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## IMPACT OF MOBILE PHONE ADDICTION ON MENTAL HEALTH, ADJUSTMENT, AND ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS

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### Abstract

The present study investigates the impact of mobile phone addiction on mental health, adjustment, and academic performance among secondary school students. With the rapid growth of smartphone usage among adolescents, concerns have increased regarding its excessive use and its consequences on students' overall well-being and educational outcomes. The study aims to examine the level of mobile phone addiction and its relationship with students' psychological health, social and emotional adjustment, and academic achievement. A descriptive survey method was adopted for the study. The sample consisted of secondary school students selected through appropriate sampling techniques from the study area. Standardized tools were used to measure mobile phone addiction, mental health, adjustment levels, and academic performance. Statistical techniques such as mean, standard deviation, correlation, and t-test were employed to analyze the data. The findings of the study revealed that a significant proportion of students exhibit moderate to high levels of mobile phone addiction. It was also found that excessive mobile phone use negatively affects students' mental health, leading to increased stress, anxiety, and reduced emotional stability. Furthermore, higher levels of addiction were associated with poor adjustment in social, emotional, and educational domains. Academic performance was also found to be adversely affected, as addicted students showed lower concentration levels and reduced academic achievement. The study concludes that mobile phone addiction has a significant negative impact on the overall development of secondary school students. It highlights the need for creating awareness among students, parents, and teachers regarding responsible mobile phone usage. Educational institutions should implement strategies to promote healthy digital habits and support students in maintaining a balanced lifestyle for improved mental health and academic success.

**Keywords:** Mobile Phone Addiction, Mental Health, Adjustment, And Academic Performance, Secondary School Students.

### Introduction

In the contemporary digital era, mobile phones have become an integral part of daily life, especially among adolescents. Secondary school students are increasingly exposed to smartphones due to easy accessibility, affordable internet services, and the growing influence of digital culture. While mobile phones serve as valuable tools for communication, information access, and educational support, their excessive use has raised serious concerns among educators, parents, and researchers. The phenomenon of mobile phone addiction, characterized by excessive and compulsive usage, has emerged as a significant issue affecting students' overall development.

Adolescence is a crucial stage of life marked by rapid physical, emotional, and cognitive changes. During this period, students are highly vulnerable to external influences, including technology. Excessive use of mobile phones can lead to various psychological problems such as stress, anxiety, depression, and reduced emotional stability, thereby affecting students' mental health. Moreover, prolonged screen time often reduces opportunities for face-to-face interaction, leading to poor social relationships and difficulties in emotional and educational adjustment.

Adjustment is an important aspect of a student's life, referring to the ability to maintain a balance between personal needs and environmental demands. Mobile phone addiction may hinder this balance by diverting attention from real-life interactions and responsibilities. Students who spend excessive time on mobile devices may struggle with time management, discipline, and interpersonal relationships, which ultimately affects their adjustment in school and social settings.



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Academic performance is another critical factor influenced by mobile phone usage. While smartphones can support learning through educational applications and online resources, their misuse for gaming, social media, and entertainment can negatively impact students' concentration, study habits, and academic achievement. Frequent distractions, lack of focus, and reduced study time contribute to poor academic outcomes among addicted students.

In this context, it becomes essential to examine the impact of mobile phone addiction on mental health, adjustment, and academic performance among secondary school students. Understanding this relationship will help in identifying the extent of the problem and in developing appropriate strategies to promote healthy digital habits. The present study aims to explore these dimensions and provide insights for educators, parents, and policymakers to support the holistic development of students in a technology-driven society.

### **Need and Significance of the Study**

In the present digital age, mobile phones have become indispensable tools in the lives of individuals, particularly among adolescents. Secondary school students are among the most active users of smartphones due to their exposure to social media, online learning platforms, gaming, and instant communication. While mobile phones offer numerous educational benefits, their excessive and uncontrolled use has led to a growing concern regarding mobile phone addiction. This situation calls for systematic research to understand its impact on crucial aspects of students' lives, such as mental health, adjustment, and academic performance. Hence, the present study is both timely and necessary.

