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EFFECT OF MOBILE PHONE ADDICTION ON THE ACADEMIC PERFORMANCE AMONG UG STUDENTS

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ABSTRACT
The present study is aimed to examine the relationship between mobile addiction and academic performance. Data was collected from 114 undergraduate students of Govt. Women's Degree College, Nellore, Andhra Pradesh. The tool used for the present study is Smartphone Addiction Scale developed by Vijayashree and Masud Ansari. The findings indicate that undergraduate students exhibit a moderate to high level of mobile addictionand there is a significant negative relationship existed between mobile addiction and academic performance.
KEY WORDS: *Mobile Phone Addiction, Academic Performance*

INTRODUCTION

We are living in a time where technology plays a very important role in our daily lives. From the moment individuals wake up in the morning to the time they go to bed at night, digital devices remain constantly present. Among these technological developments, the smartphone has emerged as one of the most widely used and influential devices in the modern world. It has transformed the way people communicate, access information, and perform everyday activities, making life faster, easier, and more convenient.

A smartphone today is much more than a simple communication device. It functions as a compact, portable computer that allows users to access the internet, engage in social interaction, watch videos, play games, read digital content, and even perform academic and financial tasks. Due to these multiple features, smartphones have become an essential part of everyday life across all age groups. However, their significance is particularly notable among students, especially those at the undergraduate level.

The role of smartphones in education became even more prominent during the COVID 19 pandemic. When schools and colleges were closed, students had to rely almost entirely on digital devices for continuing their education. Smartphones served as the primary medium for attending virtual classes, submitting assignments, and maintaining communication with instructors. This situation significantly increased the frequency and duration of smartphone usage among students across the world.

REVIEW OF RELATED LITERATURE

Sharma (2024) examined the relationship of mobile phone addiction with mental health, life satisfaction, and academic performance among adolescents. The primary objective of the study was to investigate the interrelationship among these four variables and to compare differences between government and private school students. The findings revealed that mobile phone addiction was significantly higher among private school adolescents compared to government school adolescents. In contrast, students from government schools demonstrated better mental health than those from private schools. The results further indicated that mental health had a significant negative correlation with mobile phone addiction, life satisfaction, and academic performance. As mobile phone addiction increased, adolescents' mental health declined. Additionally, mobile phone addiction showed negative correlations with both life satisfaction and academic performance among male and female adolescents. While life satisfaction did not significantly differ between government and private school students, academic performance was found to be higher among private school adolescents. The study concluded that excessive mobile phone use adversely affects adolescents' psychological well-being and academic outcomes, highlighting the need for controlled and balanced mobile phone usage.

Kumar & Sharma (2023) investigated smartphone addiction and academic performance among Indian urban high school students They aimed to investigate the association between smartphone addiction and academic performance in an urban environment They employed a quantitative research design that involved surveying a sample of urban high school students in India, collecting data on smartphone use patterns, indicators of addiction symptoms, and academic performance indices. There was a significant negative correlation with smartphone addiction and academic performance among national urban students — students with high levels of addiction had a low trend in grades and academic performance.

Singh & Patel (2023) examined Smartphone addiction and its impact on academic achievement: evidence from a study among Indian rural high school students. The purpose of their study was to examine the magnitude of Smartphone addiction and its impact on academic performance in rural India. They employed quantitative research and conducted rural high school student surveys to measure Smartphone usage habits, addiction symptoms, and academic performance indicators. Among other findings, researchers found that Smartphone addiction was prevalent in rural areas, and that the more addicted students reported lower performance academically.

Chatterjee and Das (2023) studied Smartphone addiction and academic performance among Indian secondary school students they aimed to investigate the correlation between Smartphone addiction and academic performance. They used a quantitative research

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methodology and administered surveys to a sample of secondary school students in India. The surveys included questions regarding patterns of Smartphone use, addiction symptoms, and academic performance indicators such as grades and test scores. The study found that addiction to smartphones had a negative impact on students' academic results, as students with higher addiction levels obtained lower grades and experienced greater concentration difficulties in study time periods. This adverse effect was also due to reduced study time, increased procrastination, and disrupted sleep patterns caused by excessive use of smartphones.

OBJECTIVE OF THE STUDY

1. To examine the relationship between mobile addiction and academic performance.

HYPOTHESIS OF THE STUDY

1. There is no significant relationship between mobile addiction and academic performance among undergraduate students.

METHODOLOGY

The present study adopts a quantitative research approach, as it is most suitable for examining the relationship between mobile addiction and academic performance among undergraduate students.

Sample

A sample of 114 undergraduate students was selected for the study. The participants were taken from second-year bachelor's degree programs at DKW Government College for Women, Nellore. For selecting the sample, the researcher used the convenience sampling technique. In this method.

Tool

To measure the level of mobile addiction among undergraduate students, the researcher has used the Smartphone Addiction Scale developed by Vijayashree and Masud Ansari. The scale consists of 23 simple and clearly worded statements. These statements are easy to understand, which makes it convenient for students to respond based on their own personal experiences without any confusion. Each statement in the scale is measured using a five-point Likert scale. This method allows students to express their level of agreement in a simple and clear manner. The response options are: Strongly Disagree (1) Disagree (2) Undecided (3) Agree (4) Strongly Agree (5). The total score is calculated by adding the scores of all the 23 items. This total score indicates the level of Smartphone addiction among the students' low score indicates a low level of mobile addiction.

Data Collection

For collecting the data, a Google Form was used. The form was shared with the students during the class, making it easy for them to access and respond using their mobile phones. The use of an online form made the process simple, quick, and convenient for both the researcher and the participants.

Data Analysis

The data collected for the present study was systematically analyzed using appropriate statistical techniques to examine relationship between mobile addiction and academic performance.

RESULTS AND DISCUSSION

Table -1: Pearson Correlation between Mobile Addiction and Academic performance

		Mobile Addiction Level	Academic performance
Mobile Addiction Level	Pearson Correlation	1	-0.320**
	Sig. (2-tailed)		0.001
	N	114	114
Academic performance	Pearson Correlation	-0.320**	1
	Sig. (2-tailed)	0.001	
	N	114	114

Note: **. Correlation is significant at the 0.01 level (2-tailed).

Table-1 presents the Pearson correlation analysis between mobile addiction level and academic performance among undergraduate students. The result shows a negative correlation between mobile addiction and academic achievement ($r = -0.320$, $p = 0.001$, $N = 114$), indicating an inverse relationship between the two variables.

The obtained correlation value suggests a weak to moderate negative relationship, meaning that an increase in mobile addiction is associated with a decrease in academic achievement among students. The p-value (0.001) is less than the 0.01 level of significance, confirming that the relationship is statistically significant.

Therefore, the null hypothesis stating that ***"there is no significant relationship between mobile addiction and academic achievement among undergraduate students"*** is rejected. This result confirms that mobile addiction has a significant negative

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impact on academic performance. Students with higher mobile addiction scores tend to show lower academic performance, whereas those with lower addiction levels tend to perform better academically.

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