

Misuse of Mobile Devices by Secondary Students of Midnapore District in West Bengal

¹Prof Gonesh Mandal, ²Mrs. Uma Rani Sasmal

¹Assistant prof. of Midnapore Institute of Education and ²Research scholar of Education Department Rabindrabharati University, Kolkata, West Bengal, India

Abstract

Mobile devices such as laptop personal digital assistants and mobile phones have become a learning tool with great potential in both classrooms and outdoor learning. This study Performed a meta – analysis and research synthesis of the effects of integrated mobile devices in teaching and learning. Concerns about dependency on the device paralleled intensity of usage. Among the distinctions found between countries, some were attributable variation in available Technology, while others appear to reflect cultural factors. Mobile phone enable people to communicate to gauge attitudes towards mobiles, students from Secondary level in seven schools were asked what they liked most and liked least about having a mobile phone.

Keywords: Mobile devices, communication, interlocutor's ability, dependency, technology.

INTRODUCTION

Mobile technology has led to most people to carry their own individual small computers that contain exceptional computing power, such as laptops, personal digital assistants (PDAs) table personal computers (PCs), cell Phones, and e-book readers. Mobile computers have gradually been introduced into educational contexts over the past two decades. With regard to access to computers, large – scale one – to – one computing programs have been implemented in many countries globally. Such that elementary – and middle – school students and their teacher have their own mobile devices. Therefore mobile technologies have great potential for facilitating more innovative educational methods. simultaneously, These patterns in educational methods will likely not only help subject content learning, but may also facilitate the development of communication, problem – solving, creativity, and other high – level skills among students. However, despite the proposed advantages of using mobile computing devices for increasing computer accessibility, diverse teaching style, and academic performance, currently researchers found mixed results regarding the effects of mobile – devices, and very few studies have addressed how best to use mobile devices, and the effectiveness of doing so.

There are many things to like about mobile phones: the convenience, the functionality, even the fashion component. But there are also aspects that users dislike. Beyond obvious issues such as dead batteries, dropped calls, costs, and possible effects from radiation, there are considerations involving social interaction and personal wellbeing. Some researchers have begun to probe how use of mobile affects people emotionally or socially. Beranuy et al. (2001) report a correlation between mobile phone use and mental distress, as manifested, for example, in deterioration of family and social relationship. Hubbard et al. (2007), who observed dating partners whose face – to – face conversation were interrupted by a phone call, found that partners receiving the calls felt negatively about imposing on their waiting partner, while those kept waiting believed their partners had tarnished their self – image by accepting the call. Usage statistics reported by individuals do not necessarily correspond to traffic records kept by telecommunications carriers. Additionally, cost may influence usage patterns. If, for instance, texting is relatively expensive, texting volume may be depressed. Moreover, new technologies may spur usage spikes, which happened in the US with adoption of the iPhone. Because of changes in cost and technology, it is also critical to be clear when data have been collected.

OBJECTIVES

1. To study on how excessive use of smartphone neglect other areas of life.
2. To study the engrossment of secondary students eradicating the study.
3. Massive turmoil of mobile phone can demolish physical health like headaches, crache, warmth Sensation, fatigue and musculoskeletal symptoms.

METHODOLOGY

Data are collected by from primary data based on schools and secondary data. To collect secondary data from secondary school, schools are taken in Midnapur district of West Bengal named --

- i) Sagarpur Sir Ashutosh High School ii) Khanjapur Union High School iii) Ghatal Basanta Kumari High School
iv) Panchbaria Ramchandra Sriti Mandir v) Colligate Girls School vi) Gopalpur Deshbandhu Chittaranjan high School
vii) Basudevpur vidyasagar vidyapith.

RESULT AND DISCUSSION

As per data collection in following schools is observe

SL NO.	Name of the school	No of student who misuse mobile	< 9 – class students	9-10 class students	Cause of harmful effect on student
1	Sagarpur sir Ashutosh high school(H.S)	09	01	08	Students of the said class suffer from severe head aching after using the mobile become sleepness at night.
2	Khanjapur Union High School(H.S)	32	10	22	In this school we see the stndents suffer from fatigue and musculoskeletal problem .
3	Ghatal Basanta – kumari High school (H.S)	06	00	06	In this school we see the girls to spoil their money and time at their nonstop conversion chating or either use what's app.
4.	Panchberia Ramchandra sriti Mandir	20	12 dir	08	They are being frustrated in study who misuse mobile. 20
5.	Colligate Girls School (H.S)	15	01	14	There fore the girlas are not interested in study and rather intersted in involveing with mobile.
6.	Gopalpur Deshbandu Chittaranjan High School(H.S)	32	14	18	The Children are ultimetly not acquainted with their neighbours even with their playmates.
7.	Basudevpur Vidyasagar vidyapith	38	16	22	Most of them as we observe suffer From erache and warmth sensation.

