

Academic Achievement And Smart Phone Addiction Among Undergraduate Pupil Teachers

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Abstract

This paper presents the academic achievement and smart phone addiction among undergraduate pupil teachers. Sample of the study consisted of 100 pupil teachers from Department of Education, Doaba College, Jalandhar. Present study employed descriptive survey method. Previous semester SGPA was used to assess the academic achievement of the pupil teachers and smart phone addiction scale was used to conduct the survey. Descriptive statistics namely- Mean, Standard deviation were used, t-values was calculated to test the level of significance, Correlation was found to find out the relationship between variables. Results of the study indicated significant difference in the mean scores of smart phone addiction of undergraduate pupil teachers in relation to their gender, significant difference in mean scores of academic achievement of undergraduate pupil teachers in relation to their gender and significant relationship between smart phone addiction and academic achievement of undergraduate pupil teachers in relation to their gender. It also showed significant difference in the mean scores of smart phone addiction of undergraduate pupil teachers in relation to their locality, significant difference in the mean scores of academic achievement of undergraduate pupil teachers in relation to their locality, significant relationship between smart phone addiction and academic achievement of undergraduate pupil teachers in relation to their locality.

Keywords: Academic Achievement, Smart Phone Addiction, Undergraduate Pupil Teachers

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I. Introduction

Addiction does not refer only to drugs or substance abuse. It also refers to overuse of internet, games, gambling and smartphones which come under the category of behavioral addiction. This new type of addiction has caught the attention of almost all the countries in all over world due to advancement of internet and smartphones, and it comes under the category of smartphone addiction. This smartphone addiction has become important issue in our society. Although it has made our life convenient, yet it has been posing variety of risks (Kwon, Kim, Cho and Yang, 2013).

Academic achievement is regarded as the display of knowledge attained, skills developed in the school subjects (Busari, 2000). It is the level of performance in school subjects as exhibited by a learner (Ireogbu, 1992). Balasubramanium (1992) observed that achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see what the student achieves.

A Smartphone is “a mobile phone having touch screen, internet access and operating system like computers and it is capable to download the files” (Oxford Dictionaries, 2016). It can perform unlimited functions. It can be used for study (to visit the sites of schools, boards, colleges and universities; download syllabus, previous year papers, date sheets, results; to prepare the assignment, link online classes, video lectures, making notes, sending and receiving mails, filling online forms etc.), entertainment purposes (to play games, communicate with friends, family and co-workers via social media apps). It has become inseparable part of human life. But excessive use of smartphones made the human beings addictive of it resulting in stress, anxiety, depression, impaired relationships, loneliness, sleep deficits, insecurity, frustration, lower concentration and poor grades in academics. There is increase in smartphone addiction; therefore smartphone applications also offer benefits to the society by providing cost-effective healthcare interventions (Zhang and Zeng, 2024).

Various studies have been conducted to see the effects of smartphone addiction on mental health, physical health and academic performance and showed different results. Findings of the study showed negative association between smartphone addiction and academic achievement among college students (Kumbhar, 2025); significant negative correlation between smartphone addiction and academic achievement (Zhang and Zeng, 2024); better academic performance in association with increase in anxiety, cell phone addiction (Gutierrez-Aguilar, Duche Perez, Leon-Lucano, Cordova-Buiza and Chicaña-Huanc, 2023); smartphone use constitutes inequality in learning opportunities among elementary school students (Wang, Hsieh and

Kung, 2022); smartphone addiction negatively impacts students learning and overall academic performance (Sunday, Adesope and Maarhuis, 2021).

In most of the studies it negatively affected the academic performance of the students. Investigator in the present study tried to find the effect in relation to gender and locality. The study was conducted to achieve the following objectives:

- To study and compare the smart phone addiction among undergraduate Pupil Teachers in relation to their gender.
- To study and compare the academic achievement of undergraduate Pupil Teachers in relation to their gender.
- To find out the relationship between smart phone addiction and academic achievement of undergraduate Pupil Teachers in relation to their gender.
- To study and compare the smart phone addiction among undergraduate Pupil Teachers in relation to their locality.
- To study and compare the academic achievement of undergraduate Pupil Teachers in relation to their locality.
- To find out the relationship between smart phone addiction and academic achievement of undergraduate Pupil Teachers in relation to their locality.

The study was conducted to test the following hypotheses:

- There will be no significant difference in the mean scores of smart phone addiction of undergraduate Pupil Teachers in relation to their gender.
- There will be no significant difference in the mean scores of academic achievement of undergraduate Pupil Teachers in relation to their gender.
- There will be no significant relationship between smart phone addiction and academic achievement of undergraduate Pupil Teachers in relation to their gender.
- There will be no significant difference in the mean scores of smart phone addiction of undergraduate Pupil Teachers in relation to their locality.
- There will be no significant difference in the mean scores of academic achievement of undergraduate Pupil Teachers in relation to their locality.
- There will be no significant relationship between smart phone addiction and academic achievement of undergraduate Pupil Teachers in relation to their locality.

II. Research Methodology

Present study employed descriptive survey method. Previous semester SGPA was used to assess the academic achievement of the Pupil Teachers. Smart phone addiction Scale was used to conduct the survey. The target population for present study was undergraduate Pupil Teachers of Departments of Education. Sample of 100 undergraduate Pupil Teachers were selected randomly from Departments of Education, Doaba College, Jalandhar. Descriptive statistics namely- Mean, Standard deviation were used, t-values was calculated to test the level of significance, Correlation was found to find out the relationship between variables.

