
MOBILE PHONE ADDICTION AND COGNITIVE DISSONANCE OF PROSPECTIVE TEACHERS

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Abstract

The present study was undertaken to investigate the Mobile Phone Addiction and Cognitive Dissonance among prospective teachers. The sample of study comprised of 200 prospective teachers, who were selected from Education Colleges of Chandigarh. Attitude towards using Mobile Phone Addiction Scale by Velayudhan and Srividya (2012) and Cognitive Dissonance scale constructed by Bhagwat (2009) were used for the purpose of data collection. Findings of the study were that there was no significant difference between Mobile Phone Addiction among students in Government and private colleges of education. Significant differences were found in cognitive dissonance of prospective teachers in Government and private colleges of education and Mobile Phone Addiction of prospective teachers was found to be significantly related to their cognitive dissonance.

Keywords :

Mobile Phone Addiction, Cognitive Dissonance, Prospective teachers

Introduction

Information Communication technology resources include mainly all the online applications of mobile, computer, email, web based applications, search engines and so on. Mobile Phone Addiction is compulsive behavior towards using mobile phone and related applications. This produces a feeling of discomfort leading to an alteration in one's attitudes, beliefs or behaviors to reduce the discomfort and restore balance etc. For example, when people smoke (behavior) and they know that smoking causes cancer.

Although Mobile Phones allow individuals to have unlimited access to information and to connect with others in a way otherwise thought impossible, there are many harmful and disturbing effects of smartphone dependence. According to Psychguides (2018), Cell phone addiction, sometimes referred to as problematic mobile phone use, is a behavioral addiction thought to be similar to that of an Internet, gambling, shopping, or video game addiction and leads to severe impairment or distress in one's life.

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The obsessive use of a smartphone has been compared to that of credit card misuse and compulsive buying. Cell phones have become a representation of social status and thus, there is pressure to own the newest release and to have all of the best applications. People suffering from this condition often times have what has been coined "nomophobia," or the fear of being without one's cell phone. Problematic cell phone users can develop a social media addiction as well, which has a number of harmful effects on the user, such as impaired self-esteem, impaired work performance and interpersonal conflicts.

Cognitive dissonance refers to a situation involving conflicting attitudes, beliefs or behaviors. Festinger's (1957) cognitive dissonance theory suggests that we have an inner drive to hold all our attitudes and beliefs in harmony and avoid disharmony (or dissonance). Attitudes may change because of factors within the person. An important factor here is the principle of cognitive consistency, the focus of Festinger's (1957) theory of cognitive dissonance. This theory starts from the idea that we seek consistency in our beliefs and attitudes in any situation where two cognitions are inconsistent.

Mobile Phones have been used widely in the present decade. Multitasking has become a new sought after trend. One individual is seen focusing on various aspects at one point of time which may give rise to inconsistency or dissonance. Cognitive Dissonance of a teacher may affect the major aim of education. The teacher of modern age has to use variety of sources to keep his knowledge updated. A professionally competent teacher should also have cognitive consistency. Inconsistent Cognition or Cognitive Dissonance may significantly affect the teaching and learning goals.

Cox et al (1999) conducted a study to investigate the factors which have contributed to the continuing use of ICT by teachers experienced in using it for teaching. Findings show that the motivational factors which correlated most positively with ICT use were: perceived ability to use IT; level of resources available and their satisfaction with IT; and whether using IT in teaching is considered to be interesting and enjoyable (internal locus of control). The most significant negative factor was difficulties experienced in using IT.

Greenfield (2009) analyzed a classroom study showing that students who were given access to the internet during class and were encouraged to use it during lectures did not process what the speaker said as well as students who did not have internet access. When students were tested after class lectures, those who did not have internet access performed better than those who used internet.

Vikander (2013) inferred on the basis of his study that teenagers' scores on standardized reading tests have declined or stagnated, some argue that the hours spent prowling the internet are the enemy of reading - diminishing literacy, wrecking attention spans and destroying a precious common culture that exists only through the reading of books.

Sang et al (2010) conducted a study on the impact of Chinese student teachers' gender, constructivist teaching beliefs, teaching self-efficacy, computer self-efficacy and computer attitudes on their prospective ICT use. Results show that prospective ICT integration significantly correlates with all teacher related variables, except for gender. Building on the results of a path analysis model, prospective ICT integration could be directly predicted on the base of teacher thinking variables
constructivist teaching beliefs, teacher self-efficacy, computer self-efficacy, locus of control and computer attitudes in education.

Onen (2012) conducted a study to determine the relationship between pre-service teachers' beliefs about education and their attitudes towards utilizing computers and internet in a descriptive study. The sampling of the study consisted of 270 pre-service teachers. The potential relationship between the beliefs of pre-service teachers about education and their attitudes towards using computers and internet was analyzed and the results were evaluated. The study concluded that there are positive significant relationships between pre-service teachers' beliefs about education and their attitudes towards using internet and computers.

