



Perspectives of Teachers on the Impact of Gadgets on Psychosocial, Socio-Emotional, Responsibility and Students Learning outcomes

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Abstract

One of the tasks of the modern schooling system is to prepare students for life in the information and digitalized society. Teachers should create a positive environment for students to acquire the ability to search, organize and use information from various sources and learn how to use information technology (IT) in a creative and productive way. This study aims to determine the impact of using gadgets on psychosocial, socio-emotional development, responsibility and student learning outcomes from the perspectives of teachers (n=40) working in unaided English medium schools in Delhi. It is hypothesized that the use of gadgets may have a significant influence on psychosocial, socio-emotional, responsibility development, which in turn will have significant influence on student learning outcomes. In this digitalization world, it is the responsibility of the teachers to be able to develop and utilize the use of gadgets in teaching and learning activities to students in order to encourage creativity, critical thinking, collaborative learning, and encourage problem solving learning. The method to be used in this will be qualitative analysis using interview as a means which will play a central role in this research. The main purpose of this qualitative study is not only to analyze but to interpret and understand obtained results .This study will help us to understand that ICT may not only be beneficial for the child, but also with time and a changed attitude towards technology's purpose in a child's education set up, it may benefit the usage of ICT in education.

Keywords: Gadget, Psychosocial, Socio-Emotional, Responsibility, Student Learning

Outcome

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Introduction

“Parents and teachers have the greatest responsibility to discipline children and control their exposure to gadgets”

Modern schooling system has many agencies and stake holders surrounded with child for overall development. On one hand where we have students, parents and the community, on the other hand there are institutions like Government schools, Government aided private schools and private unaided schools. Whereas government agencies function under a government defined policy, it's largely the private unaided schools that shoulder the task of experimenting, using modern ICT and creative teaching pedagogies. Learning is made easy with the practise of a wide range of electronic gadgets helping in studying and gaining new knowledge with a focus on conceptual clarity. Presently, in school system, we often see students using tablets instead of notebooks or text books. This is definitely a great changeover in the concept of teaching and learning process from traditional approach of chalk and board. Though gadgets have made learning concepts easier by providing interactive videos, graphical interpretation and more but, they have also adversely affected the student's overall well-being.

Today, technology is the driving force running in students' as well as teachers' teaching process. Though the access to information has now become easier but we need to accept that there are disadvantages also. Communication systems through information technology have provided such facilities that the world is now feeling like a small globe virtually. Technology has fundamentally increased at a fast pace developing new gadgets frequently and even new applications to learn concepts. From a young age to old age, we see everyone using electronic gadgets in day to day life. It might be TVs, smartphones, laptops, tablets, and so on. Technology has impacted human life in various aspects including studying and the education process at large.



Need for the Study

Education, like every sphere of human activity in society, has undergone evolution associated with changes in the conditions in which it is conducted. The direction of these modifications and accommodations is determined by the newer educational concepts or is the natural result of the transformations of the social and technical measures that accompany education. In the present era the introduction of modern technological gadgets has apprehended the attention of global population. The dependency of student on these technological gadgets and services has reached such a level that, without these, they can't think a step forward in the direction of their growth or even doing their class assignment. The degree of dependency on gadgets even for the use in learning concepts is leading to addiction of the tech-devices and services. School going students are the most vulnerable group among the population to be addicted to technology. The study was designed to examine the use of gadgets by youth from the perspective of teachers in the domains of psycho-social, socio-emotional, responsibility and learning outcomes of a student. **Operational definitions**

1. **Psycho-social:** For the current study psychosocial refers to the inter-relation of social factors with individual's thoughts and behavior, this will be measured from the perspective of teachers working in North Delhi.
2. **Socio- Emotional:** For the current study socio emotional refers to the impact of social experiences on individual's emotion management and expression, this will be measured from the perspective of teachers working in North Delhi.
3. **Responsibility:** For the current study, responsibility refers to the individual's ability to do duties with ownership, this will be measured from the perspective of teachers working in North Delhi.



4. **Students learning outcomes:** For the current study students learning outcomes refer to overall academic performance, extracurricular participation, interpersonal behavior, peer relations and expression, this will be measured from the perspective of teachers working in North Delhi.