12

On the study of above school student it is seen that among seven school the student who read in bellow class ninth misuse mobile less than that of ninth and tenth class students. Besides it is also observed that the students in Sagarpur Sir Ashutosh high school and Midnapore Colligate Girls High School bellow nine students use minimum number of mobile devices, rather in other three schools students misuse mobiles more. Otherwise, ninth and tenth class students of studied schools misuse mobile more and conface harmful deseases.

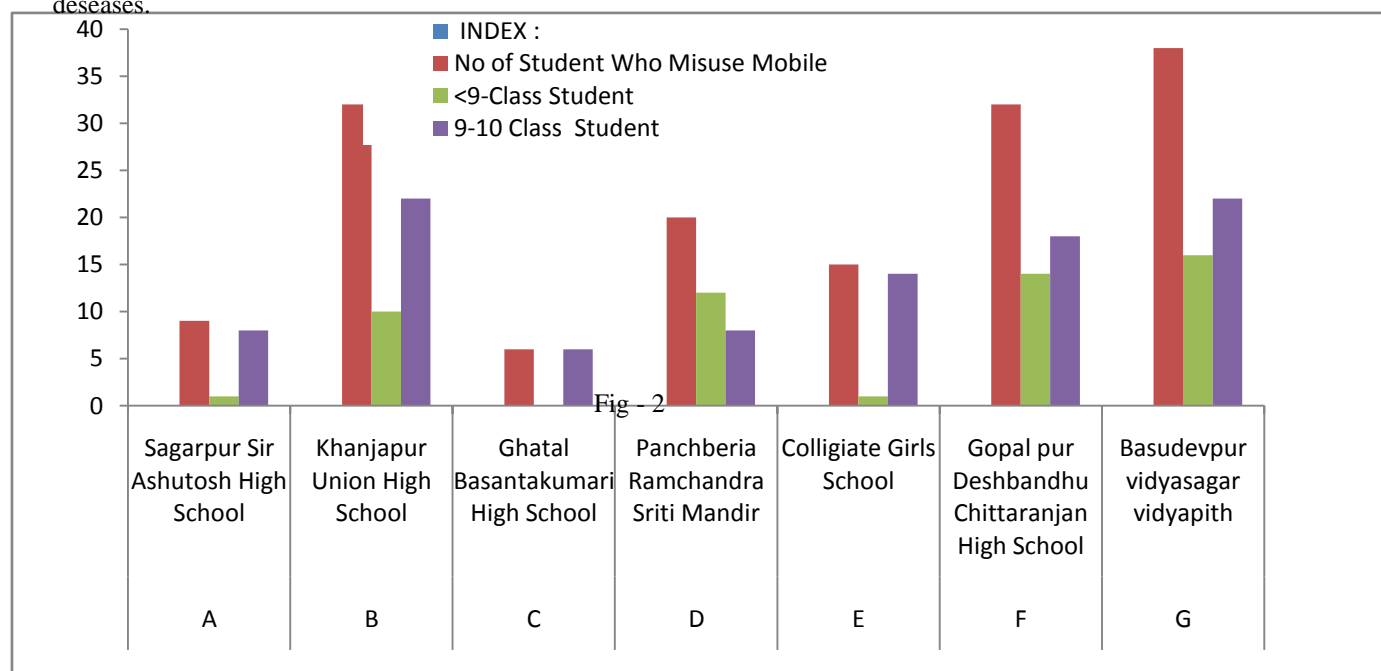


Fig- 1

CONCLUSION

The study has examined concerns of school students reading mobile phones. We see the possible roles of technology and of culture in shaping these attitudes. Student estimates of their volume of talking and text messaging provided points of comparison between attitudes and amount of telephonic activity. We now look, in turn, at concerns shared at school situations in which technological issues may explain national differences, and then at cases in which culture may be the relevant variable. The discussion draws upon both the data presented here as well as data from other questions in the larger survey. Technology can be best friend, and technology can also be the biggest party proper of our lives. It interrupts our story, interrupts our ability to have a thought or a daydream, to imagine something wonderful, because we're too busy bridging the walk from the cafeteria back to the office on the cell phone. The influence of cell phones and their effects on human health are still being tested and studied. There is no one single opinion if cell phones bring harm to human's health. However, addiction and huge reliance on cell phones carry some risks on human development and health. The risks are emotional, physical, social and psychological. The advancements of modern technology, particularly, handheld devices (HHD) (Smart phones, cell phones, and mobile devices, etc) are tremendous. However, prolonged use of devices may cause symptoms of the musculoskeletal disorder, thumb (deQuervain's tendinitis) and neck. The study is done to create awareness among cell phone users about the seriousness of this matter.

REFERENCES

- [1] Agar, J. (2003). *Constant touch: A global history of the mobile phone*. Duxford, Cambridge: Icom Books, Ltd.
- [2] Agrawal A, Deepinder D, Sharma RK, Rang G, Li J. Effect of Cell phone usage on Semen Analysis in Men Attending Infertility Clinic: An Observational study. *Fertility and Sterility*, 2008; 89(1): 124 – 128