One of the primary needs of this study arises from the increasing prevalence of mobile phone addiction among secondary school students. Adolescents often lack the self-regulation required to control their screen time, making them more vulnerable to addictive behaviors. Excessive use of mobile phones has been linked to various mental health issues, including anxiety, depression, stress, and emotional instability. Therefore, it is essential to investigate how mobile phone addiction influences the mental well-being of students, as mental health plays a vital role in their overall personality development and academic success.

Another significant need for this study is to examine the impact of mobile phone addiction on students' adjustment. Adjustment refers to the ability of an individual to maintain a harmonious relationship with their environment, including social, emotional, and educational aspects. Students who are excessively engaged with their mobile phones may experience difficulties in social interaction, reduced family bonding, and lack of participation in school activities. This can lead to poor adjustment in various domains of life. Understanding this relationship is crucial for developing strategies that help students maintain a balanced lifestyle.

Academic performance is a key indicator of students' success and future prospects. In recent years, there has been growing concern that excessive mobile phone usage negatively affects students' academic achievements. Distractions caused by social media, gaming, and other non-academic activities reduce students' concentration, study time, and motivation to learn. Therefore, there is a pressing need to explore how mobile phone addiction influences academic performance among secondary school students, so that appropriate interventions can be designed to enhance their learning outcomes.

The significance of this study lies in its potential to provide valuable insights for various stakeholders in the field of education. For educators, the findings of this study will help in understanding the behavioral patterns of students related to mobile phone usage and its impact on their learning. Teachers can adopt effective classroom strategies and guidance techniques to minimize distractions and promote responsible use of technology. For parents, this study will create awareness about the consequences of excessive mobile phone usage and encourage them to monitor and guide their children's digital habits.



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Furthermore, the study will be beneficial for policymakers and educational administrators in formulating policies and guidelines regarding the use of mobile phones in schools. It can contribute to the development of programs that promote digital literacy, self-regulation, and healthy usage patterns among students. The findings may also assist counselors and psychologists in identifying students at risk of addiction and providing appropriate interventions to support their mental health and adjustment.

This study also holds academic significance as it contributes to the existing body of knowledge on mobile phone addiction and its multifaceted impact. While several studies have been conducted on this topic, there is a need for more localized and comprehensive research focusing on secondary school students. By examining the combined effect of mobile phone addiction on mental health, adjustment, and academic performance, this study provides a holistic understanding of the issue.

The present study is significant in addressing a contemporary issue that directly affects the well-being and academic success of secondary school students. It emphasizes the importance of balanced mobile phone usage and highlights the need for collective efforts from parents, teachers, and society to guide students toward healthy digital practices. The outcomes of this study will not only enhance awareness but also contribute to the development of effective strategies to ensure the overall development of students in the modern technological era.

## Reviews of Related Studies

**Zeerak, Q. (2024)** conducted a study titled “*The Effects of Smartphone Addiction on Academic Performance among Students.*” The sample consisted of 481 students. The study employed a survey method to examine the relationship between smartphone addiction and academic outcomes. The findings revealed that a significant proportion of students were addicted to mobile phones. It was concluded that smartphone addiction negatively affects academic performance and reduces students’ concentration levels.

**Zhang, R. (2024)** conducted a study on “*The Effect of Smartphone Addiction on Adolescent Health.*” The sample included adolescents from diverse educational settings. The study focused on the relationship between smartphone addiction, loneliness, and overall health. The findings indicated that excessive mobile phone use negatively impacts adolescent health. Loneliness was identified as a mediating factor influencing the relationship.

**Malek Mohammadi, N. (2024)** conducted a study titled “*Mobile Phone Addiction and Mental Health among Students.*” The sample consisted of medical students. The study examined the prevalence of mobile phone addiction and its impact on mental health. The findings revealed that addiction is associated with increased stress, anxiety, and emotional instability. The study emphasized the need for preventive measures and awareness programs.

**Parlak, M. E. (2023)** conducted a study titled “*Smartphone Addiction and Sleep Quality in Adolescents.*” The sample included adolescent students. The research investigated the relationship between smartphone usage and sleep patterns. The findings showed that a considerable number of students experienced poor sleep quality due to excessive smartphone use. It was concluded that addiction leads to reduced well-being and health issues.

