(Clark and Rumbold, 2006). "All study patterns in terms of emotional response enhance emotional satisfaction of individuals" (Sarland, 1991). For the continuous and regular development in the field of education, learners are required to be motivated to develop effective study habits so as to fulfil individual performance. Teacher teaches the whole class collectively but all the students do not score the same marks or grades. At this situation we have students who are underachievers and high achievers in their academic achievements. There may be number of reasons but one of the reasons may be that the students fail to develop goodhabits to learn the lessons. Effective study habits of the children could play an important role in the learning process which is reflected in their academic achievement. There exists a positive and significant relationship between study habits and academic achievement (Raiz et al., 2002; Gakhar, 2005; Lakshminarayanan et al., 2006; Misra, 1992; Tuli, 1981; Jain, 1967; Kaur &Lekhi, 1995; Khan, N., 1993; Ramaswamy, 1990; Mehta et al,1989-90). Ozsoy et al. (2009) reported "there is a significant relation between the metacognition scores and SSHA scores of students in medium level". "Scores of Meta cognition are significantly related to both study habits and study attitudes. Guidance services have significant effect on the student's study attitudes, study habits and academic achievement" (Ch. Abid, 2006). As against to this, study conducted by Mehdi (1965) contributed that study habits is not found to contribute significantly to the predictor of academic achievement. There was no significant difference in scores of study habits of boys and girls (Sampath and Selvarajgnanaguru, 1997; Stella &Purushothaman, 1993; Christian, 1983). "All the sub-scales of study habits, teachers' consultation are most effective while the 'time allocation' exercise, note taking, concentration, assignments and reading are regarded as less integral to academic performance of students" (Oluwatimilehin&Owoyele, 2012). In the literature, study habits are generally described as students' abilities to manage their time and other available resources to complete an academic activity. A Study habit is the type of studying the routines which the students follow during a fix or regular time of study occurred in a favourable environment".

General Well-Being

"Well-being is the state of happy, healthy and prosperous. The concept of well-being has been originated from positive psychology which has been emerged from the problem of the west". The emphasis of positive psychology is to study the progress in the lives of the

individuals". "The term 'well-being' is mostly used for specific variety of goodness e.g.- (As cited in Singh and Shyam, 2007). "The sociologists use the word well-being mostly in the sense of good living conditions; biologists and ecologists in term of liveability and according to social reformers and the politicians well- being refers to preconceptions of what a good living environment is like, such as good standard of living and social equality"(Veenhoven, 2004). Many other dictionaries and Roget's new thesaurus (1980) refers to "well-being using words like happiness, full of life, vital. Energy, interest and prosperity as well as health".

Well-being is an emerging concept of the present era. Pollard and Lee (2003) define well-being as "a complex, multi-faceted construct that has continued to elude researchers' attempts to define and measures it". Levi (1987) defines "It is a dynamic state characterized by a reasonable amount of harmony between an individual's abilities, needs and expectations and environmental demands and opportunities". "It transcends the limitations of body, space, time and circumstances and reflects the fact that one is at peace with one's self and others" (Johnson, 1986). "It is connotative as a harmonious satisfaction of one's desires and goals" (Checola, 1975). Pender (1982) described wellness to have 5 different dimensions, nutritional awareness, self- responsibility, stress management, physical fitness and sensitivity to the effects of surroundings on wellness.. Well-being thus has been described as a complex, multifaceted construct" (Singh and Shyam, 2007). "It can be concluded that it is an intangible and amorphous concept with perception differing from person to person"(Wilcock et al., 1998) and condition to condition. It can be assessed by using various scales of well-being. "The concept of wellbeing is seeking a lot of attention in this physical world these days. Many researchers have been carried out and carrying on different dimensions of well-being. It is a concept that really makes individual's life healthy, happy, and fulfilled in every way". Thus, wellbeing leads to attaining the World Health Organization goal of "healthy mind in a healthy body in a healthy environment" (Shri, 2007).

Literature Review

Ling and Yttri (2002) described the stage of adolescence, in the lifecycle as a unique time, how peers play a significant role during this time, and how the mobile phones have become a instrument to define a sense of group membership, specifically vis-à-vis the older generation.

Pedersen (2003) conducted a study on the adoption of mobile internet services among 129 teenagers and found that usage and service adoption varies in segments of adolescents in

such a way that considering the group of teenagers as a homogeneous segment was not considerable. This is in favour of the idea that among demographic variables age is not the only one which is to be considered.

Rice and Katz (2003) In their study found that work status, age and marital status of Americans are major predictors of mobile-phone adoption and stated a gap between mobile-phone users and non-users that was associated with marital status, income, and work. It was also found that income, employment status and experience in using the mobile phones are major factors affecting mobile phone use by people.