- [3] American College of Emergency Physicians Foundation (n.d). Text messaging: Emergency physicians express safety concerns as kids go back to school. Available at <http://www.emergencycareforyou.org/YourHealth/InjuryPrevention/Default.aspx?id=1240>
- [4] Ary, D., Jacobs, L.C., & Razavieh, A. (2002). *Introduction to research in education* (6th ed). Belmont, CA: Wadsworth.
- [5] Bakhurst, D. (2009). Reflections on activity theory. *Educational Review*. 61 (2), 197 – 210. <http://dx.doi.org/10.1080/00131910902846916>.
- [6] Banister, S. (2010). Integrating the iPod Touch in k-12 Education: Visions and Vices. *Computer in the schools*, 27(2), 121 – 131
- [7] Baron, N.S. (2002). Who sets email style: Prescriptivism, coping strategies, and democratizing communication access. *The Information Society* 18, 403 – 413.
- [8] Chabris, C., & Simons, D. (2010). *The invisible gorilla*. New York: Crown.
- [9] Chen, C. M., & Chen, M.C. (2009). Mobile formative assessment tool based on data mining techniques For supporting web-based learning. *Computers & Education*, 52, 256 – 273. <http://dx.doi.org/10.1016/j.compedu.2008.08.005>.
- [10] Dierking, L. D., Falk, J.H., Rennie, L., Anderson, D., & Ellenbogen, K. (2003). Policy statement of the “informal science education” ad hoc committee. *Journal of Research in Science Teaching*. 40, 108-111. <http://dx.doi.org/10.1002/tea.10066>
- [11] Donner, J. (2007). The rules of beeping: Exchanging messages via intentional “missed calls” on mobile phones. *Journal of Computer-Mediated Communication* 13(1). Available at <http://jcmc.indiana.edu/vol13/issue1/donner.html>
- [12] Ertmer, P., & Ottenbreit-Leftwich, A. (2010). Teacher technology change: how knowledge, beliefs, and culture intersect. *Journal of Research on Technology in Education*, 42, 255-284. <http://doi.org/10.1080/15391523.2010.10782551>.
- [13] Friedman, T. (2006). *The taxi driver*. New York Times Op-Ed, November 1.
- [14] Haddon, L. (Ed.) (2005). *International collaborative research: Cross-cultural differences and cultures of research*. COST Action 269.
- [15] Hafner, K. (2009). To deal with obsession, some defriend Facebook. *New York Times*, December 21, p.A14.
- [16] Jabbar, A.I.A., & Felicia, P. (2015). Gameplay engagement and learning in game-based learning: a systemic review. *Review of Educational Research*, 85 (4), 740 – 779. <http://dx.doi.org/10.3102/0034654315577210>.
- [17] Katz, J. (Ed.) (2008). *Handbook of mobile communication*. Cambridge (MA): MIT press.
- [18] Nielsenwire (2008). In US, SMS text messaging tops mobile Phone calling, September 22. Available at <http://blog.nielsen.com/nielsenwire/online/mobile/in-us-text-messaging-tops-mobile-phone-calling/>