**Elamin, N. O. (2024)** conducted a study on “*Smartphone Addiction, Stress, and Depression among Students.*” The sample included university students. The study explored the psychological effects of excessive smartphone usage. The findings revealed a strong positive relationship between smartphone addiction and stress, anxiety, and depression. The study concluded that uncontrolled usage harms students’ mental health.



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**Zhu, C. (2025)** conducted a study titled “*The Impact of Smartphone Addiction on Mental Health and Coping Strategies.*” The sample included student populations. The study analyzed how addiction affects emotional well-being and coping mechanisms. The findings indicated that higher addiction levels lead to negative emotions and unhealthy coping strategies. It also resulted in reduced life satisfaction.

**Devi, M. (2025)** conducted a study titled “*Prevalence of Smartphone Addiction among Students.*” The sample consisted of students from different institutions. The study measured the extent and patterns of mobile phone addiction. The findings revealed that a significant percentage of students were addicted to smartphones. It highlighted the growing dependency on mobile devices among adolescents.

**Luo, J. (2025)** conducted a study on “*Mobile Phone Addiction and Negative Emotions.*” The sample included adolescent students. The study explored the relationship between mobile phone addiction and emotional health. The findings showed that addiction contributes to depression, anxiety, and loneliness. It emphasized the psychological risks associated with excessive usage.

**Nehra, N., and Mehrotra, R. (2025)** conducted a study titled “*Impact of Smartphone Addiction on Academic Performance of Adolescents in Rajasthan.*” The sample included 425 secondary and senior secondary students. The study examined the effect of smartphone usage on academic performance. The findings revealed that excessive usage negatively affects academic achievement. However, controlled usage can support learning and cognitive development.

**Giansanti, D. (2025)** conducted a study titled “*Smartphone Addiction in Youth: A Narrative Review.*” The study reviewed various research works on smartphone addiction among adolescents. It focused on psychological, behavioral, and academic impacts. The findings concluded that smartphone addiction is a growing concern affecting multiple aspects of students’ lives. The study emphasized the importance of awareness and intervention strategies.

## Research Gap

Although a considerable number of studies have been conducted on mobile phone addiction among students, most of them primarily focus on its prevalence and general psychological effects such as stress, anxiety, and depression. Limited research has examined the combined relationship of mobile phone addiction with mental health, adjustment, and academic performance in a single comprehensive framework. Furthermore, many existing studies are conducted in foreign contexts or urban settings, with insufficient attention given to region-specific populations, particularly secondary school students in local contexts like Andhra Pradesh. There is also a lack of emphasis on adjustment dimensions (social, emotional, and educational) in relation to mobile phone addiction. In addition, previous studies often focus on higher education students rather than school-level adolescents, who are more vulnerable to behavioral and developmental issues. Therefore, the present study aims to bridge these gaps by providing a holistic and localized analysis of the impact of mobile phone addiction on mental health, adjustment, and academic performance among secondary school students.

## RESEARCH METHODOLOGY

### Significance of the Study

The present study is significant as it addresses the growing issue of mobile phone addiction among secondary school students and its impact on key aspects of their development, namely mental health, adjustment, and academic performance. In today’s digital era, excessive mobile phone usage has become a major concern affecting students’ emotional well-being, social behavior, and learning outcomes. This study provides valuable insights for teachers, parents, and educational administrators to understand the consequences of uncontrolled mobile usage and to promote healthy digital habits among students. It also helps in identifying the need for guidance, counseling, and effective policies to regulate mobile phone use



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in educational settings. Furthermore, the findings of this study contribute to the existing body of knowledge and serve as a basis for future research in the field of educational psychology and adolescent development.

### **Title of the Study**

*“Impact of Mobile Phone Addiction on Mental Health, Adjustment, and Academic Performance among Secondary School Students.”*

### **Scope of the Study**

The purpose of the current study is Mobile Phone Addiction, Adjustment, and Mental health: A Study of IX Class Pupils in Guntur District to studying in various secondary schools in both urban and rural areas of the Guntur district. The study was conducted with a representative sample of 1000 9th-grade students. The secondary school students' responses to the instruments used formed the basis for the statistics.

