

Vol III Issue IX March 2014

Impact Factor : 1. 9508(UIF)

ISSN No :2231-5063

International Multidisciplinary Research Journal

Golden Research Thoughts

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IMPACT FACTOR : 1. 9508(UIF)

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RNI MAHMUL/2011/38595

ISSN No.2231-5063

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EFFECT OF COMMUNICATION TECHNOLOGIES ON STUDENTS

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Abstract:- In this digital age of time, today millions and millions of people worldwide are mobile-phone subscribers. A perusal of the literature shows the use of mobile phones in different educational and social settings including restaurants, public transportation, movie theatres, streets and classrooms. In modern classrooms, instructors face many challenges as they compete for students' attention among a variety of communication stimuli. Rapid growth of mobile computing, including smart phones and tablets, presents a double-edged problem: along with previously unimaginable access to information come previously unforeseen distractions. Of wide concern to many instructors is the potential distraction caused by students using their mobile devices to text, play games, check Face book, tweet, or engage in other activities available to them in a rapidly evolving digital terrain.

Key Words: Communication Technologies , mobile-phone , educational , public transportation.

INTRODUCTION:

Most faculties have opinions about how much cell phone use is occurring in their classrooms, but those individual answers need a larger context and independent verification. A recent survey of 269 college students representing 21 majors from 36 different courses, and equally distributed between first-year students, sophomores, juniors, and seniors standing, offers this kind of benchmarking data. This student cohort answered 26 questions that inquired as to their use of cell phones as well as their observations regarding the cell phone use of their peers. Virtually all the students (99 percent) reported that they had cell phones, and 97 percent said that they used their phones for text messaging. Another significant majority (95 percent) said they brought their phones to class every day, and 91 percent reported that they set their phones to vibrate. Only 9 percent said that they turned their phones off. As for their use of cell phones, 97 percent said they send or received text messages while waiting for class to begin, and 92 percent admitted that they had sent or received a text message during class. Thirty percent reported that they send and receive messages every day in class. Virtually all these students (97 percent) indicated that they had seen texting being done by other students in the classroom.

HISTORICAL BACKGROUND

While the origins of mobile phones date back to the 1950s, the technology came of age in the 1990s with development of the GSM network in Europe, the appearance of several transmission systems in the US, launching of NTT Do Como in Japan, and concurrent growth in the Middle East, the rest of Asia, and Africa (Agar, 2003; Ling & Donner, 2009). As of 2009, there were almost 4.7 billion mobile phone subscriptions (ITU, 2009), out of a world population of about 6.8 billion. Today's mobile phones range widely in price and functionality. Besides texting and voice capabilities, most phones offer tools such as an address book, a variety of ring tones, a camera, an alarm clock, a calendar, and perhaps an MP3 player or radio. Smart (3G) phones have internet access and video capabilities. Mobile telephony has permeated across cultural groups, economic strata, and age cohorts (Katz, 2008; Ling & Donner, 2009). However, since their inception, mobiles have enjoyed an especially high uptake among teenagers and young adults.

LITERATURE REVIEW

Modern phones have a variety of features that simply were not possible years ago: Mobile phones are not just for voice communication anymore (Ishii, 2006). College students can access the Internet, send or receive text messages, check email, and even video chat with others quite literally from the palm of their hand. In addition, students can access a variety of social network sites (SNS) from their mobile phones. Most of the subjects (83.57%) had some knowledge about the adverse effects of MP use. 76.92% of the students carried one mobile, and 23.08% more than one. 55.94% of the subjects reported the average daily MP use of less than 30 min, 27.97%, of 30-60 min, 11.53%, of 60-90 min and 4.54% of more than 90 min. 16.08% of the subjects complained of headache and 24.48% of fatigue. Impaired concentration was reported by 34.27% of respondents, memory disturbances by 40.56%, sleeplessness by 38.8%, hearing problems by 23.07%, and facial dermatitis by 16.78%. The sensation of warmth within the auricle and behind/around the ear was reported by 28.32%

