The Mobile Phone usage and its consequences

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Abstract

Today, mobile phone has been penetrated further in social life, lifestyle, and public cultural norms in comparison with computer and internet technologies due to cheap price and ease of use. Accordingly, the main objective of the current research is to analyze the rate of cell phone usage and its consequences between school students in Yazd city (Iran). The present study has been conducted by means of survey method and the given statistical population on all high school students in Yazd city in which the 384 participants were chosen as sample size using multistage clustered sampling technique. The research findings indicate that there is a significant relationship among variable of cell phone vulnerability and academic failure, identity crisis, and family attachment. The results of bivariate regression analysis also indicates that the rate of cell phone use may determine 25.2% of variance of academic failure, 25.9% of variance of identity crisis, and 20.7% of variance of family attachment dimensions.

Keywords: Cell phone use, Academic failure, Identity crisis, Family attachment, Students.
Introduction

Today, a dramatic revolution has emerged in information and communicational technology. The transitional form of a modern digital public language-based communication system has transformed physical foundation of communities in such a way that it may not tolerate any type of isolation and seclusion and even the remotest and most traditional communities are incapable to close their borders against the global streams and networks. Castles argues that the field of culture, which includes some systems of beliefs and behaviors and made in history, are subjected to fundamental transformations with emerging modern technology and following this trend the structure of human relations and communications forms a new shape as well (Castles, 2005).

During two recent decades, the modern technologies have exerted many effects in physical life and they have changed lifestyle in today world to great extent out of these commodities the mobile phone has been spread almost everywhere (Manteghi, 2008). Analysis on growth and expansion of mobile phone signifies this point that no technology has been pervasive so far similar to mobile phone (cell phone) over human history so that the cell phone has been converted into a mechanism for personal communication in today world (Lang & Woy, 1999; Ling, 2000, Woy, 2006). Belina and Masons (2009) have reported that during a ten-year period (since 2008) increase in number of mobile phone has occurred three times faster than other telecommunication systems such as fixed phone and internet in such a way that number of cell phone subscribers has been increased from 12.4 million people in 1990 (Dorling, 2006) to 3.3 billion people in 2008 (Sam King Zibb, 2009) throughout the world and also it reached to 5.3 billion people by the end of 2010 (Moby Thinking, 2011). To express importance of cell phone use, some experts such as Thompson and Rey (2007) believe that mobile phone contributes to security for children. In this course, Power and Horseman Show (2004) highlight that cell phone use provides an opportunity for establishing new relationship with others as well.

Despites of remote distances, mobile phone provided close communications more than any other channel. This device that was used initially as a tool for commercial transactions still play important role in at field as well and at present, it is assumed as a permanent mediator in interpersonal communications. Therefore we may find that simultaneously with fast growth since the end of 1990s, the cell phone achieved strong position in individual and social life of human and it has been turned into a technology for teenagers and adolescents. According to statement of Kim and Mitomo (2006) the mobile phone has been converted into the main and primary platform for communications among the young generation since the youths are deemed as the major users of cell phone technology and today it has been turned into a private communicational device. The importance of mobile phone in life of students is to the extent that they consider it as an important factor after internet in their life (MacFarlane, 2007). Rackov and Navarro (1993) claim that use of cell phone by the teenagers includes some features that cause its distinction from method of cell phone use by the adolescents. Overuse of SMS, frequent phone calls, and amusement in cell phone games are considered as cell phone elements for the youths. The privacy of cell phone through selection ringtones and changing phone appearance is typically specified to the youths.
As Ling and Terry (2003) indicated, some uses such as amusement (game, photographic camera, and filming), tendency to new modes and fashions, haughtiness, control of others, sense of growth, and possession of a fully personal and private tools are assumed as some of the paramount motives for having mobile phone for the teenagers. Of course, different life phases in teenagers may affect on cell phone use. Accordingly, cell phone has not only created a certain culture as some authors (McGowan 2004; Kim and Mitomo 2006; and Itto and Okabe 2003) have called it cell phone culture, but also it has influenced in culture of teenagers and adolescents. The teenagers’ culture includes wide aspects and analysis of cell phone effect in these aspects is generally deemed as a difficult task.