### **Method of the Study**

This research involves elements of observation, planning, procedure, and the description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

### **Operational Definitions of the Study**

#### **Mobile Phone Addiction**

Mobile phone addiction in the present study refers to the excessive and uncontrolled use of mobile phones by secondary school students to the extent that it interferes with their daily activities, academic responsibilities, social interactions, and psychological well-being. It includes behaviors such as frequent checking of the phone, spending long hours on calls, messaging, social media, gaming, or internet browsing, and feeling restless or anxious when the phone is not available.

#### **Mental Health**

Mental health in this study refers to the psychological well-being of secondary school students, including their emotional stability, ability to cope with stress, positive self-concept, and balanced behavior in personal and school life. It indicates the level of students' ability to maintain emotional balance, confidence, and a positive outlook towards life situations.

#### **Adjustment**

Adjustment refers to the ability of secondary school students to adapt effectively to their environment, including school, family, and social settings. In this study, adjustment includes how well students manage their relationships with peers and teachers, adapt to school rules and expectations, and maintain emotional balance in different life situations.

#### **Academic Performance**

Academic performance in the present study refers to the level of achievement of secondary school students in their school subjects. It is measured through their marks, grades, or scores obtained in school examinations or annual assessments, which indicate their level of learning and scholastic achievement.

#### **Secondary School Students**

Secondary school students in this study refer to students studying in classes IX and X in recognized secondary schools. These students generally fall within the age group of approximately 13 to 16 years.

### **Objectives of the Study**

- Objective–1:** To find out the relationship between Mobile Phone Addiction and Mental Health of secondary school students.  
**Objective–2:** To find out the relationship between Mobile Phone Addiction and Adjustment of secondary school students.



**Objective–3:** To find out the relationship between Mobile Phone Addiction and Academic Performance of secondary school students.

**Objective–4:** To find out the relationship between Mental Health and Adjustment of secondary school students.

**Objective–5:** To find out the relationship between Adjustment and Academic Performance of secondary school students.

**Objective–6:** To find out the relationship between Academic Performance and Mental Health of secondary school students.

**Hypotheses of the Study**

**Hypothesis–1:** There would be no significant relationship between mobile phone addiction and the mental health of secondary school students.

**Hypothesis–2:** There would be no significant relationship between mobile phone addiction and the adjustment of secondary school students.

**Hypothesis–3:** There would be no significant relationship between mobile phone addiction and the academic performance of secondary school students.

**Hypothesis–4:** There would be no significant relationship between the mental health and adjustment of secondary school students.

**Hypothesis–5:** There would be no significant relationship between adjustment and academic performance of secondary school students.

**Hypothesis–6:** There would be no significant relationship between academic performance and the mental health of secondary school students.

*Data Analysis*

**SECTION – B**

**4.14 Analysis of Correlation**

**Objective–1:** To find out the relationship between Mobile Phone Addiction and Mental Health of secondary school students.

**Hypothesis–1:** There would be no significant relationship between mobile phone addiction and the mental health of secondary school students.

**Table – 4. 40**

**Correlation between Self-Confidence and Adjustment**

Variable	N	df	'r' value
Mobile Phone Addiction	1000	998	-0.14* (p=0.00)
Mental Health	1000		

**\*\* Negatively Significant at 0.05 level**

**Table value of Correlation at p=0.00, DF=998 is 0.066.**

**Observation**

The table shows the correlation between mobile phone addiction and mental health among secondary school students. The obtained 'r' value is -0.14, indicating a low negative correlation between the two variables. The correlation is



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statistically significant at the 0.05 level, as the calculated value exceeds the table value (0.066) at  $df = 998$ . This suggests that an increase in mobile phone addiction is associated with a decrease in mental health levels.

### Finding

There is a significant negative relationship between mobile phone addiction and mental health of secondary school students. Hence, the null hypothesis is rejected.

### Discussion

The findings of the study reveal a statistically significant negative relationship between mobile phone addiction and mental health among secondary school students. This indicates that higher levels of mobile phone addiction are associated with poorer mental health outcomes. Excessive use of mobile phones may lead to issues such as stress, anxiety, sleep disturbances, and emotional instability. Continuous engagement with social media and digital content can negatively influence students' psychological well-being and reduce their ability to cope with everyday challenges.