Attewell (**2004**) stated how use of mobile phones enhances both collaborative and independent learning experiences and in the process of increasing the self confidence and self esteem and found mobile phone as important instrument which makes teaching more meaningful and relevant thereby enhancing students skills of literary and numeracy. The objective was to find out the relationship between cell phone usage and impact on different areas learning. He found a positive relationship which encourages independent and collaborative learning

Katz (2005) examined the creation of own micro cultures by the usage of cell He claimed that changing cultural values and norms demonstrate the ability of the consumers to improve and reuse technology for their own purpose. He emphasized that by allowing people to isolate their personal communications from the culture around them, will propagate a kind of "walled garden" of micro culture which is complex but, exclusive.

Sanchez and Otero (2009) have made use of combination of self-reported monthly cell phone expenses and mobile phone usage frequency to notify rigorous mobile phone users in a large sample of students of Spanish high schools. In the investigation, high cell phone use was associated with school failure as well as other adverse behaviours like smoking and intake of excessive alcohol.

Mokake (2009) revealed that girls perceived a degree of autonomy and resistance tocontrol from parents. Their safety and wellbeing are disconnected. Choice of peers is determined by their level of connectivity and degree of socialization. Technology is being utilized in different ways to satisfy their malicious desires. Young girls are more addicted to the cell phone than their male – counterparts for different purposes. Further, cell phones are being used as tools to extort money from parents

Chen and Tzeng (**2010**) results of their study indicated that among high Internet users, information seeking was associated with better academic achievement, while video game playing was related with lower levels of academic achievement. SMany82 recent studies have revealed a negative relationship between use of social-networking sites (e.g., Twitter, MySpace, Facebook, Whatsapp) and academic achievement of students

Thomee, Hagberg and Harenstam (**2011**) reported that the excessive mobile phone use was correlated with sleep disturbances and signs of depression for male and signs of depression after 1-year follow up in females. It was suggested to define rules for mobile usage as it adversely affects the mental health. The study was carried out on 20-24 year adults.

Chand (2013) performed a study on "Study habits of secondary school students in relation to type of school and type of family". The results revealed no significant difference in students of joint family and nuclear family on different dimensions of the study habits and the scores of the total study habits.. schools were found better on home environment, planning of subjects, and planning of work in comparison to students of private schools but students of private schools were found better than the students . on preparation for examination dimension of study habits. Students of Govt. and private schools did not differ with respect to note taking and reading, habits and interest, concentration, school environment dimensions of study habits and total study habits.

Brian, S.J, (2013) In this study, students were asked to give up their mobile phones and other electronic devices for 24 hours. The results revealed that, one in five students faced changes in their emotions or bodies that were symptoms of possible addiction. Students thought they were hearing their mobile phone ring or vibration, even when the mobile phone wasn't with them. They had strong cravings to use their mobile phones to check messages or missed calls. Some participants were nervous and were not able to be still, in addition to feeling worried, anxious and lonely.

Kahari, Lesle (2013) conducted a study on "The effects of Cell phone use on the study habits of University of Zimbabwe First Year Faculty of Arts students". The study was conducted on a sample of 200 cell phone users. A questionnaires on demographic variables about the students, uses of cell phones during study, cell phone type preferences, predominant usage while studying and data about challenges faced by students while using their mobile phones. The study reported significant gender differences in some aspects of the usage of cell

phones. Also it was found the negative and positive effects of the usage of cell phone on the study habits depending on usage patterns of participants.

Bhosale & Patankar (**2014**) studied "General well-being in adolescent boys and girls". The objective was to find out the level of general well-being in adolescent boys and girls. A sample of 30 adolescent girls and 30 adolescent boys was selected. "General Well-Being Scale constructed by Dr. Ashok Kalia and Dr. Anita Deswal" was used for data collection. General well-being of girls was found higher than adolescent boys.

Sharma(2015) studied "General well-being among secondary school students". Sample of 100 secondary school students was chosen from Rohtak in Haryana. "General Well-Being scale" developed by Dr. A.K. Kalia & Anita Deswal was used. Significant difference was not found in General Well-Being among Arts and Commerce students of rural areas and significant difference was not found in General Well-Being of Arts and Commerce students of urban areas of Secondary Schools. Significant difference was found in general well-being of students of urban and rural areas of, Secondary Schools.

Waghmare (2016) conducted a study on "Impact of gender and location of the college students on psychological well being". The sample consisted of 100 college students from Jalna city. The scale used for data collection was "psychological well being scale" developed by Bholgeand Prakash (1995). Results revealed that there was no significant difference in female and male, urban and rural college students with respect to their psychological well being.

Lawrence, A. S. Arul(2017) studiedstudied **"**General well-being of higher secondary students. Sample of 200 higher secondary school students of eleventh and twelfth standards from four different schools of Tirunelveli was selected by using purposive sampling technique. Findings revealed that students of higher secondary schools differ significantly in general well-being in terms of their location of school, gender, type of school and nature of school. Government aided school students were found better than government and self-financing school students. Boys were found significantly better in general well-being as compared to and girls. Student of rural areas were found better in their general well-being as compared to urban students.