As the mobile technology has been converted into an integrated means of our life, the noticeable growth of cell phone use and particularly ever-increasing prevalence of mobile phone among the adolescents has created rising concerns among many experts regarding destructive effects of mobile phones (Ishii, 2011). As James and Dornan (2005) showed in an investigation, financial loss, emotional stress, destruction of communications and lower literacy level are some of negative consequences of using mobile phone. In this regard, some researchers such as Collis, Villanova, Collis and Wallace (2009) assume overuse of mobile phone and problem in finding by parents due to overuse of cell phone, disturbance in school and personal activities, and sense of need to mobile phone or sending Short Messages (SMS) as negative symptoms and addiction to cell phone due to barrier against its use. Also in their surveys, Savari (2013) and Zanjanizadeh and Javadi (2004) have confirmed the relationship among mobile phone and type of inappropriate interaction with family. According to attitude of Rogers and Shoemaker, whereas no innovation may be followed by adverse- effects thus as the value of an innovation is more important and advanced it may increase these consequences due to more enthusiasm to quick acceptance (Rogers and Shoemaker, 1990).

In this course, a group of sociologists such as Geser are not too optimistic to consequences of cell phone in familial life. The major concern of Geser and his adherents is that entry of mobile phone in families may weaken families’ system both normatively and perceptionally-cognitively. So, the mobile phone create a condition in families in which mutual understanding and perception and achieving a common language will become more difficult among family members since this allows any member of family to have specific communications and express his/ her ideas and impressions only to the given friends and relational network and take behavioral pattern out of his/her communicative network and so forth. Therefore, power of family is disrupted in sociability of children and proposing suitable experiences and norms to them more than ever. Overall, Geser explains the negative consequences of mobile phone as follows: The reduced information about external communicative networks in family for each of family members; decrease in collective relations and exchange of information and experiences among members of family; personalization and pair relationships between family members regarding specific events that may occur, and reduced number of collective cases of decision making etc (Geser, 2004).

Many students use mobile phone for various purposes and dealing with cell phone and communication with each other is deemed as one of their amusements. One of the problems that cell phone overuse may create for students is academic failure or educational
underachievement where according to the conducted studies on academic students, this issue may even lead to academic probation and dismissal from university as well (Dibajnia, 2005). Similarly, given this point that many students have access to mobile phone at lower grades today therefore some of the problems that students may encounter as the constructors of future for the society due to over-occupation with cell phone is academic failure and their lower educational performance. To interpret negative relation among usage of mobile phone and academic performance, Osaka (quoted from Ishii, 2011) has concluded that cell phone over-users devote shorter time to study compared to those who do not use cell phone excessively. Thus, if a student has no opportunity for study and doing assignments because of over-occupation with mobile phone, his/her academic failure will be predictable and justifiable. On the other hand, cell phone overuse by students may prepare the ground for creating emotional attachment to mobile phone and thereby both causes creating of excessive mental preoccupation and declined meditation and finally leads to academic failure.

Also studies done by Hamidifar and Mohammadi (2013) and Sedigheh Babran and Akhavan Tabatabaei (2011) show that hazardous usage of cell phone is negatively related to academic performance and motive for achievement. At the same time Bradley and Holy (2010) in their study in the field of cell phone usage express the mobile phone as an important learning device in dimensions of data collection, internet search, communication with others, content production, organizing, and note-taking.

