



IMPACT OF SMART PHONE ADDICTION ON STUDY HABITS OF SENIOR SECONDARY SCHOOL STUDENTS

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Abstract:-

In the contemporary digital era, smartphones have become an integral part of students' daily lives, offering both academic support and potential distractions. The present study aims to examine the impact of smartphone addiction on the study habits of senior secondary school students. A descriptive survey method was employed for the study. The sample comprised 100 senior secondary school students selected through simple random sampling from a government school in Saharanpur district. Smartphone addiction was considered as the independent variable, while study habits served as the dependent variable. Standardized tools developed by Dr. Vijay Shree and Dr. Masaud Ansari for smartphone addiction, and by Dr. Deepti Sharma and Dr. Masaud Ansari for study habits, were used for data collection. Statistical analysis was carried out using mean and Pearson's correlation coefficient.

The findings revealed that there was no significant relationship between overall smartphone addiction and study habits of senior secondary school students. Although the correlation between smartphone addiction and study habits was negative, it was very low and statistically insignificant. Further analysis of various dimensions of smartphone addiction—namely compulsion, forgetfulness, lack of attention, depression and anxiety, disturbed hunger/sleep, and social withdrawal—also showed no significant relationship with study habits. The correlation coefficients for all dimensions were found to be either very low, positive or very low, negative and insignificant at both 0.01 and 0.05 levels of significance. The study concludes that smartphone addiction does not have a significant impact on the study habits of senior secondary school students in the selected sample. This suggests that students may be effectively balancing smartphone usage with their academic responsibilities, possibly using smartphones for both educational and non-educational purposes. The findings highlight the importance of guiding students toward balanced and productive use of smartphones to support academic growth.



Keywords:- *Smart Phone Addiction, Study Habits, Senior Secondary School Students.*

Introduction:-

In the present era of rapid technological advancement, smartphones have become an essential part of students' daily life. Senior secondary school students widely use smartphones for communication, entertainment, social networking, and educational purposes. While smartphones provide easy access to information and learning resources, excessive use may lead to smartphone addiction, which can negatively affect students' academic life.

Study habits play a very important role in determining students' academic success. Proper study habits such as regular study, time management, concentration, and revision help students achieve better learning outcomes. However, unhealthy study habits, lack of discipline, and distraction caused by excessive smartphone use may reduce academic efficiency.

Smartphone addiction can influence students' attention span, memory, sleep patterns, and motivation toward studies. Continuous use of mobile phones for games, social media, and online content often distracts students from their academic responsibilities. As a result, their study routines may become irregular, affecting academic performance and overall development.

Senior secondary stage is a crucial period in students' educational life, as it prepares them for higher education and future careers. At this stage, balanced use of technology along with effective study habits is essential. Understanding the impact of smartphone addiction on students' study habits can help teachers, parents, and educational institutions guide students more effectively.

Therefore, the present study aims to examine the impact of smartphone addiction and study habits among senior secondary school students. The findings of the study may help in developing awareness programs, improving study skills, and promoting healthy use of smartphones for academic growth. Some studies are mentioned here, that were conducted earlier related to present study –

1. **Ansari Masaud Sharma Deepti & (2025)** focused on the role of study habits in academic achievement and found that students with strong study habits performed better academically. However, it did not explore how digital distractions, particularly smartphones, disrupt study habits.
2. **Chavan Arundhati and Pote Sadhana – Paisarnkar (2023)** Studied the relationship Between Smart Phone Addiction And Study Habits of Senior Secondary School Students.
3. **Vijay Shree & Masaud Ansari (2023)** Assessed the prevalence of smart phone addiction among Senior Secondary School Students, highlighting



its negative impact on concentration and academic performance. However, the study did not specifically analyze its effect on structured study habits.

4. **Gupta A., & Singh, P. (2021)** conducted a correlation study between Smartphone usage and academic performance. Journal of Psychological Studies.

Objectives of the study:-

- To find out the relationship between Smart Phone Addiction and Study Habits of Senior Secondary Students.
- To find out the relationship between Compulsion Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.
- To find out the relationship between Forgetfulness Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.
- To find out the relationship between Lack of Attention Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.
- To find out the relationship between Depression and Anxiety Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.
- To find out the relationship between Disturbed Hunger/Sleep Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.

Hypotheses of the study:-

- There is no significant relationship between Smart Phone Addiction and Study Habits of Senior Secondary Students.
- There is no significant relationship between Compulsion Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.
- There is no significant relationship between Forgetfulness Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.
- There is no significant relationship Lack of Attention Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.
- There is no significant relationship between Depression and Anxiety Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.
- There is no significant relationship between Disturbed Hunger/Sleep Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.



- There is no significant relationship between Social Withdrawal Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.