Kaur, Kumari & Singh (2018) studied general well being of secondary school students with respect to demographic variables. Survey method was used to study the general well-being of , secondary schools students of Haryana State. A sample of 640 students of , secondary schools of Haryana State was selected. Students of rural areas were

found better than students of urban areas with respect to their general well-being and general male students were found better in general wellbeing than female students.

Baya, casadamunt & petal (2020) studied "Gender Differences in Psychological Well-Being and Health Problems among European Health Professionals: Analysis of Psychological Basic Needs and Job Satisfaction". The objective of the study was to analyze "the mediating role of basic psychological needs and job satisfaction in relationship between gender effect on health problems and psychological well-being for health professionals in Europe". "Two multiple partial mediation analysis were conducted in order to test the partial mediation of both basic needs and job satisfaction, with gender as the independent variable and health problems /well-being, respectively, as the dependent variable, with a sample of health professionals". Results were: females reported low level of psychological well-being and more health problems than males. The total influence of sex was found to be significant on both health problems and well-being. "Regarding multiple mediation analysis: (a) effect of gender on well-being was fully mediated by basic need satisfaction and job satisfaction, in such a way that gender did not present a significant direct effect and (b) effect of gender on health problems was partially mediated by basic need satisfaction and job satisfaction, in such a way that the direct effect remained significant".

Loan, Fayaz Ahmad (2021) conducted a study on "Internet use by rural and urban college students: a comparative study". The objective of the study was to compare the internet use by college students of rural and urban areas and to recognize the problems faced while internet browsing. Stratified random sampling technique was used for sample selection. It was found that most of the students were frequent users of internet. Use of internet was found more in students of urban areas as compared to students of rural areas. Rural students were found using internet mostly at home but students of urban areas use internet at cyber cafes also. Students of urban areas were found to use internet mainly for specific information but rural students were found using internet for education purpose

.**Ansaria, Moiz.S(2022)** conducted a study on "Mobile phone adoption and appropriation among the young Generation" and found that entertainment and social interactions were the major reasons of dependency on mobile phones and electronic devices. Mostly adolescents used the mobile phones due to its convenience, user friendly, connectivity and using mobile phones develops a sense of well being and security.

Objectives of the Study

- To study the study habitsof secondary school students with respect to gender.
- To study general well- being of secondary school students with respect to gender.
- To study mobile phone usage of secondary school students with respect to gender.
- To study the study habits of secondary school studentswith respect to locale.
- To study general well -being of secondary school students with respect to locale.
- To study mobile phone usage of secondary school students with respect to locale.
- To study relationship between study habits and general well- being of secondary school students.
- To study relationship between study habits and mobile phone usage of secondary school students..
- To study relationship between general well- being and mobile phone usage of secondary school students.

4.2 Hypotheses of the Study

1. There exists no significant difference in study habits of boys and girls of secondary schoolstudents.
2. There exists no significant difference in general well-being of boys and girls of secondary school students.
3. There exists no significant difference in mobile phone usage of boys and girls of secondary school students.
4. There exists no significant difference in study habits of rural and urban of secondary school students.
5. There exists no significant difference in general well -being of rural and urban of secondary school students.
6. There exists no significant difference in mobile phone usage of rural and urban of secondary school students.
7. There exist no significant relationships between study habits and general well- being of secondary school students.
8. There exist no significant relationships between study habits and mobile phone usage of secondary school students.

9. There exist no significant relationships between general well-being and mobile phone usage of secondary school students.

Delimitation

The present study was delimited to only 200 studentsof urban and rural, male and femaleof secondary schools.

Methodolagy

The descriptive survey method was adopted for the present study.

Sample

In the present study a sample of 100 boys and 100 girls was selected from urban and rural schools of Amritsar district. The technique of random sampling was used.

Research Design

The present study was come under the domain of descriptive survey method.

Tool

- Study Habits scale constructed and standardized by Dr. M Mukhopadhyaya and D N sansanwal (1971).
- Mobile PhoneUsageScale(MPUS) constructed and standardized by Bianch and Phillips (2005).
- General Well Being Scale (GWBS) developed and standardized by Dr. A.k Kalia and Dr. Anita Deswal(2011).

Statistical Techniques Employed

In order to test the hypothesis formulated for the present study the scores from different tests were subjected to statistical analysis and interpretation. The following procedure was used to analysis the data. Mean, S.D, Standard error difference among mean of two sample, SED,'t' value or critical ratio.

Analysis

The analysis and interpretation of data involves the objectives material in the possession of the researcher and his subjective reactions or desires to derive from data the inherent meaning in their relation to problem. To carry out such interpretations, one needs an alert mind, keen observation and thorough understanding. Besides these so many precautions are necessary at every stage. The present study was undertaken to achieve the following objectives.

Table 4.1: Showing Mean, S.D and 'T' Value of Boys and Girls Secondary School Student on Study Habits

Variable	Gender	N	Df	Mean	SD	Std. error mean	t- value
Study Habits	Boys	100	198	143.64	36.096	3.610	2.189*
	Girls	100		153.43	26.418	2.642	

*Significant at 0.01 and 0.05 level of significance.