Likewise, the youth may manage their activities and connect to integrated link of family and friends via mobile phone. The children and teenagers take step into a certain network space by possessing mobile phone in such a way that they propose specific and new values for them in addition to their relative isolation from their families (Lorente, 2002). Some researchers have mentioned spreading identity-related dimensions of individual, possibility for reconstruction and redefinition of that identity and formation of new collective identity in network space by modern communication technologies (Holmeh 2001; Toozich & Holmeh 2004; Willie 2007; Mahmoudi & Adibeik, 2009). Therefore, one can claim it in terms of identity that mobile phone play crucial role in formation of values and identity and lifestyle for individuals and especially teenagers and youths. Type of cell phone earphone, selection of colors, images, and even stored phone numbers in memory of cell phone are considered typically as sign of individual’s identity. These effects will be more visible in adolescents and teenagers. The teenagers and adolescents are more involved in subject of identity than the adults. The cell phone play great role in formation of identity and independence sometimes to the extent that personal mobile phone for any person is considered as a symbol of his/ her personality. Type of cell phone earphone, stored images and messages and individual information entirely expresses moral characteristics of the given person (Hosseini Amini, 2011). Based on opinion of Jai Down (2005) the consumption and mass communication technologies are assumed as one of the symbols for shape commoditization that have intuitively dramatic potential for dissemination of identity (self) in wide world of audio and visual stimuli and nonetheless at the same time commoditization may jeopardize the repute of social communities and relations as a whole so that one could expect for arising of new, albeit weak, types of modern communities and societies out of the consuming culture they, in turn, will propose new, although limited, facilities for creation and determination of identity.
to the humans (Jai Down, 2005). According to Erickson’s idea, solution of identity crisis versus confusion of role is the foremost task for an adolescent. To achieve more or less stable identity, the adolescent should organize his/her needs, wishes, and potentials newly thereby s/he can adapt his/her own to the existing expectations (Papalia, Dian et al, 1992). Therefore, when the individual or society is not aware of identity-making elements of their own such as religion, language, race, ethnicity, and culture and or loses their identity elements of their position as the recognizing parameters of a community then individual or society will be exposed to identity crisis. Nevertheless, in order to exit from this crisis, the individual should return to positive and stable values in his/her culture, religion, and or ideology to rescue from disturbance and disorder of identity from which s/he suffers permanently and refer to his/ her original identity.

According to Giddens’ belief, today the base for identity creation has been out of access to immediate and enclosed controls of physical community and it has been displace to mediating domains belonging to intermediary and abstract systems of symbols. Similarly, some gap and distance has occurred among collective membership and processes of determination of identity. The individual is located in a position that s/he may select among types and kinds of method of identification regardless of characteristics and features to which s/he has been attributed due to birth and collections of his/ her origin (ibid). In this regard, study on effect of exercising technological sphere and usage of mobile phone on social identity that was done by Behzad Doran (2003) confirms this point that mobile phone influences in social identity (Doran, 2002).

Thus, despite of many critiques proposed against usage of mobile phone by the adolescents, as Manteghi (201) refers to them in an investigation, in analysis of cell phone damages, researchers mainly have focused on addressing tangible biologic and physical dimensions of mobile phone at first place and then they have noticed mental, social, cultural, political, and ideological consequences of cell phone at next point. Therefore, through analysis on relationship among effects of mobile phone on academic failure, identity crisis, and family attachment in students, the present research tends to give answers to these questions that firstly how much the high school students use mobile phone? And secondly is there any relationship among cell phone usage with academic failure, identity crisis, and family attachment or not? If it is any relation, how much does it affect?

With respect to theoretical and empirical of research, these hypotheses have been extracted:

1- There is relationship among mobile phone and academic failure in students.
2- There is relationship among mobile phone and identity crisis in students.
3- There is relationship among mobile phone and family attachment in students.

Methodology:

This study was carried out by means of survey method and using questionnaire tool in religious and traditional city of Yazd at center of Iran. The statistical population of the present research included all high school students in Yazd city where they were studying in academic year 2014-15. Multistage clustered sampling method was used in the current survey. The given students totally comprised of 9508 among of them the students were
chosen from Zeinabiyeh, Meshkat, Bahadori, and Fatemiyeh female high schools and also from Iranshahr, Javad Al-Aemeh, and Momenin male high schools. The selected sample size includes 384 participants that were calculated by means of Cochran formula and sampling technique was executed using multistage clustered method.