Design of the Study

For the purpose of present investigation, descriptive survey method of research was employed.

Sample

The sample of the present study comprised of 200 prospective teachers; out of which 100 were randomly selected each from one government and one private college of education in UT, Chandigarh.

Tools

Following tools were employed for the purpose of data collection.

Mobile Phone Addiction Scale by Velayudhan and Srividya (2012)

Cognitive Dissonance Scale constructed by Bhagwat (2009)

Objectives

The study was designed to attain the following objectives:

1. To compare the mobile phone addiction of prospective teachers studying in Government and private colleges of education.
2. To compare the cognitive dissonance of prospective teachers studying in Government and private colleges of education.
3. To study mobile phone addiction of prospective teachers in relation to their cognitive dissonance.

Hypotheses

The study was designed to test the following hypotheses:

1. There exists no significant difference in the mobile phone addiction of prospective teachers studying in Government and private colleges of education.
2. There exists no significant difference in cognitive dissonance of prospective teachers studying in Government and private colleges of education.
3. There exists no significant difference in the mobile phone addiction of prospective teachers in relation to their cognitive dissonance.

Results and Discussion

Table: 1 Mean, Standard Deviation, t-ratio of Mobile Phone Addiction of Prospective teachers studying in Government and Private Colleges of Education

Variable	Group	Mean	Standard deviation	t-ratio
Mobile Phone Addiction	Govt.	93.72	18.489	1.898
	Private	101.70	21.711	

Discussion of the results based on Table 1

Table 1 represents the mean, standard deviation, and t-ratio of mobile phone addiction of prospective teachers in Government and private colleges of education. Entries made in table 1 show that the mean score of Mobile Phone Addiction of prospective teachers in government and private colleges are respectively 93.72 and 101.70 and respective standard deviation scores are 18.489 and 21.711. The calculated t-ratio between the mean score of Government and private college of education with regard to their mobile phone addiction is 1.898 which is not significant.

Thus, the first null hypothesis stating that "There exists no significant difference in the mobile phone addiction of prospective teachers studying in government and private colleges of education" is accepted.

Hypothesis-2

Hypothesis-2 states, "There exists no significant difference in cognitive dissonance of prospective teachers in Government and private colleges of education"

Table 2 has been prepared to test hypothesis 2.

Table 2

Mean, Standard Deviation, t-ratio of Cognitive Dissonance of Prospective teachers in Government and Private Colleges of Education.

Variable	Group	Mean	Standard deviation	t-ratio
Cognitive Dissonance	Govt.	49.60	7.34	3.991**
	Private	45.56	6.97	

Note: **Significant at .01

Discussion of the results based on Table 2

Table 2 represents the mean, standard deviation, and mean differentials of cognitive dissonance of prospective teachers in Government and private colleges of education. Entries made in table 2 show that the mean score of cognitive dissonance of prospective teachers in Government and private colleges are respectively 49.60 and 45.56 and respective standard deviation scores are 7.34 and 6.97.

The calculated t-ratio between the mean score of prospective teachers in Government and private college of education with regard to their cognitive dissonance is 3.991, which is greater than tabulated value of 2.60 at 198 degree of freedom which is significant at .01 level.

Thus, the second null hypothesis stating that "There exists no significant difference in cognitive dissonance of prospective teachers studying in Government and private colleges of education" is rejected.

Hypothesis-3

Hypothesis-3 states, "There exists no significant difference in the Mobile Phone Addiction of prospective teachers in relation to their cognitive dissonance."

Table 3 has been prepared to test hypothesis 3.

Table 3: Mean, Standard Deviation, t-ratio of Mobile Phone Addiction of Prospective Teachers with high and low cognitive dissonance

Variable	Cognitive Dissonance	Mean	Standard deviation	t-ratio
Mobile Phone Addiction	High	101.70	21.711	4.332*
	Low	118.54	14.950	

Note: *Significant at .01

Discussion of the results based on Table 3

Table 3 represents the mean, standard deviation, and t-ratio of mobile phone addiction of prospective teachers in relation to their cognitive dissonance. Entries made in table 3 show that the mean score of mobile phone addiction of prospective teachers with high and low cognitive dissonance are respectively 101.70 and 118.54 and respective standard deviation scores are 21.711 and 14.950.

The calculated t-ratio between the mean score of prospective teachers in relation to their cognitive dissonance is 4.332 which is significant at .01 level.

Thus the third hypothesis stating that "There exists no significant difference in the Mobile Phone Addiction of prospective teachers in relation to their cognitive dissonance." is rejected.

Conclusions

1. There was no significant difference in the mobile phone addiction among prospective teachers studying in Government and private colleges of education.
2. Significant differences were found in cognitive dissonance of prospective teachers in Government and private colleges of education.
3. Mobile Phone Addiction of prospective teachers was found to be significantly related to their cognitive dissonance.

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