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## Effect of using habits of cell phone on the study of the students: A case study on parents and teachers of Sargodha city

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### **Abstract**

This study is an effort to investigate the “Impacts of Cell Phone Using Habits on the Studies of Students of University of Sargodha and Punjab University Lahore. The study used the survey method for data collection. A sample of 100 respondents consisting of 50 Teachers and 50 Parents was selected by using purposive and convenience sampling technique. The findings show that respondents frequently use cell phone and overwhelming majority spent lots of money in their daily lives. Respondents frequently use cell phone to contact with parents followed by friends, close friends whereas somewhat with classmates and rarely with teachers. But according to teachers and parents students mostly use cell phone to contact with parents; classmates, friends, and close friends with little difference. Students frequently use cell phone in class room not for lecture recording but for the purpose of SMS texting etc. It is also observed that students mostly use cell phone for un-educational activities and according to teachers and parents due the use of cell phone respondents are losing focus on their studies and parents are decreasing their parental control on their children due to the use of cell phone.

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**Keywords:** New media, mobile effect, cultural transformation

### **Introduction**

The trepidations of media communication as well as confirmation for its consequences are as previous as the history of the media itself. Individuals have continually astonished that how, media messages are influencing them by transporting about an imperceptible amendment in the

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standards of their culture and also their behavioural patterns. The negative impacts of a specific message and/ or structure of message have always been concerned by the individuals and also inquisitive about the latent unimaginatively impacts of others. The apprehension on the societal influences of mediate messages was apparent as far previous as the 1920s; there were negative impacts of motion pictures on kids alleged by several critics of that time. One of the stoutly researched areas of mass media is the study of anti societal impacts of seeing television and also motion picture. The newer area is the influence of pro societal trends and also increased recognition; these are similar principles that emphasizing the education anti societal activities, should to apply to more affirmative behaviour (Wimmer, 1993).

The cell phone has become the most speedily disseminated technology in world history. The first commercially accessible cell phone network was established in 1980. In terms of comparative number subscribers Finland was leading which had just exceeded 10 percent of the population in 1994. There were approximately two billion mobile subscribers worldwide in 2004. Most industrially and technologically developed countries have a saturation rate well over seventy percent and is followed by most developing countries (Ling, 2001). Cell phone has emerged as one of the significant communication technologies of our time same as in 1950, television emerged and in 1990, Internet emerged (Castells *et al.*, 2007).

### **Objectives of the study**

The objectives of the study take into determine:

- To explore the consumption patterns of cell phones of the students.
- To explore whether text messaging through cell phone is modifying the language.
- To explore whether the use of cell phone is affecting the social relationships of the students.
- To explore whether the cell phone use is affecting the study habits and results of the students.
- To explore whether the use of cell phone is affecting the sleeping habits of the students.
- To explore whether the use of cell phone is affecting parental control

### **Literature review**

Javaid *et al.* (2011) conducted a study on University students and use this splendid mobile technology in a better way by sharing helpful information with their class fellows and teachers.

They use the cell phone to share the helpful data with their classmates, to confer dictionary and thesaurus for educational reasons. Walsh (2012) conducted a study that under the topic "Cell Phones and Student Achievement". The utilization of cell phone is the positive and contradictory

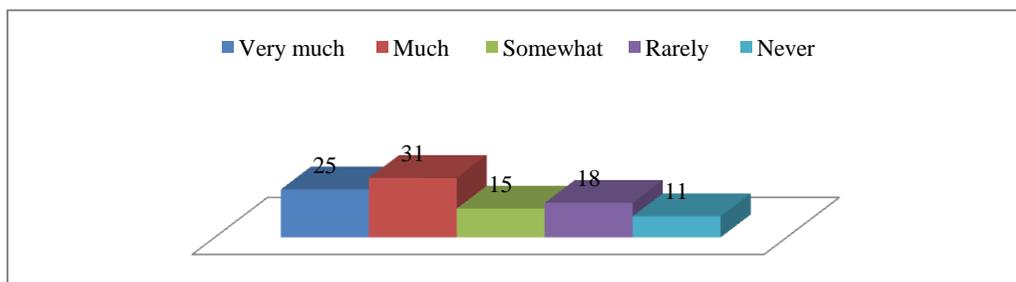
influences among in students. Although, some studies revealed that there is no conclusive proof showing mobile phone use is positively or harmfully influential on student's ability but that more research is needed. According Castells, (2007) the aim of this research study was to examine the relationship of usages cell phone among college students between study and sleep habit. Results shown that the usage phone cell is too much addictive among college student, such addiction is very harmful both study and sleeping. Campbell (2005) discovered the influence of the wireless phone on youth relations, on family relationships, social and the school in his study. Young person use the wireless telephone in optimistic ways to coordinate and sustain their social groups. On the other hand, there are also contradictory influences on young persons' peer groups.

