

There seems to be an intrinsic connection between extensive use of cell phones and health-hazards compromising (pampering) behaviour such as smoking, snuffing and use of alcohol, emphasized the survey.

### **School Policy regarding Cell Phones**

School policy regarding cell phones, within the majority of public schools, is generally quite prohibitive and requires students to leave their cell phones at home or turn them off and leave them in their lockers during the school day. Even High school students are prohibited from using cell phones during the school day within schools; the majority of students, however, maintain possession of a personal cell phone within the high school setting. Most administrators and teachers regard cell phone possession and usage as a negative distraction and deterrent to learning rather than as an educational learning tool. (Obringer & Coffey, 2007)

#### **1.4 Statement of the Problem**

With the growing number of gadgets embedded in modern mobile phones and the decrease in the size and the price of such devices, mobile phones have become omnipresent. The mobile phone is an anytime and anywhere tool, boosting the tendency to do things discreetly as well as openly. The internet has removed geographical boundaries and so have mobile phones that have blurred the borders between public and private lives but have also shifted the borders of usage. Moreover, in a family setting, there is a blend of different generations of people living under the same roof.

In addition to the personal communication and entertainment activities, young people are also using cell phones as public communication medium to engage and collaborate on social and political issues. For example, Nirbhya's case, Lokpal movements, etc. Media and government institutions are also using cell phones to reach out to young people. News and entertainment companies are engaging young audience by incorporating text messaging into television programs. For example, the all reality talent hunt shows targeted at young people. During the 2009, Indian general elections, and subsequent assembly elections all Indian political parties launched text messaging campaigns to reach out to young voters.

Technological tools, such as computers, cars, or mobile phones, are, according to Silverstone and Hirsch (1992), suggesting that they are not merely physical, material objects (even though with symbolic meaning), but also a means of maintaining and establishing sociality. An independent culture of consumption and usage has developed around the mobile phone, thus extending its social role as a technological tool and a material artefact beyond its practical function or pragmatic functionality. The latter enables coordination in everyday life and permanent availability at work beyond a ritual communicative role. Mobile phones, because of their portability, have become incorporated into the patterns of everyday life and as a central cultural technology should be studied as a consumer object and technology. It is important to note here that the use of mobile technology is associated with a person, not a family or a household. As a consequence, the intensity of promotional activity and branding is not comparable to other media, especially landline telephones, and resembles more the

promotional strategy used for MP3 technologies such as the iPod and previously the Walkman.

As the significance for public communication is growing, it is imperative to understand the uses by school students, who are becoming their largest consumers. What are school students in India really using mobile phones for - personal or public communication or for knowledge or entertainment or for information or the experience itself?, its Impact i.e. consequences and concerns. To know the influence of mobile on school students and, also, to comprehend effects on psychological, social and physical safety aspects concerning their mobile phone usage. To study the symbolic aspects of material objects, that is, the meaning of the mobile phone as a cultural artefact, we can draw on the Sociology of culture and its analysis of social patterns of consumption, a tradition of analysis best represented by Bourdieu. How do economic class and cultural capital shape the uses and meanings of the mobile phone? Is consumption a space in which socially and/or politically marginalised groups such as young people can forge an identity and gain (pseudo)individuality? How are these divisions reflected in the uses and significance of the mobile phone as an object and as an aesthetic object, technological tool, and commodity in the light of class and the cultural capital that shape its use within the complex combination of diverse media?

Hence there is need to also explore the social uses of mobile phones as material artifacts and commodities and to reveal the links between class

and the uses and meanings of the mobile phone as technology and a commodified object.

There is scarcity of deserved studies in the area of telephony and school children. However, gradually this area is emerging as a major concern for the social scientists and policy makers to address the various inherent intricacies of this issue.

This study is a systematic attempt to empirically explore the cultural differentiation of mobile phone usage by young people in terms of class differentiation and in terms of the relationship between their use of mobile technology and different purposes within contextual specificities in the cultural framework proposed by P. F. Bourdieu.

### 1.5 Purpose of the Study

Mobile phones have become increasingly embedded into adolescents' daily lives. Older adolescents (ages 14 -17) are more likely to use this device than younger adolescents (ages 12-13). Although increasingly younger youth are getting possession, little is known about its use among the youngest teens. It is critical to learn about young users because the technology was developed for adults and may be associated with particular challenges or risks among young teens. For example, this group of emerging users may connect with unknown others in ways that is riskier for them. Moreover, regular use of mobiles may interfere with the daily functioning amongst the youngest users who have lower self-constraint.