Rather than observance of principle for formulation of questionnaire regarding validity of research tools, the validation of parameters was confirmed by the expert arbiters. The reliability of questionnaire was computed according to primary study and via Cronbach alpha coefficient for variables as construct. To measure research variables, three dimensions of mobile phone variable were considered as attitude to mobile phone, type of application, and rate of application and attitude to mobile phone, type of usage and amount of use with 22 items in application of internet, downloading of movies and music etc, reading book and journal etc and game, average time for cell phone usage everyday, and attitude to mobile phone were measured where the reliability coefficient is calculated 0.78 by means of Cronbach alpha. Variable of academic failure with 5 items was measured based on parameters such as absence or frequent absence in classroom, quit education before the stipulated time, repetition of the same educational grade, and or low quality of education. The items had face validity and it was derived with referring to the experts. The reliability coefficient of them is calculated 0.82 using Cronbach alpha. Questionnaire of Ahmadi (1999) was used to measure variable of identity crisis and it includes 40 items. This variable comprises of several dimensions of long-term goals, hesitance in selection of job, suitable pattern for friendship, problem in religious recognition and knowledge, ignoring moral values, non-observance of collective commitment, disorder in time adjustment, lack of suitable model to form family, and taking negative attitude to their own. The reliability coefficient of this variable is calculated 0.83 using Cronbach alpha.

The standardized questionnaire was employed to measure variable of family attachment that included 11 items. Some of their parameters are as follows: ‘If it was possible I would like to live in another family’, ‘I can not bear to live far from my family even for a day’, and ‘I prefer to take my leisure time with my friends than my family’. The validity of this variable was type of face validity and it was derived with referring to experts. The reliability coefficient of this variable was computed 0.73 by means of Cronbach alpha.

Findings

Regarding personal specifications of respondents, research data suggest that out of total 384 respondents, 41% of them were male and 59% were female. The minimum and maximum ages of participants are 14 and 19 respectively. 9.9% of them were at age 14, 31% of participants at age 15, 28.1% of them at 16, 26.3% at age 17, 4.4% at age 18, and 0.3% of them were 19 years old. Similarly, 45.8% of respondents were in tenth grade, 24.5% at eleventh grade, and 29.4% at twelfth grade. Moreover, the educational degree for the fathers of respondents were 0.5% as illiterate, 15.6% primary school degree, 18.5% at secondary school level, 30.7% of them at high school level, and 34.6% of their father had academic education. The education level among their mothers included 0.1% of respondents’ mothers
were illiterate, 19.8% had primary education degree, 17.2% as secondary school, 35.9% with high school degree, and 26% of them had academic degree.

**Table 1: Rate of cell phone usage**

<table>
<thead>
<tr>
<th>Rate of cell phone usage</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than an hour daily</td>
<td>180</td>
<td>46.9</td>
</tr>
<tr>
<td>1-3 hours per day</td>
<td>109</td>
<td>28.4</td>
</tr>
<tr>
<td>4-6 hours per day</td>
<td>45</td>
<td>11.7</td>
</tr>
<tr>
<td>More than 6 hours daily</td>
<td>50</td>
<td>13.0</td>
</tr>
</tbody>
</table>

As it is seen in Table 1, 46.9% of students have use mobile phone less than an hour daily and only 13% of them use cell phone more than 6 hours per day.

**Table 2: Rate of cell phone facilities usage**

<table>
<thead>
<tr>
<th>Rate of cell phone application usage</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>197</td>
<td>51.3</td>
</tr>
<tr>
<td>1-3 hours per day</td>
<td>122</td>
<td>31.8</td>
</tr>
<tr>
<td>4-6 hours per day</td>
<td>41</td>
<td>10.7</td>
</tr>
<tr>
<td>More than 6 hours daily</td>
<td>24</td>
<td>6.3</td>
</tr>
</tbody>
</table>

As it is seen in Table 2, 51.3% of students never use mobile phone at all and only 6.3% of them use cell phone facilities for more than 6 hours per day.