Dansieh (2011) carried out a research study looked at how pervasive the utilization of SMS texting is among polytechnic students; it's expected effects on students' writing abilities; and what lecturers and students themselves believe about the phenomenon. Kamran (2010) conducted a study that the majority of youth is found very high user of texting and reduced user of voice calls. The major inspiration of high and awkward use among young people is very low cost prepaid packages given by the telecom operators in Pakistan. Thornton *et al.* (2005) conducted study, the poll revealed that Japanese university students use cell phones habitually for sending and receiving e-mail whereas sometimes in their classes. They less often access the World Wide Web from their cell phone but when they do it sometimes in to their university studies. However they think that they are obtaining data about given topic by the teacher in the class. According to Chen (2006) with the dramatic increase in mobile phone usage in recent years, reports of mobile phone addiction have come in public use. While researches on other media addictions have been published, mobile phone addiction is rarely understood.

## Methodology

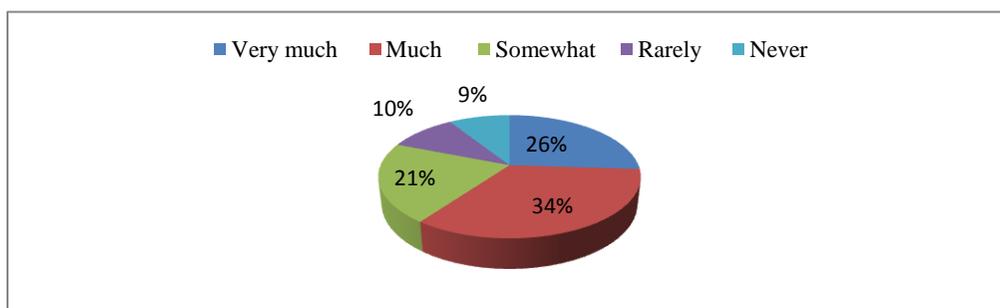
In accordance with the study's nature, to evaluating the impacts of cell phone usage on the studies of students, survey method was judged to be a pertinent procedure In current research study 50 Parents and 50 Teacher of Sargodha told the their experiences by the help of questionnaire. In this present study Parents and Teachers of Sargodha are unit of analysis. Purposive methods was used in term of respondents' selection and also to gather data from the intended population due to the limitation of resources. Keeping in view the time and financial sources constraints, for the researcher it was not achievable to gather data from the widespread population in Sargodha.

Finding the findings of the above graph (1) portrays difference among teachers and parent's responses about ' to what extent do you think students have lost track of time after using cell phone' in percentage.



**Graph 1: Lost track of time**

The empirical findings of the study depict that (25%) respondents think that students have very much lost track of time due to the use of cell phone followed by (31%) respondents



**Graph 2: Lose focus on study**

The findings of the above pie chart (1) The empirical findings of the study depict that (26%) respondents think that students have very much lost focus on their study due to the use of cell phone followed by (34%) respondents which is the largest area in the above pie chart think that students have much lost focus on their study whereas (21%) teachers and parents think students have somewhat lost focus on their study the findings further depict that (10%) respondents think that students have rarely lost focus and (9%) respondents are those who think that students have not lost focus on their study due to the use of cell phone.

**Table 1: Suffering sleeps loss due to late night cell phone use**

Suffering sleep loss due to late night cell phone use				
Very much	Much	Somewhat	Rarely	Never
28.0	30.0	17.0	14.0	11.0

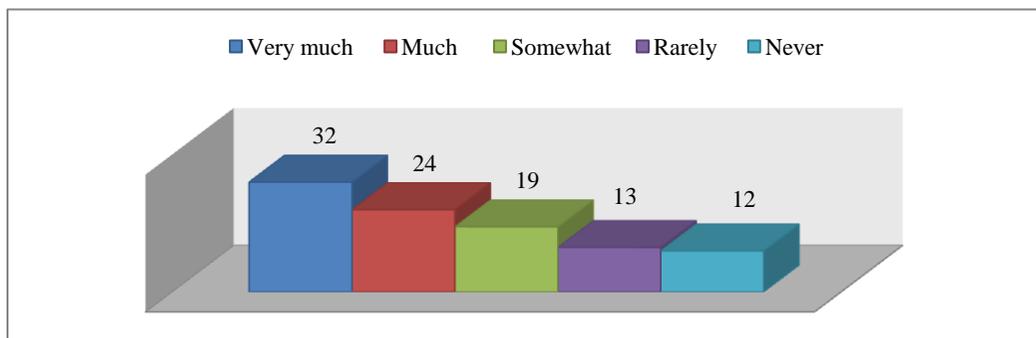
The findings of the above table (1) According to the empirical findings of the study (28%) teachers and parents think that students are very much suffering in sleep loss due the late night cell phone usage followed by (30%) respondents that is the greatest value in above think that students are much suffering in sleep loss due the late night cell phone usage, whereas (17%) teachers and parents think somewhat suffering in sleep loss. The findings of the study

furthermore reveal (14%) respondents think that students rarely suffering in sleep loss whereas (11%) respondents are those who think that students are not suffering sleep loss due to the use of cell phone at late night.

