Mobile phone dependence: Secondary school pupils’ attitudes

# Details

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## Topics

* Risks and harms
* Digital and socio-cultural environment
* Wellbeing

## Sample

The sample consisted of 504 secondary school pupils of two public (state) experimental schools in Piraeus, in Greece. The age of pupils ranged from 12 to 18 years old.

## Implications For Educators About

* Digital citizenship
* School innovation
* Professional development

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Opportunities of the use of technology in the classroom, legislation changes (banning of mobile phones at school)

# Abstract

Mobile phone dependence . Smart phone dependence . Pupils’ attitudes. Secondary school

# Outcome

“About half of the sample reported that their attitudes were linked to the social motivational aspects of the mobile phones (peer dependence) and that they used their phones to feel better (escape from problems), as well as reporting some negative consequences of phone use (loss of control)”(Nikolopoulou Gialamas 2018: 2835)

“Among those in the current sample, there was little self-perceived mobile phone dependence, with only slight levels of craving, withdrawal and loss of control reported. However, the self-perceived attitudes of the pupils indicated some symptoms relating to negative life consequences, such as loss of control, withdrawal and using mobile phones to feel better; for example, to escape from unwanted emotions” (Nikolopoulou Gialamas 2018: 2835)

“The questionnaire provides a reliable tool that can be used to study various dimensions of addiction to mobile phones. This 26-item questionnaire and its shortened form (which has ten items, as was proposed by Foerster et al. 2015) are planned for use among different adolescent populations in different countries, to reveal possible similarities and differences” (Nikolopoulou Gialamas 2018: 2836)

“we found (a) a significant gender effect in relation to Bnegative consequences^ and Baffect^ (factors F1 and F3, respectively) and (b) no significant grade (age group) effect. Female pupils reported higher self-perceived mobile phone dependence in terms of both the symptom of Bloss of control^ and behaviour related to using their phones either to communicate with peers (peer dependence) or when they experienced emotions about being unwanted (isolated).” (Nikolopoulou Gialamas 2018: 2836)