III. Results And Discussion

Present study was undertaken to find out the level of academic achievement and level of smartphone addiction among male and female, urban and rural undergraduate Pupil Teachers of Department of Education of semester II, IV, VI, VIII. Previous semester SGPA was used to assess the academic achievement of the Pupil Teachers. Mean, standard deviation, Standard error of Difference of Means and t-value were calculated as under:

Table 1.1 showing Mean score, SD, and standard error of difference of mean and t-ratio on smart phone addiction among male and female undergraduate pupil teachers:

Smart Phone Addiction	Gender	N	Mean	SD	SE. D.	t-value
	Male	50	46.7	17.7		
	Female	50	17.8	8.2		14.05

Table 1.1 shows that the mean score of smart phone addiction of male pupil teachers is 46.7 and female pupil teachers is 17.8. t-value of smart phone addiction of pupil teachers is 14.05. It means that there is significant difference in smart phone addiction among male and female pupil teachers. The mean score of smart phone addiction of male pupil teachers is more than female pupil teachers, which means that female pupil teachers are less addicted to smart phone than male pupil teachers. This difference is significant at 0.01 level. "There will be no significant difference in the mean scores of smart phone addiction of undergraduate Pupil Teachers in relation to their gender" is rejected.

Table 1.2 showing Mean score, SD, and standard error of difference of mean and t-ratio on academic achievement among male and female undergraduate pupil teachers:

Academic Achievement	Gender	N	Mean	SD	SE. D.	t-value
	Male	50	22.8	7.9		1.13
	Female	50	24.7	7.7		2.62

Table 1.2 shows that the mean score of academic achievement of male pupil teachers is 22.8 and female pupil teachers is 24.7. t-value of academic achievement of pupil teachers is 2.62. It means that there is significant difference in academic achievement among male and female pupil teachers. The mean score of academic achievement of female pupil teachers is more than male pupil teachers, which means that female pupil teachers are academically better than male pupil teachers. This difference is significant at 0.01 level. Therefore the hypothesis stating that “There will be no significant difference in the mean scores of academic achievement of undergraduate Pupil Teachers in relation to their locality” is rejected.

Table 1.3 showing the correlation between male and female pupil teachers:

Data was collected to find out the correlation between academic achievement and smart phone addiction. The computed values are given below:

Variables	Correlation
Male	0.57
Female	0.39

As per Table 1.3, the correlation between academic achievement and smartphone addiction of male pupil teachers is 0.57 (significant at 0.01 level) and female pupil teachers is 0.39 (significant at 0.05 level). Therefore the hypothesis stating that “There will be no significant relationship between smart phone addiction and academic achievement of undergraduate Pupil Teachers in relation to their gender” is rejected.

Table 1.4 showing Mean score, SD, and standard error of difference of mean and t-ratio on smart phone addiction among urban and rural undergraduate pupil teachers:

Smart Phone Addiction	Locality	N	Mean	SD	SE. D.	t-value
	Urban	50	42.9	16.3		1.88
	Rural	50	37.8	9.5		16.02

Table 1.4 shows that the mean score of smart phone addiction of urban pupil teachers is 42.9 and rural pupil teachers is 37.8. t-value of smart phone addiction of pupil teachers is 16.02. it means that there is significant difference in smart phone addiction among urban and rural pupil teachers. The mean score of smart phone addiction of urban pupil teachers is more than rural pupil teachers, which means that rural pupil teachers are less addicted to smart phone than urban pupil teachers. This difference is significant at 0.01 level. “There will be no significant difference in the mean scores of smart phone addiction of undergraduate Pupil Teachers in relation to their locality” is rejected.

Table 1.5 showing Mean score, SD, and standard error of difference of mean and t-ratio on academic achievement among urban and rural undergraduate pupil teachers:

Academic Achievement	Locality	N	Mean	SD	SE. D.	t-value
	Urban	50	23.9	8.1		1.24
	Rural	50	25.2	8.7		2.81

Table 1.5 shows that the mean score of academic achievement of urban pupil teachers is 23.9 and rural pupil teachers is 25.2. t-value of academic achievement of pupil teachers is 2.81. It means that there is significant difference in academic achievement among urban and rural pupil teachers. The mean score of academic achievement of rural pupil teachers is more than urban pupil teachers, which means that rural pupil teachers are academically better than urban pupil teachers. This difference is significant at 0.01 level. Therefore, the hypothesis stating that “There will be no significant difference in the mean scores of academic achievement of undergraduate Pupil Teachers in relation to their locality” is rejected.

Table 1.6 showing the correlation between urban and rural pupil teachers:

Data was collected to find out the correlation between academic achievement and smart phone addiction. The computed values are given below:

Variables	Correlation
Urban	0.63
Rural	0.54

As per Table 1.6, the correlation between academic achievement and smartphone addiction of urban pupil teachers is 0.63 (significant at 0.01 level) and rural pupil teachers is 0.54 (significant at 0.01 level). Therefore the hypothesis stating that “There will be no significant relationship between smart phone addiction and academic achievement of undergraduate Pupil Teachers in relation to their locality” is rejected.

IV. Conclusion

Results of the study indicated significant difference in the mean scores of smart phone addiction of undergraduate pupil teachers in relation to their gender, significant difference in mean scores of academic achievement of undergraduate pupil teachers in relation to their gender and significant relationship between smart phone addiction and academic achievement of undergraduate pupil teachers in relation to their gender. It also showed significant difference in the mean scores of smart phone addiction of undergraduate pupil teachers in relation to their locality, significant difference in the mean scores of academic achievement of undergraduate pupil teachers in relation to their locality, significant relationship between smart phone addiction and academic achievement of undergraduate pupil teachers in relation to their locality.

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