**Table 2: Adopting non-standard language due to SMS texting**

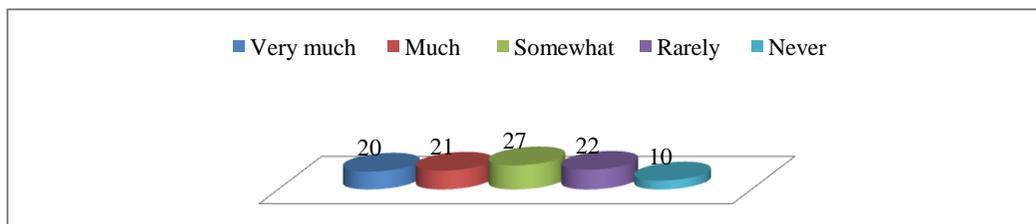
Adopting nonstandard language due to SMS texting				
Very much	Much	somewhat	Rarely	Never
26.0	29.0	16.0	14.0	15.0

The results of the above table (2) in the lights of the empirical findings of the study (26%) teachers and parents think that students are very much adopting nonstandard language due to SMS texting on their cell phone followed by (29%) respondents that is the greatest value in



**Graph 3: Negative impacts on moral values**

The empirical findings of the table (3) the empirical findings of the above figure (32%)respondents that is at highest point think that cell phone has put very much negative impacts on students' moral values followed by (24%) respondents think that cell phone has put much negative impacts in this regard.



**Graph 4: Shares educational material**

The findings of this graph (4) the empirical findings of the study (20%) teachers and parents think that students use cell phone very much to share educational material followed by (21%) respondents think students use cell phone much to share educational material

**Table 3: Increased academic performance of students**

Increased academic performance of students				
Very much	Much	Somewhat	Rarely	Never
18.0	24.0	20.0	23.0	15

The results of the above table (3) the results of the study (18%) teachers and parents think that the performance of students has very much increased due to the use of cell phone followed by (24%) respondents which is the highest value in the above table think that academic performance of students increased much.

**Table 4: Cell phone using purpose**

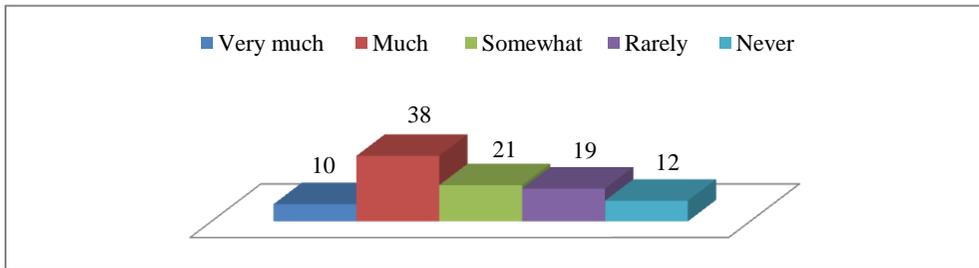
	Teachers	Parents	Classmates	Friends	Close friends
Very much	12.0	24.0	17.0	20.0	20.0
Much	32.0	41.0	33.0	41.0	37.0
Somewhat	30.0	20.0	30.0	22.0	16.0
Rarely	18.0	6.0	10.0	9.0	14.0
Never	8.0	9.0	10.0	8.0	13.0

The verdicts of above table (4) The recorded responses of the respondents show that (12%) respondents respond that students very frequently use cell phone to contact with their teachers followed by (32%) respondents think that students frequently use cell phone to contact their teachers as compared to (30%) respondents think that students use cell phone somewhat to contact teachers.

**Table 5: Use of cell phone**

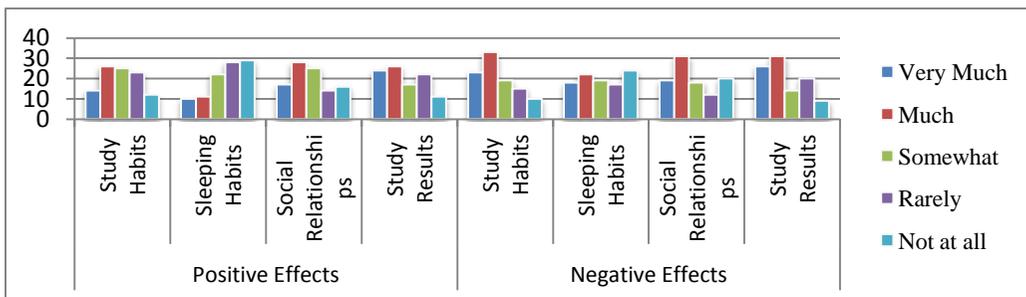
	class room	other than class room
Very much	8.0	59.0
Much	27.0	18.0
Somewhat	38.0	9.0
Rarely	13.0	9.0
Never	14.0	5.0

The verdicts of this table (5) the findings of the study reveal that (8%) respondents respond that students very frequently use cell phone in class room followed by (27%) respondents think that students use frequently in classroom whereas (38%) respondents which is maximum value as compare to other in this category respond students somewhat use cell phone in class room.