Scholars boyd and Ellison (2008) explain that SNS are online services that allow people to create a profile, create a list of other users who share a connection with the user, and view the lists of connections created by others within that system. For the purposes of the current study, we use the technical term SNS in place of other terminology (e.g., social networking sites) because SNS better conveys the way in which users communicate with others via these systems. boyd and Ellison note that other terms, like social networking sites, emphasize relationship initiation and users forming connections with others with whom they might not normally have come in contact. However, the term SNS better conveys the way in which users communicate with other people they have connected with. As boyd and Ellison put it, "They are primarily communicating with people who are already part of their extended social network" (2008, p. 211). Thus far, survey data indicate that young adults are highly active users of SNS and other communication tools like text messaging. Texting, the ability to send short messages to another person, is perhaps one of the more popular features of modern cell phones. Roughly 94% of 18 to 34 year old report that they send or receive text messages using their phones, and 63% of this age group access the Internet using their phone (Zickuhr, 2011).

There is little question that students' communication habits regularly lead them to text while in class. Research conducted by the Pew Internet & American Life Project found that 14-17- year-olds who text typically send and/or receive roughly 60 text messages a day. Furthermore, 64% of teens with mobile phones have texted in class, and 23% access SNS via their phone (Lenhart, 2010). Indeed, researchers at one university found that 62% of students admitted that they had texted while in class (Ransford, 2009).

Campbell (2006) reported that young people ages 18 to 23 are more tolerant of mobile phones in the classroom when compared to older age brackets. Essentially, "Young people tend to have very positive perceptions of mobile phones and regard the technology as an important tool for social connection" (Campbell, 2006, p. 290). Besides texting, accessing the Internet and SNS has become a prolific communication activity among college students. Research shows that roughly 75% of online adults (18 to 24 year olds) have profiles on an SNS, and 89% of online adults use those sites to keep in touch with friends (Lenhart, 2009). In regard to teens, 77% of teens report that they contact their friends daily via text messaging, and 33% do so via SNS (Lenhart, 2010). Statistics from Face book, which as of June 2011 had over 500 million active users, documents that over 50% of the users log in each day (Face book, 2011).

According to Face book's own statistics, over 250 million active users access Face book through a mobile device, and "People that use Face book on their mobile devices are twice more active on Face book than non-mobile users" (Face book, 2011, p. 1). In short, one might reasonably conclude that students' use of Face book during class would be similar to rates of texting. However, posting to Face book and sending a text message do serve different purposes. For example, a text message is typically sent to one recipient and is inherently interpersonal in nature.

A Face book post, or a status update, is generally viewable by a wider audience or even publicly available. Although texting and posting can serve different purposes, the physical act of both activities on a mobile device is fundamentally the same (i.e., users engaging in communication activities via their mobile device). Because texting and posting both require the user to actively interact with her/his mobile device, these potentially distinct communication activities would reasonably manifest in similar ways and with similar effects. As such, the remainder of this article will use the term texting/posting to refer to both activities. This labelling approach provides conceptual clarity while also incorporating both forms of communication. Clearly, texting/posting offers new communication channels that are frequently used by young adults to stay in contact with others. This ability to stay connected with others has allowed today's college students to remain constantly connected to other people, something that was not the case even a decade ago.

As a practical matter, instructors remain concerned that such connection to the social world disconnects students from learning, leading some to ban all electronic communication devices from lectures (Steinfatt, 2009). Both theoretical and empirical evidence supports this concern, suggesting that students potentially split their attention in ways that cause them to miss important details presented during class, an outcome that could have potentially damaging effects on their achievement (Kraushaar & Novak, 2010; Wei et al., 2012).

CONCLUSION

High frequency of mobile phone use at baseline was a risk factor for mental health outcomes at 1-year follow-up among the young adults. The risk for reporting mental health symptoms at follow-up was greatest among those who had

perceived accessibility via mobile phones to be stressful. Public health prevention strategies focusing on attitudes could include information and advice, helping young adults to set limits for their own and others' accessibility.

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