Table 4.1 reveals that mean score of study habits of secondary school students of boys and girls 143.64 and 153.43 and standard deviation are 36.096 and 26.418 respectively. The calculated t-value 2.189which is more than table value at 0.01 and 0.05 level of significance. Hence the null hypothesis "Thereexists no significant difference between boys and girls of secondary school students'' is rejected. The pictorial value of the mean scores of boys and girls in study habits has been dispatched in the figure4.1

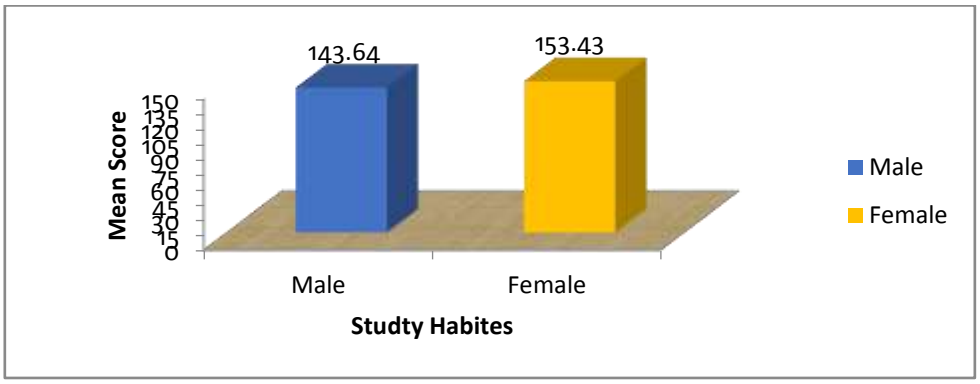

Table 4.2: Showing Mean S.D and 'T' Value of Boys and Girls SecondarySchool Students on General Well-Being

Variable	Gender	N	df	Mean	SD	Std. error mean	t- value
General well being	Boys	100	198	172.50	32.136	3.214	0.704*
	Girls	100		169.47	28.626	2.863	

* Not significant at 0.01 and 0.05 level of significance.

Table 4.2 reveals that mean scores of general well being of secondary school students boys and girls 172.50 and 169.47 and standard deviation are 32.136 and 28.626 respectively. The calculated t-value is0.704 which is less than table value at 0.01 and 0.05 level of significance. Hence the null hypothesis "There exists no significant difference in general well being boys and girls secondary school students'' is not rejected. The pictorial value of the mean score of boys and girls in general well being has been dispatched in figure 4.2

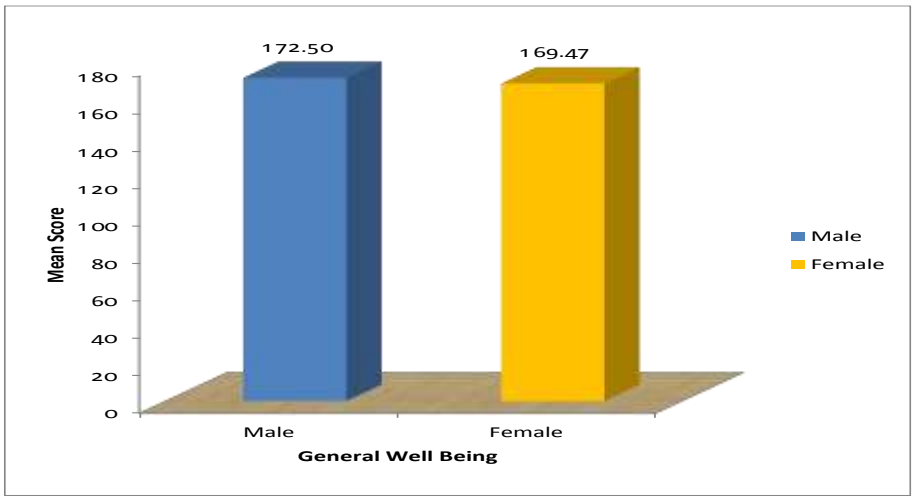

Table 4.3: Showing Mean S.D and 'T' Value of Boys and Girls Secondary School Students on Mobile Phone Usage

Variable	Gender	N	df	Mean	SD	Std. error mean	t- value
Mobile phone usage	Boys	100	198	36.45	7.269	.727	3.708*
	Girls	100		41.34	11.005	1.101	

* Significant at the 0.01 and 0.05 level of significance.