Research Methodology of the study:-

- **Research Method** - In the present study Descriptive Survey Method is used.
- **Population of the study** - The Senior Secondary School Students of Government School in Saharanpur District were the population of the study.
- **Sample of the study** - A total of 100 students studying in Senior Secondary classes in Gauri Shankar Inter College, Saharanpur was the sample of the study, selected through Simple Random Sampling Technique.

Variables of the Study –

- **Independent variable:** In the present study Smart Phone Addiction is the independent variable.
- **Dependent variable:** In the present study dependent variable is

Independent variable	Dependent variable
Smart Phone Addiction	Study Habits

Research tools –

In the present study, following tools are used

- *Smart Phone Addiction*
By: Dr. Vijay Shree & Dr. Masaud Ansari
- *Study Habits*
By: Dr. Deepti Sharma & Dr. Masaud Ansari

Statistical techniques –

Pearson’s Correlation Coefficient was used to find out the relationship between Smart Phone Addiction and the Study Habits of Senior Secondary School Students.

Findings & Interpretation:-

Objective - 1

To find out the relationship between Smart Phone Addiction and Study Habits of Senior Secondary Students.

H01

There is no significant relationship between Smart Phone Addiction and Study Habits of Senior Secondary Students.



Table-1

Relationship between Smart Phone Addiction and Study Habits of Senior Secondary School Students.

Variables	N	Correlation Coefficient	Significant level
Smart Phone Addiction & Study Habits	100	-0.10	insignificant at both levels

The above table -1 shows that the correlation coefficient between Smart Phone Addiction and Study Habits of Senior Secondary School Students comes out to be -0.10, which is insignificant at both 0.01 and 0.05 levels of significance. Also this correlation coefficient is negative and of low level. Hence, it can be interpreted that when Smart Phone Addiction increases among Senior Secondary School students, their Study Habits decrease.

Objective - 2

To find out the relationship between Compulsion Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.

Ho2

There is no significant relationship between Compulsion Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.

Table-2

Relationship between Compulsion Dimension of Smart Phone Addiction and Study Habits of Senior Secondary School Students.

Variable	N	Correlation Coefficient	Significant level
Compulsion Dimension of Smart Phone Addiction & Study Habits	100	-0.12	insignificant at both levels

The above table-2 presents the correlation coefficient between compulsion dimension of Smart Phone Addiction and Study Habits of Senior Secondary School Students.



The calculated correlation coefficient is -0.12, which is insignificant at both 0.01 and 0.05 levels of significance. This negative and low correlation suggests that as compulsion of Smart Phone Addiction increases, Study Habits tend to decrease slightly, but this relationship is not statistically significant.

Objective – 3

To find out the relationship between Forgetfulness Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.

Ho3

There is no significant relationship between Forgetfulness Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.

Table-3

Relationship between Forgetfulness Dimension of Smart Phone Addiction and Study Habits of Senior Secondary School Students.

Variable	N	Correlation Coefficient	Significant level
Forgetfulness Dimension of Smart Phone Addiction & Study Habits	100	-0.19	insignificant at both levels

The data predicted in Table-3 indicate the relationship between the Forgetfulness dimension of Smart Phone Addiction and the Study Habits of Senior Secondary School students. The obtained correlation coefficient is -0.19, which shows a low and negative relationship between the two variables. This suggests that with an increase in Smart Phone Addiction Forgetfulness, study habits tend to decline slightly. However, the relationship is statistically insignificant at both 0.01 and 0.05 levels of significance.

Objective – 4

To find out the relationship between Lack of Attention Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.

Ho4

There is no significant relationship between Lack of Attention Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.



Table-4

Relationship between Lack of Attention dimension of Smart Phone Addiction and Study Habits of Senior Secondary School Students.

Variable	N	Correlation Coefficient	Significant level
Lack of Attention Dimension of Smart Phone Addiction & Study Habits	100	-0.02	insignificant at both levels

The data shown in Table-4 reveal the relationship between the Lack of Attention of Smart Phone Addiction and the study habits of senior secondary school students. The obtained correlation coefficient is -0.02, which is insignificant at both 0.01 and 0.05 levels of significance, indicating a very negligible and negative relationship between the two variables. This suggests that an increase in lack of attention due to smartphone use is associated with an almost imperceptible decline in study habits.

Objective - 5

To find out the relationship between Depression and Anxiety Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.

Ho5

There is no significant relationship between Depression and Anxiety Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.

Table-5

Relationship between Depression and Anxiety dimension of Smart Phone Addiction and Study Habits of Senior Secondary School Students.

Variable	N	Correlation Coefficient	Significant level
Depression and Anxiety dimension of Smart Phone Addiction & Study Habits	100	-0.21	insignificant at both levels

The data presented in Table-5 reveal the relationship between Depression and Anxiety due to Smart Phone Addiction and the study habits of senior secondary



school students. The obtained correlation coefficient is -0.21, indicating a negative relationship between the two variables. The correlation was found to be non-significant at both 0.01 and 0.05 levels of significance. The negative value indicates that as smartphone addiction increases, the level of attention tend to decrease, although the relationship is not statistically significant.