**Graph 5: SMS texting negative impact on writing mechanics**

The results of this figure (5) The scenario of empirical findings reveals that (10%) respondents respond that SMS texting has very much negative impacts on students' writing mechanics followed by (38%) respondents which is the significant share of whole population think that SMS texting has much negative impacts on writing mechanics whereas (22%) respondents respond somewhat negative impacts in this regard.



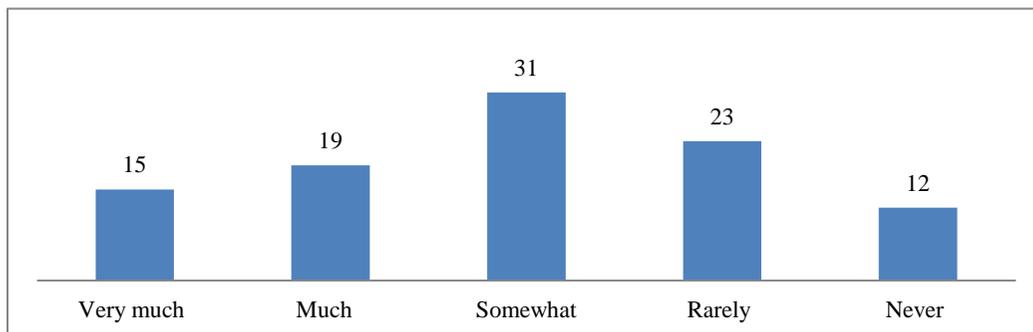
**Graph 6: Effects of cell phone**

The above graph (6) has two sections. The findings of the first section express teachers and parents' responses about positive effects of cell phone use on their study habits, sleeping habits, social relationships and study results. In case of study habits the scenario of the findings reveals that according to (14%) respondents cell phone has very much positive effects on students' study habits followed by (26%) respondents think that much positive effects on study habits whereas (26%) respondents respond that somewhat positive effects on students' study habits. The results of the second portion of the above graph (5.13) depict teachers and parents' responses about negative effects of cell phone usage on students' study habits, sleeping habits, social relationships and study results. In case of study habits the scenario of the findings reveal that according to (23%) respondents cell phone has very much negative effects on students' study habits followed by (33%) respondents think much negative effects whereas (19%) respondents think that cell phone has somewhat negative effects on students' study habits.

**Table 6: Cell phone use decrease parental control**

Cell phone use decrease parental control				
very much	Much	Somewhat	Rarely	Never
27.0	37.0	13.0	14.0	9.0

The results of the above table (6) The empirical findings of the study reveal that (27%) respondents believe that parental control is very much decreasing due to the use of cell phone followed by (37%) respondents that is the highest value in the above table believes that parental control is much decreasing.



**Graph 7: Cell phone use direction**

The findings of this graph (7) the scenario of findings depicts that (15%) respondents think that cell phone use by students is very much directed towards their studies followed by (19%) respondents respond that cell phone use by students is much directed towards their studies.

### Summary and discussion

In the course of this study, sustained efforts have been made to discover the Effect of Using Habits of cell phone on the Study of the students A case study on parents and teachers of Sargodha City. The study results showed that students frequently use cell phone and overwhelming majority spent thirty to fifty rupees in their daily lives. The empirical findings of the study revealed that students frequently use cell phone to contact with parents followed by friends, close friends where as somewhat with classmates and rarely with teachers. But according to teachers and parents students much use cell phone to contact with parents; classmates, friends, and close friends with little difference while somewhat use cell phone to contact with teachers.

According to the empirical verdicts of the study students frequently use cell phone for SMS texting whereas somewhat use for lecture recording and rarely use for voice call. The empirical findings of the study depicted that respondent frequently use short language during SMS texting on cell phone and great number of respondents believe that short language during SMS texting

has much negative impacts on writing mechanics (such as grammar, syntax, punctuation etc.) which is creating a new short form of language. The comparative scrutiny showed that according to the students positive effects of cell phone on study habits , social relationships and study results are greater than negative effects but with little difference whereas more negative effects on sleeping habits as compared to positive effects. But according to teachers and parents negative effects of cell phone on study habits, sleeping habits, social relationships and study results are more as compared to positive effects.

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