Table 4.3 reveals that mean scores of secondary school students of boys and girls 36.45 and 41.34 and standard deviation are 7.269 and 11.005 respectively. The calculated t-value is 3.708 which is more than table value at 0.01 and 0.05 level of significance. Hence the null hypothesis "There exists no significant difference in mobile phone usage of boys and girls secondary school students'' is rejected. The pictorial value of the mean scores of boys and girls in mobile phone usage has been dispatched in fig 4.3

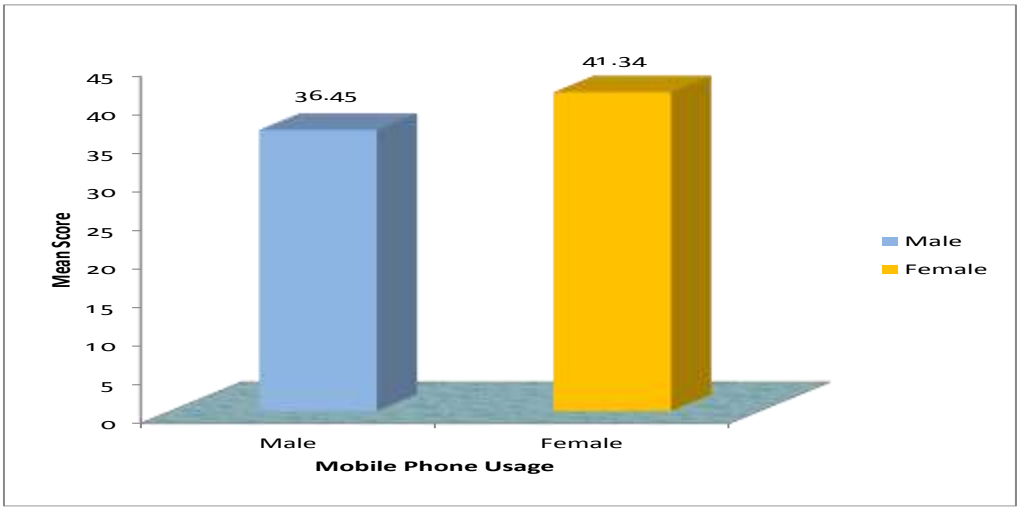

Table 4.4: Showing Mean S.D and 'T' Value of Rural and Urban Secondary School Students on Study Habits

Variable	Locale	N	df	Mean	SD	Std. error mean	t-value
Study Habits	Urban	100	198	154.75	26.333	2.633	2.800*
	Girls	100		142.32	35.746	3.575	

* Significant at 0.01 and 0.05 level at significance.

Table 4.4 reveals that mean score of study habits of secondary school students of urban and rural 154.75 and 142.32 and standard deviation are 26.333 and 3.575 respectively. The calculated t-value 2.800 which is more than table value at 0.01 and 0.05 level of significance. Hence the null hypothesis. ''There exists no significant difference in study habits of rural and urban secondary school students'' is rejected. The pictoral value of the mean scores of rural and urban study habits has been dispatched in fig.4.4

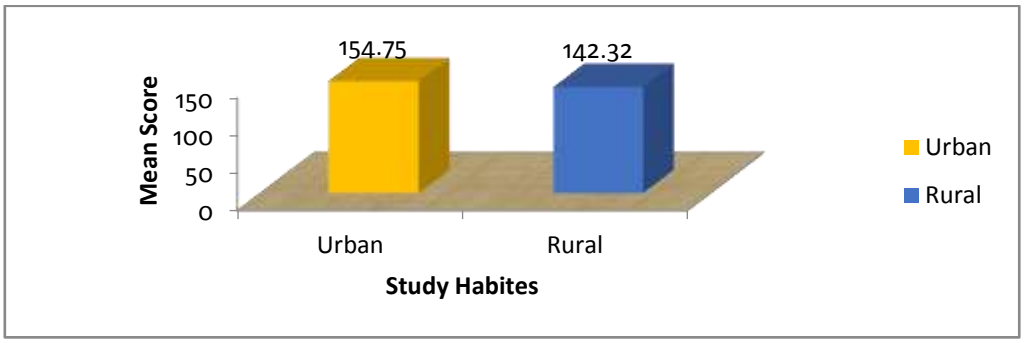

Table 4.5: Showing Mean S.D and 'T' Value of Boys and Girls Secondary School Students on General Well-Being

Variable	Locale	N	df	Mean	SD	Std. error mean	t-value
General Well being	Urban	100	198	170.88	30.753	3.075	0.049*
	Rural	100		171.09	30.183	3.018	

*Not Significant at 0.01 and 0.05 level at significance.