Furthermore, the negative correlation highlights the importance of regulating mobile phone usage among adolescents. As students become more dependent on their devices, they may experience reduced real-life interactions and increased feelings of isolation. This can further deteriorate their mental health over time. Therefore, it is essential for parents, teachers, and schools to create awareness about responsible mobile usage and encourage healthy lifestyle habits to promote better mental well-being among students.

**Objective-2:** To find out the relationship between Mobile Phone Addiction and Adjustment of secondary school students.

**Hypothesis-2:** There would be no significant relationship between mobile phone addiction and the adjustment of secondary school students.

Table -4.41

### Correlation between Self-Confidence and the Family Environment

Variable	No	df	'r' value
mobile phone addiction	1000	998	0.16 ( $p=0.00$ )
adjustment	1000		

**\*\* Negatively Significant at 0.05 level**

**Table value of Correlation at  $p=0.00$ ,  $DF=998$  is 0.066.**

### Observation

The table presents the correlation between mobile phone addiction and adjustment among secondary school students. The obtained 'r' value is 0.16, indicating a low positive correlation between the variables. The correlation is statistically significant at the 0.05 level, as the calculated value is greater than the table value (0.066) at  $df = 998$ . This shows that there is a slight but meaningful relationship between mobile phone addiction and adjustment.

### Finding

There is a significant relationship between mobile phone addiction and adjustment of secondary school students. Hence, the null hypothesis is rejected.

### Discussion

The findings reveal a statistically significant positive relationship between mobile phone addiction and adjustment among secondary school students. Although the correlation is low, it indicates that changes in mobile phone usage are associated



with variations in students' adjustment levels. Increased use of mobile phones may influence how students adapt to their social, emotional, and educational environments. In some cases, moderate use of mobile devices may help students stay connected and access information, which can support their adjustment.

However, excessive mobile phone usage may also lead to distractions, reduced interpersonal interaction, and poor time management, which can negatively affect adjustment over time. The positive correlation, though weak, suggests a complex relationship that may depend on the nature and purpose of mobile phone use. Therefore, it is important for educators and parents to guide students in using mobile phones responsibly, ensuring that their usage supports healthy adjustment rather than hindering their overall development.

**Objective-3:** To find out the relationship between Mobile Phone Addiction and Academic Performance of secondary school students.

**Hypothesis-3:** There would be no significant relationship between mobile phone addiction and the academic performance of secondary school students.

Table – 4. 42

Correlation between Adjustment and the Family Environment

Variable	N	df	'r' value
mobile phone addiction	1000	998	-0.22* (p=0.00)
academic performance	1000		

**\*\* Significant at 0.05 level**

**Table value of Correlation at p=0.00, DF=998 is 0.066.**

**Observation**

The table shows the correlation between mobile phone addiction and academic performance among secondary school students. The obtained 'r' value is 0.22, indicating a low positive correlation between the two variables. The correlation is statistically significant at the 0.05 level, as the calculated value exceeds the table value (0.066) at df = 998. This suggests that there is a meaningful relationship between mobile phone addiction and academic performance.

**Finding**

There is a significant relationship between mobile phone addiction and academic performance of secondary school students. Hence, the null hypothesis is rejected.

**Discussion**

The findings indicate a statistically significant positive relationship between mobile phone addiction and academic performance among secondary school students. Although the correlation is low, it suggests that mobile phone usage is related to variations in students' academic outcomes. In some cases, mobile phones can be used as educational tools, providing access to learning materials, online resources, and academic support, which may contribute to improved performance.

However, excessive and uncontrolled use of mobile phones can also lead to distractions, reduced study time, and lack of concentration. The positive relationship observed may depend on how students utilize their mobile devices whether for



academic or non-academic purposes. Therefore, it is important for teachers and parents to guide students in using mobile phones effectively for educational purposes while minimizing their misuse to ensure better academic achievement.

**Objective-4:** To find out the relationship between Mental Health and Adjustment of secondary school students.

**Hypothesis-4:** There would be no significant relationship between the mental health and adjustment of secondary school students.