Aim of the Study

This study aims to determine the impact of using gadgets on psychosocial, socioemotional development, responsibility and student learning outcomes from the perspectives of teachers working in unaided English medium schools in Delhi. **Objectives**

1. To study the use of gadgets on the psychosocial development of students from the perspective of teachers.
2. To study the use of gadgets on the socio-emotional development of students from the perspective of teachers.
3. To study the use of gadgets on student responsibility from the perspective of teachers.
4. To study the use of gadgets on the students learning outcomes from the perspective of teachers.

Hypothesis

It is hypothesized that the use of gadgets may have a significant influence on psychosocial, socio-emotional, responsibility development, which in turn will have significant influence on student learning outcomes.

1. The use of gadgets has an influence on the psychosocial development of students.
2. The use of gadgets has an influence on the socio-emotional development of students.
3. The use of gadgets has an influence on student responsibility.
4. Psychosocial development has an influence on student learning outcomes.
5. Socio-emotional development has an influence on student learning outcomes.
6. Responsibility has an influence on Student learning outcomes.



Review of Literature

Recently, every other day information technology invents productive gadgets those are attracting the attention of the present generation. As a vulnerable group, the students become the largest consumer of such devices and services. According to the Angres (2008) and American Society for Addiction Medicine (2012) addiction is the continued repetition of a behaviour or an activity independent upon the adverse or negative consequences of the same or it can even be a neurological impairments which leads to such behaviours.

Various research studies show the positive and negative effects of using gadgets in students' lives. In a research conducted by Ayuningtyas and Adullah (2016) depicted the positive impact of internet use by elementary school students in South Korea. In South Korea, students are very active in finding correct, or valid information using internet. Demonstrations or scientific illustrations can be searched like on Google or YouTube. Students usually seek information about social phenomena or current affairs by being asked by the teacher. One of the negative effects of gadgets, was expressed by Jessica (2018). Excessive usage of technology may affect the academic achievement, relationship as well as overall development among youth studying in school. Such unsolved technology use has been identified as technology addiction and has many negative as well as positive impacts on health and social behaviour (Young, 2004).

Some research studies focus on both the positive and negative consequences of use of the tech-devices and services and provide a balanced approach regarding the use of the same. The impact focusses on various aspects, both child psychology, sociology, self-reliance, responsibility, and even health. This research paper feels the need to conduct a study of the effect of using gadgets on children, especially secondary school students. The assumption is that the use of gadgets that are less monitored tends to have a negative impact on children



wellbeing and children's learning achievements. In this research paper the influence of the use of gadgets will be focused on four domains namely, psychosocial, social-emotional aspects, responsibility, and learning outcomes of students from the perspectives of teacher.