Table 4.5 reveals that mean score of general well being of secondary school students of urban and rural are 170.88 and 171.109 and standard deviation are 30.753 and 30.183 respectively. The calculated t-value is .049 which is less than table value at 0.01 and 0.05 level of significance. Hence the null hypothesis "There exists no significant difference in general well being of rural and urban secondary school students" is not rejected. The pictorial value of the mean scores of rural and urban in general well being has been dispatched in fig 4.5

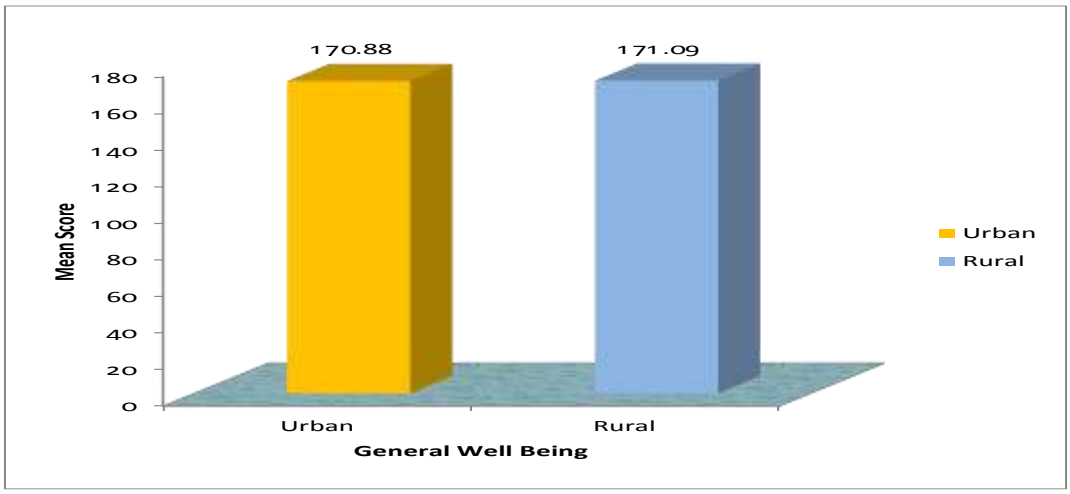

Table 4.6: Showing Mean S.D and 'T' value of Rural and Urban SecondarySchool Students on Mobile phone Usage

Variable	Gender	N	df	Mean	SD	Std. error mean	t-value
Mobile Phone usage	Urban	100	198	38.70	9.584	0.958	0.286*
	Rural	100		39.09	9.701	0.970	

*Not significant at 0.01 and 0.05 level at significance.

Table 4.6 reveals that mean score of mobile phone usage of secondary school students of rural and urban 38 .70 and 39.09 and standard deviation are 9.584 and 9.701 respectively. The calculated t-value .286 which is less than table value at 0.01 and 0.05 level of significance. Hence the null hypothesis."There exists no significant difference in mobile phone usage of rural and urban secondary school students'' is not rejected.

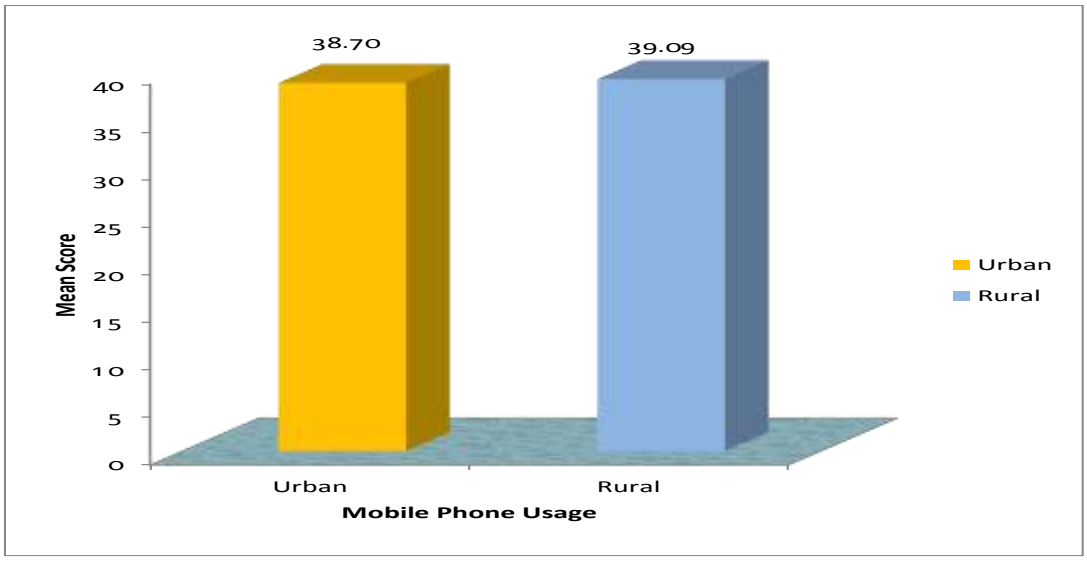

Table 4.7: Showing Correlation between Study Habits and General Well Being of Secondary School Students

		General Web Scale
Study Habits Scale	**Pearson Correlation**	**.220***
	Sig. (2-tailed)	**.002**
	N	**200**

*correlation is significant at the 0.05 level (2-tailed)

The table 4.7 reveals that study habits and general well being is significantly and positively correlated with R value =.220 [correlation issignificant at 0.05 level] so it indicates that there is significant relationship between study habits and general well being of secondary school students. So the null hypothesis "There exists no significant relationships between study habits and general well being secondary school students'' is not rejected.

