

Smartphone Addiction:

Factors Related to Student Educational and Social Development

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HYPOTHESES

- ✓ College students' online and social development levels is related to smartphone use.
- ✓ College students' smartphone dependency levels relates to how often they are distracted in class.
- ✓ College students' gender is a determinant for how often they use their smartphone.



RESULTS

Smartphone use is not related to student social skill development.

$$t(46) = -.02, p = .984$$

Results are not significant



Frequent smartphone use is not related to classroom distraction rates.

$$r(44) = .12, p = .450$$

Results are not significant



Gender does not determine the amount of time spent on smartphone.

$$t(46) = .42, p = .677$$

Results are not significant

PARTICIPANTS

- ❖ 50 Bowie State University Students
- ❖ 44 Females and 6 Males
- ❖ 78% African American, 2% Caucasian, 2% Asian, 6% Latino, 12% "other"
- ❖ 4 sophomores, 9 juniors, 36 seniors, 1 graduate student

MEASURES

- ❖ Do you feel that your relationship with the friends you communicate with via your smartphone is stronger than that with those you communicate with in person?
- ❖ Do you feel that your smartphone use takes away from your ability to interact in a social environment?
- ❖ Do you often feel the need to use your cellphone after you just stopped using it?
- ❖ On average how many times one class period do you have trouble concentrating on assignments or lectures due to smartphone use?
- ❖ What is your gender?
- ❖ On average, how many hours a day do you spend on your smartphone?
- ❖ Gender differences in hours using cell phone (Female N= 42; Male N= 6)
- ❖ Online/Social Communication differences in hours using cell phone (Online Communication N= 16; Social Communication N= 32)
- ❖ Hours Using Cell Phone and Distractions in Class

DISCUSSION

- ❖ A result of the study propose that there was no significant relation between gender and the amount of time college students spend on their phones.
- ❖ There was no correlation between smartphone dependency and the amounts of distractions students endure.
- ❖ The last result displayed that time spent on a smartphone and how much social versus online communication a student has had no significance.
- ❖ Although the hypotheses were not significant, it is still suggested that university staff, including professors, and student government association representatives engage with students to limit smartphone dependency.
- ❖ Further research is necessary to explore the diversity of students at HBCUs and their social and academic experiences.