**Table – 4. 42**

**Correlation between Adjustment and the Family Environment**

Variable	N	df	'r' value
mental health	1000	998	0.19*
adjustment	1000		(p=0.00)

**\*\* Significant at 0.05 level**

*Table value of Correlation at p=0.00, DF=998 is 0.066.*

**Observation**

The table presents the correlation between mental health and adjustment among secondary school students. The obtained 'r' value is 0.19, indicating a low positive correlation between the two variables. The correlation is statistically significant at the 0.05 level, as the calculated value is greater than the table value (0.066) at df = 998. This shows that there is a meaningful relationship between mental health and adjustment.

**Finding**

There is a significant relationship between mental health and adjustment of secondary school students. Hence, the null hypothesis is rejected.

**Discussion**

The findings of the study reveal a statistically significant positive relationship between mental health and adjustment among secondary school students. This indicates that students with better mental health tend to show better adjustment in social, emotional, and educational aspects. Good mental health enables students to cope effectively with stress, maintain positive relationships, and adapt to various environmental demands, thereby enhancing their overall adjustment.

Furthermore, the positive correlation suggests that improving students' mental health can directly contribute to better adjustment outcomes. When students experience emotional stability and psychological well-being, they are more likely to engage actively in school activities and maintain healthy interactions with peers and teachers. Therefore, schools and parents should focus on promoting mental health awareness and supportive environments to enhance students' adjustment and overall development.

**Objective-5:** To find out the relationship between Adjustment and Academic Performance of secondary school students.

**Hypothesis-5:** There would be no significant relationship between adjustment and academic performance of secondary school students.



Table – 4. 42

**Correlation between Adjustment and the Family Environment**

Variable	N	df	'r' value
academic performance	1000	998	0.05 <sup>NS</sup> (p=0.00)
adjustment	1000		

*Not Significant at 0.05 level*

*Table value of Correlation at p=0.00, DF=998 is 0.066.*

**Observation**

The table shows the correlation between academic performance and adjustment among secondary school students. The obtained 'r' value is 0.05, indicating a very low positive correlation between the variables. The correlation is not statistically significant at the 0.05 level, as the calculated value is less than the table value (0.066) at df = 998. This indicates that there is no meaningful relationship between academic performance and adjustment.

**Finding**

There is no significant relationship between academic performance and adjustment of secondary school students. Hence, the null hypothesis is accepted.

**Discussion**

The findings of the study reveal that there is no significant relationship between academic performance and adjustment among secondary school students. Although a slight positive correlation exists, it is too weak to establish any meaningful association. This suggests that students' academic achievement may not be directly influenced by their level of adjustment in social, emotional, or educational contexts.

Furthermore, the lack of a significant relationship indicates that other factors may play a more important role in determining academic performance, such as teaching methods, learning environment, motivation, and individual abilities. While adjustment is important for overall well-being, it may not always translate into better academic outcomes. Therefore, educators and parents should consider multiple factors when addressing students' academic performance rather than relying solely on adjustment levels.

**Objective–6:** To find out the relationship between Academic Performance and Mental Health of secondary school students.

**Hypothesis–6:** There would be no significant relationship between academic performance and the mental health of secondary school students.

Table – 4. 42

**Correlation between Adjustment and the Family Environment**

Variable	N	df	'r' value
academic performance	1000	998	0.27* (p=0.00)
mental health	1000		

*\*\* Significant at 0.05 level*

*Table value of Correlation at p=0.00, DF=998 is 0.066.*



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## Observation

The table presents the correlation between academic performance and mental health among secondary school students. The obtained 'r' value is 0.27, indicating a low to moderate positive correlation between the variables. The correlation is statistically significant at the 0.05 level, as the calculated value exceeds the table value (0.066) at  $df = 998$ . This shows that there is a meaningful relationship between academic performance and mental health.

## Finding

There is a significant relationship between academic performance and mental health of secondary school students. Hence, the null hypothesis is rejected.

## Discussion

The findings of the study indicate a statistically significant positive relationship between academic performance and mental health among secondary school students. This suggests that students with better mental health tend to perform better academically. Good mental health enhances concentration, motivation, and cognitive functioning, which are essential for effective learning and academic success.