Table 4.8: Showing Correlation Between Study Habits and Mobile Phone Usage of Secondary School Students

		Mobile Phone Usage
Study Habits Scale	**Pearson Correlation**	**-.070***
	Sig. (2-tailed)	**.325**
	N	**200**

The table 4.8 reveals that study habits and mobile phone usage is not significantly correlated but R value (-.070) is negative indicating that more usage of mobile phone leads to worse the study habits of secondary school students. So the null hypothesis "There exists no significant relationships between study habits and mobile phone usage of secondary school students" is not rejected.

Table 4.9: Showing Correlation between General Well Being and Mobile PhoneUsage of Secondary School Students

		Mobile Phone Usage
General Web Scale	**Pearson Correlation**	**-.009***
	Sig. (2-tailed)	**.899**
	N	**200**

The table 4.9 reveals that general well being and mobile phone usage is not significantly correlated but R value (-.009) is negative indicating that as usage of mobile phone increases general well being of students decrease. So the null hypothesis "There exists no significant

relationships between general well being and mobile phone usage of secondary school" is not rejected.

Findings of the Study

• There is significant difference between the mean scores of study habits among male and female secondary school students indicating that female secondary school students were found to have better study habits than male secondary school student.

• There is significant difference in the mean scores of general well being among male and female secondary school students indicating that male secondary school students were found to have better general well being than female secondary school students.

• There is significant difference in the mean scores of mobile phone usage among male and female secondary school students indicating that female secondary school students were found to have better mobile phone usage than male secondary school students.

• There is no significant difference between the mean scores of mobile phone usage among secondary school students of rural and urban area indicating that student of secondary school of rural and urban area were found to have mobile phone usage to the same extend.

• There is no significant difference between the mean scores of general well being among secondary school students of rural and urban area indicating that student of secondary school rural and urban area were found general well being to the same extend.

• There is no significant difference between the mean scores of study habits among secondary school of rural and urban area indicating that the students of the secondary rural and urban area were found to have study habits to the same extend.

• There is no significant negative relationship between study habits and mobile phone usage among secondary school students but value is negativeindicating that more usage of mobile phone leads to worsen the study habits of students.

• There is no significant relationship between general well being and mobile phone usage among secondary school students but value is negative. Indicating that as usage of mobile phone increases general well being of student's decreases and vice-versa.

Educational Implications of the Study

The present study examined the relationship of Mobile Phone Usage with Study Habits and General Well-Being. The study has also compared the Study Habits and General Well-Being of students having Low, Moderate and high level of Mobile Phone Usage with respect to their gender, residential background and type of school. The most outstanding characteristic

of any research is that it contributes something to the development of the area concerned. Keeping in view objectives of the study, the investigator has suggested the implications of the present study to the field of education. This study has implications for parents, teachers, educational administrators, policy makers, mobile phone companies, other lay persons and all those involved in the lives of students which are as follows:

- The present study is of greater importance in recent time because were living in a post-industrial era in which modernization and globalization exists. Use of Mobile Phone is a crucial need of present time whether users are adults or adolescents. Mobile Phone is a readymade forum for social interaction easily available to students of 21st century. So, there is a strong need to aware and motivate the students to safe and appropriate use of Mobile Phone from education, information and communication point of view.
- The sample description of the study highlights the importance ofϖ recognizing that the Mobile Phone has become an integral part of the social context surrounding today's adolescent students. However, because adolescents are the early adopters of any new technology and virtual world to a large extent, it is even more important to consider the use of Mobile Phone when studying the social and personal development of students.
- The role of a teacher is to provide a favourable environment for the students to improve their study habits. The findings of the present study revealed that Mobile Phone Usage has a significant negative relationship with Study Habits and General Well Being of Mobile Phone user students which is an important indicator of the new trend in respect of Mobile Phone Usage among students. The teachers and parents have to take note of this remarkable change in Med the trend.
- Orientation programmers' on appropriate use of Mobile Phone may be organized for Students by school administration and government officials time to time.
- The school counsellor should provide proper counselling services with the focus on Mobile Phone usage and its influence on Study Habits and General Well-being of students. Students should be encouraged to avail these services frequently as per their needs, so that they can develop a positive attitude towards life and better adjustment which is essential to live a happy and healthy life.
- The sample characteristics of the present investigation also suggest thatwhen parents and others assess students' Mobile Phone use, it is not enough to consider only the time that they spend online. Even more important is what they do, with whom they interact and the kinds

of 160 relationships they have with their online partners. These activities are closely related and influence the Study Habits and General Well-being of students.

Conclusion

From the above analysis it can be conclude that male and female secondary school students do not differ significantly with respect to their study habits and general well being in relation to mobile phone among secondary school students. Some studies covering pattern of Mobile Phone usage, Mobile Phone addiction and influence on the behaviour pattern among the Mobile Phone usage could be undertaken. The present research explored the impact of Mobile Phone usage on Study Habits, Social Competence and General Well-being of , secondary school students. The data, however, provide more than an interesting glimpse into impact of Mobile Phone Usage among, secondary school students. Recognizing the Mobile Phone as a repository for information as well as a dynamic vehicle for learning, future researchers may be able to contribute to our understanding of personalized learning and its role in building confidence and competence

References

Akhter S. (2015). Psychological Well-being in Student of Gender Difference. The International Journal of Indian Psychology, 2(4).