**Table 3: Rate of cell phone usage**

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Variance range</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude to cell phone</td>
<td>9.01</td>
<td>6.94</td>
<td>26</td>
<td>0.815</td>
<td>-0.130</td>
</tr>
<tr>
<td>Usage content</td>
<td>15.39</td>
<td>11.41</td>
<td>60</td>
<td>0.966</td>
<td>1.404</td>
</tr>
<tr>
<td>Usage rate</td>
<td>1.70</td>
<td>1.09</td>
<td>5</td>
<td>1.742</td>
<td>2.532</td>
</tr>
<tr>
<td>Cell phone application</td>
<td>26.30</td>
<td>16.61</td>
<td>92</td>
<td>0.933</td>
<td>1.389</td>
</tr>
</tbody>
</table>

As it is listed in Table 3, descriptive statistics signify that the mean rate of cell phone usage and its standard deviation are 26.3 and 16.61 respectively. The mean rate of cell phone application usage is 1.70 with its standard deviation as 1.09. The mean value of variable of attitude to mobile phone and its standard deviation are 9.01 and 6.94 respectively.

**Table 4: Rate of cell phone usage**

<table>
<thead>
<tr>
<th>Dependent variables</th>
<th>Low Frequency</th>
<th>Percentage</th>
<th>Medium Frequency</th>
<th>Percentage</th>
<th>High Frequency</th>
<th>Percentage</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>217</td>
<td>56.5</td>
<td>136</td>
<td>35.4</td>
<td>31</td>
<td>8.1</td>
<td>7.48</td>
</tr>
</tbody>
</table>
With respect to Table 4, the studied respondents have been ranked in terms of dependent variables of academic failure, identity crisis, and family attachment in three groups (low, medium, and high). Data in tables show that 56.5% of students have less academic failure but regarding categories of identity crisis and family attachment they are ranked at medium level i.e. 59.9 and 78.9 respectively.

**Research hypotheses**

**First hypothesis:** There is relationship among cell phone usage and academic failure in students.

*Table 5:* Correlation between variables of cell phone usage and academic failure

<table>
<thead>
<tr>
<th>Variables</th>
<th>Attitude to cell phone</th>
<th>Usage content</th>
<th>Usage rate</th>
<th>Usage type</th>
<th>Cell phone application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic failure</td>
<td>0.516 **</td>
<td>0.390 **</td>
<td>0.220 **</td>
<td>0.264 **</td>
<td>0.425 **</td>
</tr>
</tbody>
</table>

**p< 0.01**

As Table 5 indicates, there is a significant relationship among cell phone usage with academic failure in students. With respect to the results, whereas significance level is 0.001 thus the above hypothesis is verified at 99% of confidence level. Pearson’s correlation coefficient represents medium and positive relationship among these two variables. This results shows that frequent usage of mobile phone may cause rising academic failure in students. Furthermore, the positive attitude to mobile phone has the highest rate of effect on academic failure.

**Second hypothesis:** There is relationship among cell phone usage and identity crisis in students.

*Table 6:* Correlation between variables of cell phone usage and academic failure

<table>
<thead>
<tr>
<th>Variables</th>
<th>Attitude to cell phone</th>
<th>Usage content</th>
<th>Usage rate</th>
<th>Usage type</th>
<th>Cell phone application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long- term goals</td>
<td>0.403 **</td>
<td>0.090</td>
<td>0.218 **</td>
<td>0.235 **</td>
<td>0.347 **</td>
</tr>
<tr>
<td>Hesitance in selection of job</td>
<td>0.224 **</td>
<td>0.068</td>
<td>0.120 *</td>
<td>0.172 **</td>
<td>0.224 **</td>
</tr>
</tbody>
</table>
Friendship suitable pattern | 0.238 ** | 0.009 | 0.082 | 0.173 ** | 0.228 ** \\
Problems in religious perception | 0.415 ** | 0.127 * | 0.225 ** | 0.280 ** | 0.386 ** \\
Ignoring moral values | 0.448 ** | 0.178 ** | 0.251 ** | 0.234 ** | 0.369 ** \\
Non-observance of collective commitment | 0.258 ** | 0.124 * | 0.100 * | 0.123 * | 0.201 ** \\
Disorder in time adjustment | 0.278 ** | 0.060 | 0.147 ** | 0.173 ** | 0.247 ** \\
Lack of familial suitable model | 0.192 ** | 0.021 | 0.094 | 0.179 ** | 0.213 ** \\
Negative attitude to oneself | 0.326 ** | 0.089 | 0.229 ** | 0.182 ** | 0.278 ** \\
Identity crisis | 0.502 ** | 0.131 * | 0.308 ** | 0.312 ** | 0.448 ** \\