Objective - 6

To find out the relationship between Disturbed Hunger/Sleep Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.

Ho6

There is no significant relationship between Disturbed Hunger/Sleep Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students. Table-6

Relationship between Disturbed Hunger/Sleep dimension of Smart Phone Addiction and Study Habits of Senior Secondary School Students.

Variable	N	Correlation Coefficient	Significant level
Disturbed Hunger/Sleep Dimension of Smart Phone Addiction & Study Habits	100	-0.16	insignificant at both levels



Table-6 reveals the relationship between the Disturbed Hunger/Sleep dimension of Smart Phone Addiction and the Study Habits of senior secondary school students. The obtained correlation coefficient is -0.16, indicating a low negative relationship between the two variables. This negative value suggests that an increase in disturbance in hunger/sleep patterns due to smartphone addiction tends to be associated with a slight decline in students' study habits. However, the correlation is found to be statistically insignificant at both 0.01 and 0.05 levels of significance, implying that the observed relationship is weak and does not reach a meaningful level of statistical reliability.

Objective - 7

To find out the relationship between Social Withdrawal Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.

Ho7

There is no significant relationship between Social Withdrawal Dimension of Smart Phone Addiction and Study Habits of Senior Secondary Students.

Table-7

Relationship between social withdrawal dimension of Smart Phone Addiction and Study Habits of Senior Secondary School Students.

Variable	N	Correlation Coefficient	Significant level
Social Withdrawal Dimension of Smart Phone Addiction & Study Habits	100	-0.07	insignificant at both levels

The data is demonstrated in the relevant table - 7 indicates the relationship between Social Withdrawal Dimension of Smart Phone Addiction and study habits of senior secondary school students. The obtained correlation coefficient is - 0.07, which reflects a very weak and negative relationship between the two variables. This value is not significant at either the 0.01 or 0.05 level of significance, suggesting that the association is negligible. Although the negative sign shows a slight tendency of inverse relationship, its magnitude is extremely low and practically insignificant.

Conclusion:-

It was revealed from the statistical analysis of the data in the present study that insignificant, negative and low level correlation was found of Smart Phone Addiction as overall, compulsion, Forgetfulness, Lack of Attention, Depression and Anxiety,



Disturbed Hunger/sleep and social withdrawal with Study Habits of Senior Secondary School Students.

It may be due to -

1. Not all students use smartphones in a harmful way; some use them for educational purposes, which reduces the negative impact.
2. Many students may have controlled or moderate smartphone use, so its effect on study habits is not strong.
3. Students today are digitally adapted, meaning they can manage both smartphone use and studies simultaneously.
4. Smartphones are often used for online learning, notes, videos, and doubt-solving, which may balance negative effects.
5. Study habits are also influenced by motivation, family environment, teaching methods and time management not just smartphone use.
6. The selected group (Senior Secondary Students) might have similar study patterns, reducing variation in results.

Educational Implications of the Study:-

Based on the findings of the present study, it was observed that smartphone addiction has no significant impact on the study habits of senior secondary school students. However, considering the increasing use of smartphones and their potential influence on students' academic life, certain suggestions are proposed. These suggestions may help students, parents, teachers, and educational institutions promote healthy smartphone usage and strengthen effective study habits.

- Schools should organize awareness programs and workshops to educate students about the positive and negative effects of smartphone use and the importance of balanced usage.
- Students should be guided to use smartphones mainly for educational purposes such as online learning resources, academic applications, and skill development.
- Teachers should encourage students to develop effective study habits like regular study schedules, proper time management, concentration, and revision technique.
- Parents should monitor and regulate the smartphone usage of their children at home and motivate them to maintain disciplined study routines.
- Schools may provide counseling services to students who show signs of excessive smartphone use, anxiety, or lack of concentration.
- Educational institutions should integrate smartphones into classroom learning in a controlled manner so that students learn to use technology productively.



- Training sessions on time management should be conducted to help students balance academic work, smartphone use, and leisure activities.
- Schools should encourage participation in sports, cultural activities, and group work to reduce excessive dependence on smartphones.
- Teachers should be trained to identify early signs of smartphone overuse and guide students toward healthy study and learning behaviours.

Suggestions for Further Research:-

1. Further studies with may be conducted with a larger and more diverse sample from both rural and urban areas.
2. Further research may be undertaken to examine whether the effects of smartphone usage differ between male and female senior secondary school students.
3. Subsequent research may be conducted to analyze the study habits of urban and rural senior secondary school students.
4. Further inquiries may be undertaken to gain deeper insights into the specific study habits of senior secondary school students.
5. Additional studies may be carried out to understand the underlying causes of smartphone addiction among senior secondary school students.



6. Further investigations may be initiated to track how smartphone addiction impacts senior secondary school students over time.





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