Among high-school, the primary use of mobiles may be to communicate with parents and existing friends, rather than to make new friends. This is not surprising given that maintaining interpersonal connections is an important developmental task of adolescence. Although mobiles may offer opportunities to interact with known peers, there are also reasons to be concerned about its use, particularly among young adolescents. For example, young teens are more likely than older teens to communicate with strangers online and are more likely to disclose personal information.

Students' personal and social cell phone use has been well established, but how do school students reflect on the usage of such phones in an educational setting? Determining student perception toward using the educational technological capabilities of cell phones within a learning environment is a first step. Knowledge of students' attitudes could possibly lead to, aid in, and influence future decision making regarding the implementation of cell phone use for academic purposes within school classrooms.

The present study explores the extent to which school students use mobile phones (i.e. experience or pervasiveness), whom they connect with (i.e. connectedness), and whether mobile use is to gain information (i.e. knowledge) or disrupts daily functioning (i.e. intrusiveness).

#### 1.6 Theoretical Approach to the Study

From the theoretical point of view, this study contributes to the academic literature by providing consistency to understanding in bridging the literature gap. By applying the cultural capital perspective, this study

focuses on young people use cell phones for personal communication, information, acquiring knowledge and amusement needs and age-related needs such as maintaining privacy, expressing individuality, negotiating independence from parents and maintaining friendships. Through the application of cultural capital theory, this study provides evidence that young adults use all three forms of personal, social and moral reasoning in their use of mobile phones. The amalgamation of personal, social and moral reasoning provides an impetus to the precise and research oriented comprehension to mobile phones uses with special reference to cultural capital.

#### 1.7 Significance of the Study

The popularity of cell phones among young people is not unique to India, but it is a worldwide phenomenon. The formation of a global youth culture around mobile phones is gradually becoming significant for the academic interest pertaining research. Several studies have been conducted on the use of mobile phones among young people in different countries across the world such as Japan, Norway, Finland, USA, and Britain. This study adds and gives new dimension to the growing body of research by providing specific information about the use of mobile phones by young students.

Mobile technology, a rapidly pacing sector, is bringing in a new prototype for communications and thus a new paradigm of society. The pillars for this new society are youth. As mentioned earlier, this study is about teenagers'

mobile phone usage from a social perspective. The study intends to find out the correlation between possessing a mobile phone, keeping and its effect within the teenaged students. The study also arouses interest for more studies in this area which has not properly been addressed so far because of lack of etic and emic approaches. There has been a clear dearth of academic studies in the area of mobile phone uses as it has not properly been problematised in the light of cultural capital and effects thereof.

Academic research on mobile phone usage among young people in different countries has looked at various issues such as their use as fashion items, for communication with friends and family, to access news and their use for personal entertainment. In India the studies have looked at few of these issues such as their use for supporting romantic relationships (Wei, 2007). This study provides information about the variety of mobile phone uses by young people and correlates them with their use for communication, gaining information and knowledge, personal entertainment and news. It investigated motivations of usage. It is believed that the study will contribute valuable learning's about the field of mobile communication to the broader academic knowledge-base. This research may serve as useful input to the parents, researchers and media futurists. This study may help information architects designing interfaces to meet the unique needs of the particular market.

### 1.8 Brief Overview of the Structure

This dissertation consists of seven chapters: the introduction which provides specific arguments about how mobile phones are not just

technologies used for interpersonal communication but is turning into technologies for social and public communication in India. It also outlines background, the purpose, the scope of the research and brief overview of the structure of the study as well as the theoretical approach applied.

Following this introduction, the second chapter outlines the specific research questions and explains the methodology.

The third chapter provides the conceptual framework for the study especially Bourdieu's Cultural capital and contribution to social esteem where mobile phone seems to have had an instrumental impetus.

The fourth chapter provides description of the theories used in this study and reviews of relevant empirical studies on mobile usage and its impact in different parts the world including India.

The fifth and fifth sixth chapter presents the descriptions of the mobile phone and its uses and mobile phone, school children and cultural capital respectively.

The seventh chapter concludes the study. Summary of a particular chapter is given at the end of every chapter.