

Impact of Smartphone Addiction on Life Satisfaction of Prospective Teacher

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ABSTRACT

Smartphones have become an integral part of our day-to-day life. We live in a “smart youth culture” society, which requires every individual to carry a smartphone with him. As quoted by Haruki Marukami,” Smartphones have become so convenient that they are an inconvenience”, smartphones have become both a necessity and a menace. Gone are the days where smartphones are used for making calls. A recent survey (2018) conducted by Aligarh University has concluded that students check their mobile devices as many as 150 times in a day on an average. This is rightly termed as smartphone addiction. This study is conducted among 100 prospective teachers to find their smartphone addiction in correlation with their satisfaction in life. Teachers play a very important role in molding students’ life, thus a good teacher is expected to be aware of her problems regarding addiction. Smartphone overuse causes physical, psychological and social problems among student-teachers. According to National Institute of Mental Health and Neuro-Sciences (NIMHNS) clinic, Science For Healthy Use Of Technology (SHUT) gets 5 cases weekly (2017) of youngsters suffering from mobile addictive disorders compared to 1 case in every few weeks. The study was conducted at different education colleges in Chennai District. The sample was randomly selected and it comprised of 100 female prospective teachers. The results reveal that there is a significant difference the level of addiction of smartphones among the prospective teachers and also there is a significant difference in the addiction level and the life satisfaction level of the prospective teachers.

Keywords: *Smartphone, Addiction, Life Satisfaction, Prospective teachers*

With the rapid advancement of communication and worldwide expansion of technology, people’s quality of life has been exceptionally improved over the past two decades. Smartphone technology has been a blessing and a curse for everybody. It has become the source of influence, entertainment and made the world much smaller.

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Smartphone Addiction:

Smartphones have earned a special place in our everyday lives. It has occupied a prominent position in the lives of teenagers and youth of our nation. The smartphone youth culture looks down at a person who does not use a smartphone and praises the one who has an expensive one. This culture wants everyone to be engaged in every kind of social media like Facebook, Instagram etc which is required to earn a social status. This requires one to sit with mobile to keep up with others. This causes one to get addicted to using the smartphone. Student-Teachers are not an exception in this scenario. Most of the student-teachers are from age group 21-26 years which makes them vulnerable to this smartphone youth culture.

Life Satisfaction:

Shin and Johnson defined life satisfaction as a global assessment of a person's quality of life according to his chosen criteria. Life satisfaction is generally an aspect of good mental health. It refers to the judgmental process that one faces regarding his own life. It is the way how one perceives his life or how they felt about it before or how they feel about where it is going in the future. It is important that people are satisfied with their way of life. A prospective teacher should be content with her life because only if she is satisfied with her life, she will be able to take the profession with genuine interest. In turn, she will be able to treat her students with a positive attitude and enjoy teaching.

REVIEW OF RELATED LITERATURE:

Severin Haug and et al. conducted a study on smartphone use and smartphone addiction among young people in Switzerland. This study investigated indicators of smartphone use, smartphone addiction, and their associations with demographic and health behavior-related variables in young people. A convenience sample of 1,519 students from 127 Swiss vocational school classes participated in a survey assessing demographic and health-related characteristics as well as indicators of smartphone use and addiction. Smartphone addiction occurred in 256 (16.9%) of the 1,519 students. Longer duration of smartphone use on a typical day, a shorter time period until first smartphone use in the morning, and reporting that social networking was the most personally relevant smartphone function were associated with smartphone addiction.

Hafidha Suleiman Al-Bararshi et al. did a literature study on smartphone addiction among university undergraduates. The paper reviews the relationship between Smartphone addiction among undergraduates and their academic achievement. There were significant differences in addiction among undergraduates according to their gender, the field of study, parents educational level and family income level will be examined. While some studies have shown gender differences in Smartphone addictive use, others have proved that gender and Smartphone use is not significantly related.

Objectives:

1. To find the significant difference in the level of smartphone addiction among student-teachers based on their type of personality.

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2. To find the significant difference in the level of smartphone addiction based on their hometown.
3. To find the significant difference in the relationship between the level of smartphone addiction and life satisfaction level.

Hypothesis:

1. There is no significant difference in the level of smartphone addiction among student-teachers based on their type of personality.
2. There is no significant difference in the level of smartphone addiction among the student-teachers based on their hometown.
3. There is no significant difference in the relationship between smartphone addiction and the life satisfaction level of the student-teachers.

METHOD AND SAMPLE OF THE STUDY:

Random Sampling technique was used in the selection of a sample of 100 prospective teachers belonging to various education colleges in Chennai.

Tool Used For The Study:

Two separate standardized tools were used for the study. The Smartphone Addiction tool is the Short Version of Smartphone Addiction Scale (SV-SAS) and it contains 10 questions with a 6 pointer scale with options ranging from strongly agree, weakly agree, agree, disagree, weakly disagree and strongly disagree. The life satisfaction level tool is the Affect Balance Scale (ABS) by Bradburn. The tool contains 10 questions with 5 positive questions and 5 negative questions.