As Table-6 shows, there is a significant relationship among cell phone usage with identity crisis in students. With respect to the results, whereas the significance level is 0.001 thus the above hypothesis is verified at 99% level of confidence. The Pearson’s correlation coefficient (0.448) indicates the medium and positive relationship between these two variables. This result indicates that usage of mobile phone causes disruption in identity of students and it is led to identity crisis.

**Third hypothesis:** There is relationship among cell phone usage with family attachment in students.

**Table 7:** Correlation between variables of cell phone usage and family attachment

<table>
<thead>
<tr>
<th>Variables</th>
<th>Attitude to cell phone</th>
<th>Usage content</th>
<th>Usage rate</th>
<th>Usage type</th>
<th>Cell phone application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced family attachment</td>
<td>0.132 **</td>
<td>0.076</td>
<td>0.070</td>
<td>0.242 **</td>
<td>0.229 **</td>
</tr>
</tbody>
</table>

**p< 0.01 **
With respect to Table 7, there is a significant relationship among cell phone usage with family attachment. With respect to the results, since significance level is 0.001 thus the above hypothesis is approved at 99% level of confidence. The Pearson’s correlation coefficient (0.229) indicates low and positive relationship between two variables. This finding shows that usage of mobile phone influences in emotions of students toward their families and it reduces attachment to their families.

In this section, bivariate regression (which is often called as single variable as well) has been utilized to analyze the impact of an independent variable on dependent variable.

**Table 8: Bivariate regression test among independent variable (cell phone usage) and dependent variables**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Raw coefficients</th>
<th>Standard coefficient</th>
<th>Adjusted coefficient of determination</th>
<th>t</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Standard error</td>
<td>Beta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic failure</td>
<td>0.03</td>
<td>0.006</td>
<td>0.252</td>
<td>0.064</td>
<td>5.096</td>
</tr>
<tr>
<td>Identity crisis</td>
<td>0.00</td>
<td>0.001</td>
<td>0.259</td>
<td>0.067</td>
<td>5.526</td>
</tr>
<tr>
<td>Family attachment</td>
<td>0.01</td>
<td>0.004</td>
<td>0.207</td>
<td>0.043</td>
<td>4.132</td>
</tr>
</tbody>
</table>

The results of regression in Table 8 indicate that the effect of independent variable (cell phone usage) has been significant in students. The value of adjusted coefficient of determination is 0.064 that means that variable of cell phone usage may interpret 6.4% of variance (changes) in dependent variable of academic failure. Likewise, it shows that the effect of independent variable (cell phone usage) on identity crisis was significant in Yazd city. Independent variable (cell phone usage) has value of adjusted determination coefficient (0.067) that means that the variable of cell phone usage may interpret 6.7% of variance (changes) for dependent variable of identity crisis. Finally, the results of above regressive table indicate that the effect of independent variable (cell phone usage) on family attachment was significant in Yazd city where the independent variable (cell phone usage) has value of adjusted determination coefficient (0.043). Namely, variable of cell phone usage may interpret 4.3% of variance (changes) for dependent variable of family attachment. Overall, based on data in above table and with respect to standardized beta coefficient, the rates of effect by cell phone usage are 25.2% (academic failure), 25.9% (identity crisis), and 20.7% (in family attachment).

**Discussion and conclusion**

Today modern technologies such as mobile phone have extremely found their position among members of families in the world as well as Iran and children and adolescents are the
foremost strata that they are affected by this phenomenon so they are considered as most affective age group due to certain age and spiritual conditions. Accordingly, the present research tends to give answers to the following questions by aiming at analysis of relationship between effects of mobile phone on academic failure, identity crisis, and family attachment of students:

Firstly, how much do high school students use mobile phone?
Secondly, is there any relationship among cell phone usage with academic failure, identity crisis, and family attachment or not? If any, how much does it affect?