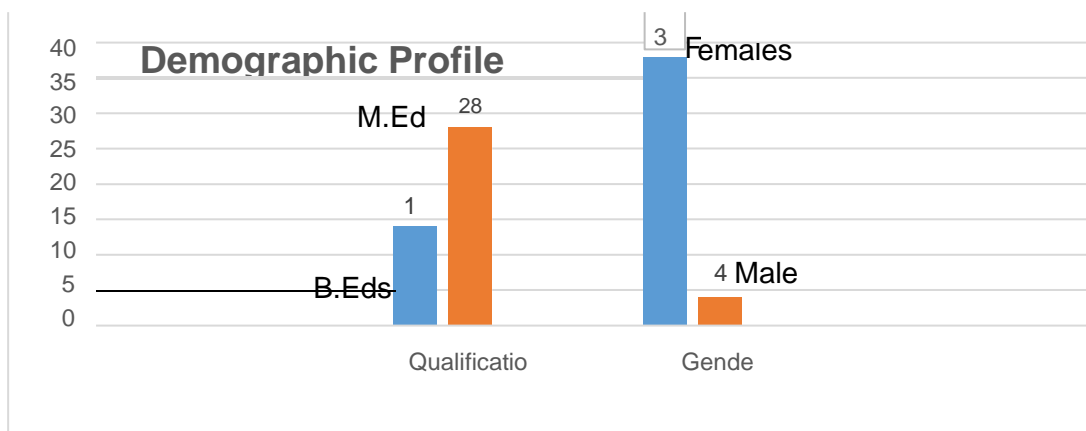
Methodology

In Delhi there are approximately 300 midsized to large private unaided schools. Out of these the North Delhi accounts for about 50 of these schools. Each catering to about 1500 2500 students, running 3 to 4 sections in each class. For the scope of this study researchers selected participants from the teachers of unaided schools of North Delhi by mixed sampling method. In our experience we found that each of these schools has a total of approximately 15-20 teachers that cater to middle and secondary level classes. Secondary and middle level classes are primary users from both teacher as well as student perspective. Moreover these classes cater to the student age groups which are at a formative level of Psychosocial, Socioemotional, and Responsibility paradigms. Only 42 participants engaged in teaching classes 8 to 10 responded from the teacher pool of 750-1000 teachers of the middle and secondary level classes, teachers who knew English were only taken as the tool designed was in English. Researcher made tool was prepared in the domains of psychosocial, socio-emotional, responsibility and learning outcomes. Tool validation and reliability check was ensured through appropriate procedure. The nature and purpose of the study was explained before administering the tool. Confidentiality was assured.

Results and Discussions

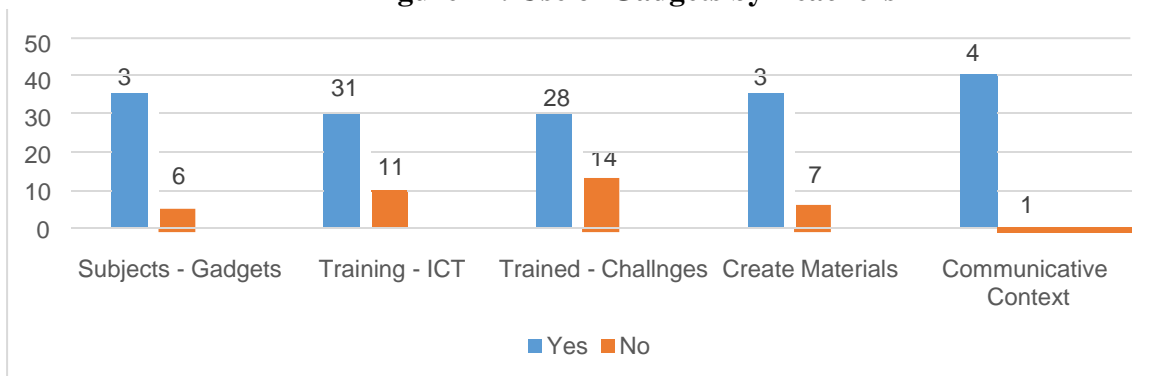
As per the objectives of the study, tool was made in the four major domains. Data was analyzed on the basis of yes and no responses. The data collected from the participant's i.e. teachers on demographic profile reflected the following figure # 1. **Figure**

#1: Demographic Data



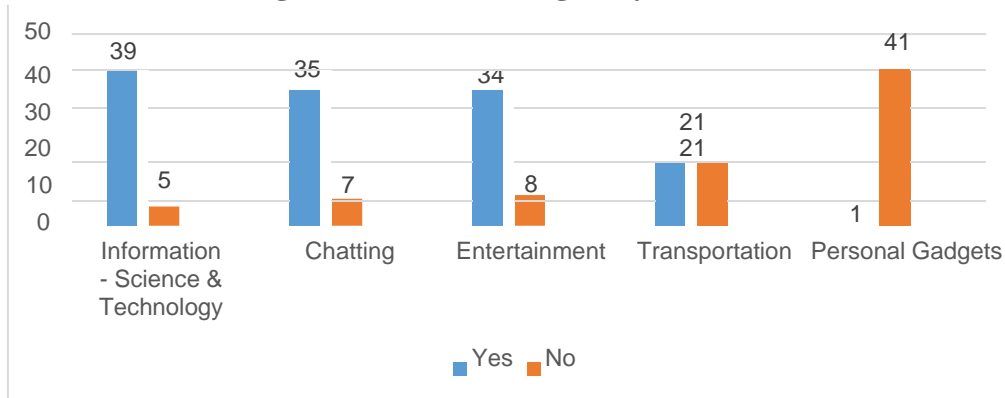
The age of the participants ranged from 25 to 58 and years of experience ranged from one to 34 years working in private unaided schools of North Delhi.