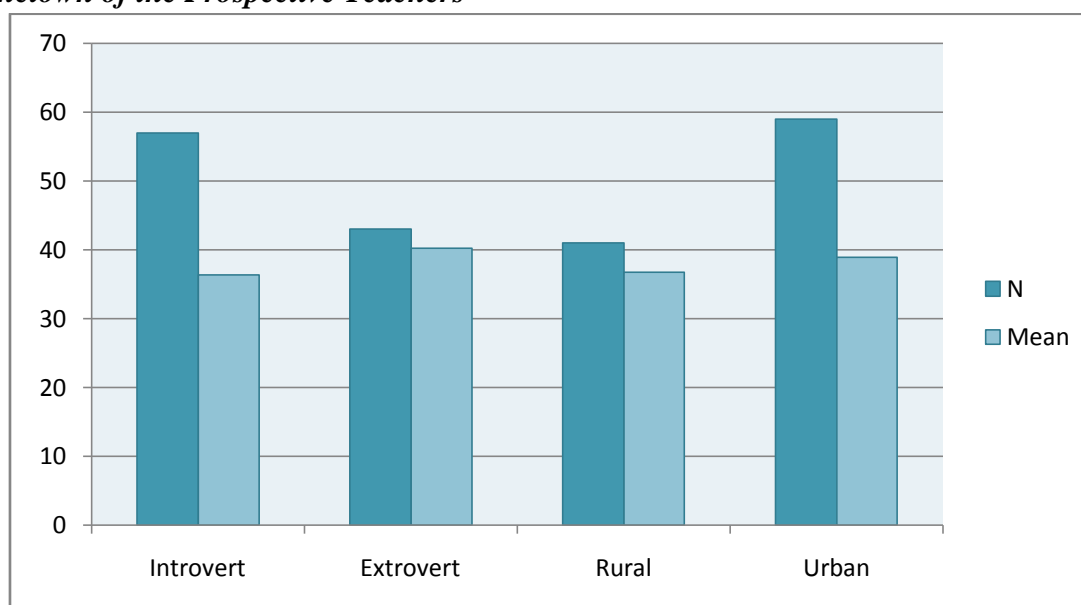
ANALYSIS AND INTERPRETATION:

Table 1: Mean & Standard Deviation of the Personality Traits & the variable of Hometown of the Prospective Teachers

Variables		N	Mean	S.D
Personality	Introvert	57	36.37	9.458
	Extrovert	43	40.26	10.563
Hometown	Rural	41	36.78	10.790
	Urban	59	38.92	9.558

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Figure 1: Mean & Standard Deviation of the Personality Traits & the variable of Hometown of the Prospective Teachers



HYPOTHESIS 1: There is no significant difference in the level of smartphone addiction among student –teachers based on their type of personality.

Table 2: t-test for identifying the significant difference in the level of smartphone addiction among student- teachers based on their type of personality.

Sub Samples	t-value	p-value
Personality	2.905	0.05*

Since the p-value is less than or equal to 0.05, the null hypothesis is rejected. Therefore, it can be concluded that there is a significant difference in the level of smartphone addiction among student- teachers based on their type of personality. From table 1, it can be interpreted that the student-teachers who are extrovert in nature tend to use smartphone more, thus leading to addiction.

HYPOTHESIS 2: There is no significant difference in the level of smartphone addiction among the student- teachers based on their hometown.

Table 3: t-test for identifying the significant difference in the level of smartphone addiction among the student- teachers based on their hometown.

Sub Samples	t-value	p-value
Hometown	3.019	0.00*

The p-value is less than or equal to 0.05, so the null hypothesis is rejected. Therefore, it can be concluded that there is a significant difference in the level of smartphone addiction among student- teachers based on their hometown. From table 1, it can be interpreted that the

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student-teachers who come from urban cities or areas tend to have smartphone addiction when compared to students from rural areas.

HYPOTHESIS 3: There is no significant difference in the relationship between smartphone addiction and the life satisfaction level of the student-teachers.

Table 4: Pearson's Coefficient of Correlation

Variables	Correlation Value	p-value
Smartphone addiction Level and Life Satisfaction Level	-0.01977	0.85

The correlation value between the smartphone addiction level and life satisfaction level of the student- teachers has a negative very low correlation value, but the value is not significant since the p-value is greater than 0.05.

FINDINGS OF THE STUDY

1. The prospective teachers, who are extrovert in nature, would like to constantly be in touch with others. Extroverts enjoy social situations and even seek them out since they enjoy being around people, they will talk with someone else rather than sit alone and think. This proves that student-teachers who are extroverts would like to use smartphones more when alone than student-teachers who are introverts.
2. In the same way, student-teachers who belong to the urban cities have the tendency to use smartphone more than the student-teachers coming from rural areas.
3. There is a negative correlation between the satisfaction level and the addiction level which implies that if the level of smartphone addiction increases, the life satisfaction level decreases, and vice versa. Even though the correlation value is very low, it still signifies that there is a relationship between the two.

CONCLUSION

Teaching profession is a service that is being offered wholeheartedly to the students by a teacher. Anyone who is not satisfied with his own life will not be able to render this kind of service. Even though this society demands a 'smartphone youth' culture, it is important for the prospective teachers to remember the profession they have opted for and the service that they have to do. The prospective teacher should be smart enough to use it but not overdo it, such that she will gain respect from her students in the future.

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Conflict of Interest

There is no conflict of interest.

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