The research findings indicate that the rate of cell phone usage in the current sample is at medium to low level and also the rate of cell phone usage increases in parallel with rising age, increase in income and education of students’ parents. Similarly, the data confirm this point that the rate of cell phone usage is the same both in girls and boys but type of application is different so that male students overtake to female students in downloading foreign movies, games, reading of journals and articles, sexual, medical, and political information.

Likewise, based on research findings show about dependent variables of academic failure, identity crisis, and family attachment that have been classified at three levels (low, medium, and high) that the rate of academic failure is at medium to low level and identity crisis is at medium to high level in total respondents and also variable of family attachment has been reported at medium to high level where its rate was higher in females than males.

Other findings of research also indicate that among background variables, there is relationship among gender, education, and income of parents with cell phone usage but no relationship was seen among education degree and cell phone usage of the given persons. Similarly, based on analysis of results and testing of hypotheses, the first hypothesis was verified i.e. the existing relationship among cell phone usage and academic failure in students and this finding is consistent with studies done by Atadokht, Hamidifar, Mohammadi (2013), and Sedigheh Babran and Akhavan Tabatabaei (2011). Frequent cell phone usage causes rising academic failure. As in interpretation of negative relationship among cell phone usage and academic performance, Osaka (quoted from Ishii, 2011) concluded that over-users of mobile phone dedicate shorter time to study in comparison to those who do not use cell phone excessively. Therefore if student has no opportunity for study and doing of assignments because of excessive preoccupation with cell phone the declined academic performance for him/her will be predictable and justifiable. Alternately, excessive usage of mobile phone by students may provide ground to create emotional attachment to mobile phone and thereby it creates a lot of mental preoccupation and declined concentration and finally leads to academic failure.

The relationship among cell phone usage with identity crisis in students was confirmed according to this finding that is aligned with paradigms of Rogers and Shoemaker, Giddens, and Erickson that indicate that cell phone usage is accompanied with disorder in identity of students and it is led to crisis in their identities. Nonetheless, unlike focus on critical period of adolescence, Erickson argues that if personal identity of an adolescent forms based on
experiences resulting from proper social treatment and s/he knows his/ her own and separate oneself from others then his mental balance will be guaranteed. But if instead of self-awareness and creating positive identity, s/he suffers from ambiguous role and his/her coordination and balance is disturbed s/he will be subjected to identity crisis. Thus, growth and development in adolescent depends on solving this crisis. According to viewpoint of Rogers and Shoemaker whereas no innovation is found without adverse effects as the value of innovation is more important and advanced, it increases creating negative consequences such as identity crisis due to further enthusiasm for faster acceptance (Rogers and Shoemaker, 1990). In this regard, the conducted field study by Behzad Doran (2003) about effect of exercising technological use and cell phone usage on social identity also confirm this fact that mobile phone influences in social identity.

Third hypothesis in current study was also approved based on relationship among cell phone usage and family attachment in students as well where the current result is consistent with conducted investigation by Zanjanizadeh and Javadi (2003-4) and Moayedfar and Ganji (2010) and Plant. Lasen and Geser emphasize both in this point that mobile phone has spread a type of ignorance and indifference to the present individuals in the society. Ignorance to opposite side in direct and attendance relations that was already considered as insult today is going to converting to an ordinary norm. Based on his studies, Lasen has asserted that the feature of ignorance and inattentiveness is frequently seen in persons who use mobile phone toward the present people and surrounding ones to great extent (Lasen, 2002). This differentiation originates from independence and mobile phone is a personal device that gives the adolescents mobility and communication simultaneously sense of independence since the communicative channel of person is separated from other family members via mobile phone. In this sense, some researchers such as Cholis, Villanova, Collis, and Wallace (2009) assume the excessive usage of mobile phone, encountering problem with their parents in overuse of cell phone, disruption of school and personal activities and sense of need to telephone call or sending SMS as negative symptoms and addiction to cell phone due to prevention from its usage. Also in their studies, Savari (2013) and Zanjanizadeh and Javadi (2014) have approved the relationship among cell phone usage and type of inappropriate interaction with family.
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