Figure #2: Use of Gadgets by Teachers



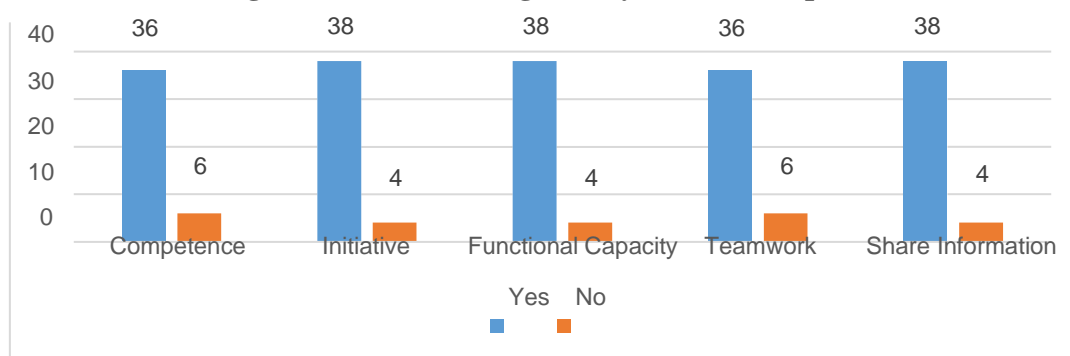
Responses in usage of gadgets were that maximum teachers (35) used smart boards to teach students, the responses (6) preferred traditional style of teaching using chalk and board. 28 Participants felt they are trained in using gadgets to make power point presentations, search websites for data and giving instructions on smart phones. According to 41 teacher's use of gadgets help in concept clarity and quality of learning.

Figure # 3: Use of Gadgets by Students



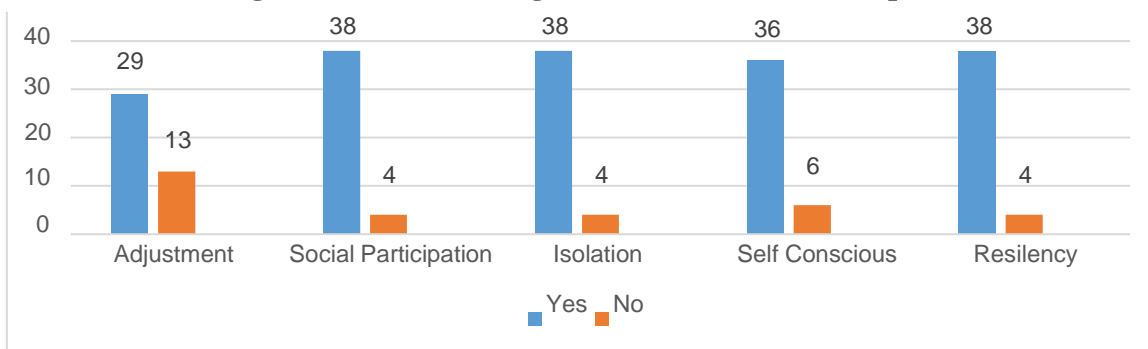
Students use Google and you tube channels for information searching for learning and project work and for doing assignments. Mobile usage by students is more for peer communication for Chatting or sharing images through – instagram and whats app. This was also highlighted in the research conducted by Gilbert (2009), wherein he stated that, the individual gets the feedback so quickly and it attracts individuals in many social areas or even getting information. Vural, (2010), stated that monitoring and controlling on social media is getting a complex activity because it has spread so rapidly. According to the researcher’s experience, generally, people use social media to be in a social environment, to have entertainment and to spend leisure time, to relax, and to get information.

Figure# 4: Use of Gadgets: Psychosocial Aspects



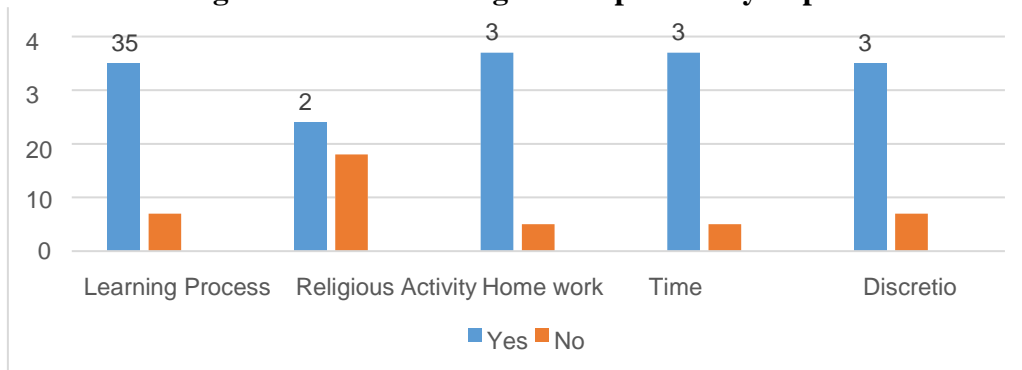
Use of gadgets helps students to understand the world and gain new perspectives of things. Students can assess other's perspectives and express their ideas about various events and social changes or practices. Many teachers favoured text books against gadgets for learning process. 38 Teachers believed that ICT usage improves functioning of students by creating interest among students. ICT usage facilitates teamwork in group activities and opens new paradigms of peer participation and collaboration.