Akoki, K. & Downes, E.J (2004). An analysis of young people's use of and attitudes towards mobile phones. Telemetric and Informatics, 20 (4), 359-373.

Altavilla, D. (2010). A History of the Internet: From Concept to Napster and Facebook. Retrived 2010-03-11 from http://hothardware.com/news

Arora, Reeta (2016). Academic achievement of adolescents in relation to study habits. The International Journal of Indian Psychology, 3(2), 48-54. Retrieved from: http://www.ijip.in DIP: 18.01.160/20160302.

Bhinde, A., Sharma, K., Rao, S., Mishra, K., N, P., Nemani, N., et al. (2013). India's mobile Internet :: The revolution has begun. Mumbai: Avendus.

Bhosale, U.V. and Patankar, S.D.(2014). General well-being in adolescent boys and girls.Retrieved from :-http://connection.ebscohost.com/c/articles/98372573/ general-well-beingadolescent-boys-girls.

Biddle, S. J., Fox, K. R., &Bontcher, S. H. (2000). Physical activity and psychological well-being. London: Routledge.

Chen, S. Y., &Tzeng, J. Y. (2010). College female and male heavy Internet users' profiles of practices and their academic grades and psychosocial adjustment. Cyber psychology, Behavior, and Social Networking, 13, 257-262.

Chiu and Hong. (2012). A model of the relationship between psycho-logical characteristics, mobile phone addiction and use of mobile phones by Taiwanese university female students. Computers in Human Behavior, 28, 2152-2159.

Katz, J. (2006). Mobile Phones as Fashion Statements : Evidence from Student Surgery in the U.S. and Japan.

Long, J.H., &Chen,G.(2007).The impact of Internet usage on adolescent selfidentity development. China Media Research,3(1),99-109.

Madan.A. (2009). "Reality Mining and Personal Privacy. Will privacy Disappear when Social Sensors Learn Our Lives?

Mazalin, D., & Moore, S. (2004). Internet use, identity development and social anxiety among young adults. Behaviour change, 21 (2), 90-102.

Mokake. F.M. (2009) Teenage girls, mobile phones and perceptions of autonomy: The Experience of young Damsels in the Molykoneighborhood, Cameroon.Council for the Development of Social Science Research in Africa (Codesria).

Shah I., & Siddiqui, F.A. (2015). Gender Difference of Psychological Wellbeing among University Students. Stud, 4(3).

Shri, R. (2007). Well-being and alternative therapies. In R. Singh, & R. Shyam (Eds.), Psychology of well-being (pp. 381-389). New Delhi: Global Vision Publishing House.

Sharples, M., Corlett, D., &Westmancott, O. (2002). The design and implementation of a mobile learning resource. Personal and Ubiquitous Computing, Vol. 6, 220- 234.

Siwach, S. (2000). A correlation study of stress, coping skills, general wellbeing and job-outcome amongst police personnel. Maharishi Dayanand University, Rohtak.

Stuckey.J, 8-14,(2004). The Mobile Connection: The Cell Phones Impact on Society. Ubiquity, 5(28).

Vaidya, Pathak & Vaidya (2016). Mobile Phone usage among youth. International Journal of Applied Research and Studies, 5(3).

Vaidyanathan.L. and Latu.S.(2007). Consequences of cellphone usage, 18th Australasian conference on Information systems. Be the Change you want to see in the world-Mahatma Gandhi.

Valkenburg, P. M., & Peter, J. (2008). Adolescents' identity experiments on the Internet: Consequences for social competence and self-concept unity. Communication Research, 35, 208-231.

Van den Heuvel, A. (2010). The influence of adolescents' psychosocial wellbeing and Internet-specific parenting on meeting online contacts in real life. Doctoral Dissertation. Faculty of Social Sciences, Utrecht University.

Visser, M., and Antheunis, M. L. (2010). Online communication and social well-being: How playing world of warcraft affects the players' social competence and loneliness. Paper presented at the annual meeting of the International Communication Association, Suntec Singapore International Convention and Exhibition Centre, Suntec City, Singapore. Retrieved from http://www.allacademic.com/meta/p404178_index.html

Williams, P. (2009). Assessing Mobile Learning Effectiveness and Acceptance. PhD. Thesis, USA: George Washington University.

Wilson. K., Fornasier. S. and White. K.M. (2020). Cyber psychology, Behavior and social Networking."13(2):173-177. Doi:10.1089/cyber. 2009.0094.

Wood, E., Zivcakova, L., &Nosko, A. (2012). Examining the impact of offtask multitasking with technology on real-time classroom learning.