Figure # 5: Use of Gadgets - Socio- Emotional Aspect



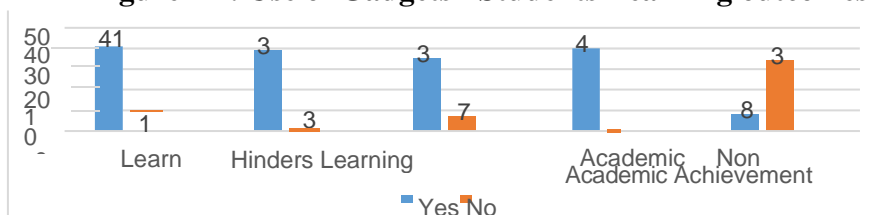
Emotional is a feeling related to thoughts, while social relates to society. In simple terms, it can be said that socio-emotional development is a process of growing a person to achieve maturity of feelings and thoughts in dealing with the community environment at large as stated by Chaplin (2008). The above figure clearly depicts the use of gadgets having profound impact on the socio-emotional development of students as per most of the respondents. ICT usage fosters better adjustment to social changes and provides platform for voicing their emotions. The diverse experiences and freedom to exchange their ideas make students more participative and less isolated. ICT usage also builds up resilient behaviours among students as per many teachers. This is also supported by the research studies conducted by Mittal (2007), it is manifested in the study that by means of communication tools people are getting active in virtual environment rather than activities of social life.

Figure # 6: Use of Gadgets: Responsibility Aspect



Most of the the teachers (35) responded that students need guided environment to get better positive outcomes of ICT usage. Under close monitoring and guidance not only the students use ICT more sincerely and efficiently but the teacher can also provide instant troubleshooting and direction. In the absence of close monitoring the chances of deviation from values may spike up. Also most teachers opined that in the absence of guided ICT usage the students tend to misuse their time and over indulge in ICT usage that can impact the learning out comes in the long run. As per the researcher, this may be due to It can be told that students spend much of their time with the technological gadgets rather than reading, working on projects, or doing assignments. While using technological gadgets in the classroom even under the supervision of teachers, students form a tendency of using them as they do anywhere else. Such behaviour may cause students to forget about their responsibilities and affects students' success in academic achievement.

Figure # 7: Use of Gadgets - Students Learning outcomes





From the above figure can stated that, most teachers responded that the appropriate use of ICT definitely enhances student performance. ICT usage enhances their learning experience, ability to share, express and present their abilities in a better way. The speed of learning is enhanced too. But most of the respondents also emphasized the importance of physical activity during growing years and were of the opinion that a physical activity hobby or even routine is needed to balance the overall development of the students. A good disciplined physical routine shall also minimize the over emphasis on ICT and reduce dependence

Conclusion and Recommendations

Most of the respondents in our study have asserted about the positive learning outcomes by use of ICT, but have also cautioned against unsupervised, unguided usage by students .In researchers view, it is so because of the wide spectrum of the content available on the internet and other media, which often makes it difficult for the unsuspecting user to select the relevant content from the available pool thus leading to lot of time wastage. Also it becomes important to weed out the irrelevant or misleading information from the user's preview to minimize vicarious learning. Psychosocial, socio-emotional, and responsibility variables have a significant influence on student learning outcomes.

We would like to conclude, *“As a teacher and a child advocate, establishing a healthy lifestyle among students can be vital of how they take care of themselves during adulthood.”*

Recommendations:

1. There can be many ways to prevent students from too much of time spending on their game application or watching their favourite channel on YouTube.
2. Students should be involved in an outdoor hobby.
3. Keeping them active on sports or other physical activity will distract them and would even improve their physical wellness.
4. Supervised usage of gadgets should be undertaken.



Suggestions of future research:

1. This study can be conducted on a larger sample to arrive at definite conclusion varying in variables.
2. Correlation research studies can also be done to check the relationship between Emotion Maturity and Reasoning Ability.

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