Furthermore, the positive relationship highlights the importance of maintaining students' psychological well-being to improve educational outcomes. Students who are emotionally stable and free from stress and anxiety are more likely to engage actively in their studies and achieve higher academic performance. Therefore, schools and parents should focus on promoting mental health through counseling services, supportive environments, and stress management programs to enhance students' overall academic achievement.

## Findings

1. There is a significant negative relationship between mobile phone addiction and mental health of secondary school students. Hence, the null hypothesis is rejected.
2. There is a significant relationship between mobile phone addiction and adjustment of secondary school students. Hence, the null hypothesis is rejected.
3. There is a significant relationship between mobile phone addiction and academic performance of secondary school students. Hence, the null hypothesis is rejected.
4. There is a significant relationship between mental health and adjustment of secondary school students. Hence, the null hypothesis is rejected.
5. There is no significant relationship between academic performance and adjustment of secondary school students. Hence, the null hypothesis is accepted.
6. There is a significant relationship between academic performance and mental health of secondary school students. Hence, the null hypothesis is rejected.

## Discussion on finding:

1. The study revealed a significant negative relationship between mobile phone addiction and mental health among secondary school students. This indicates that as mobile phone addiction increases, students' mental health tends to decline. Excessive use of mobile phones may lead to problems such as anxiety, stress, depression, and emotional instability. Continuous exposure to social media, online pressure, and reduced sleep can negatively affect psychological well-being. Therefore, it is essential to regulate mobile phone usage and promote healthy digital habits to protect students' mental health.

2. The findings show a significant relationship between mobile phone addiction and adjustment of secondary school students. This suggests that mobile phone usage influences how students adjust socially, emotionally, and educationally.



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Excessive use may reduce face-to-face interaction, weaken family bonding, and hinder social skills, thereby affecting adjustment. At the same time, moderate use may support communication and access to information. Hence, the nature and extent of mobile phone usage play a crucial role in determining students' level of adjustment.

3. The study found a significant relationship between mobile phone addiction and academic performance of secondary school students. This indicates that mobile phone usage has a noticeable impact on students' academic outcomes. While educational use of mobile phones can support learning, excessive use for entertainment and social media can lead to distractions, reduced concentration, and poor study habits. As a result, students' academic performance may be affected either positively or negatively depending on their usage patterns.

4. The findings indicate a significant relationship between mental health and adjustment among secondary school students. Students with good mental health are more likely to adjust well in different environments, including school and social settings. Emotional stability, positive thinking, and the ability to handle stress contribute to better adjustment. Conversely, poor mental health may lead to difficulties in coping with academic pressure and social interactions. This highlights the importance of promoting mental well-being to improve students' overall adjustment.

5. The study revealed no significant relationship between academic performance and adjustment of secondary school students. This suggests that students' academic achievement is not directly dependent on their level of adjustment. Although adjustment is important for overall well-being, academic performance may be influenced more by other factors such as intelligence, teaching methods, study habits, and motivation. Therefore, adjustment alone may not be a strong predictor of academic success.

6. The findings show a significant relationship between academic performance and mental health among secondary school students. This indicates that students with better mental health tend to perform better academically. Good mental health enhances concentration, memory, and motivation, which are essential for effective learning. On the other hand, poor mental health can lead to lack of focus, low interest in studies, and decreased academic achievement. Hence, promoting mental health is crucial for improving students' academic performance.

#### **Educational Implications based on the above findings:**

1. Schools should create awareness programs to educate students about the negative effects of excessive mobile phone usage on mental health and academic performance.
2. Teachers should guide students to use mobile phones for educational purposes rather than for entertainment and social media.
3. Parents should monitor and regulate their children's mobile phone usage to prevent addiction and promote healthy habits.
4. Schools should incorporate digital literacy programs to help students develop responsible and balanced use of technology.
5. Counseling services should be provided in schools to support students facing mental health issues due to mobile phone addiction.
6. Teachers should adopt interactive and engaging teaching methods to reduce students' dependence on mobile phones for non-academic purposes.
7. Time management skills should be taught to students to help them balance their academic work and mobile phone usage effectively.
8. Schools should encourage participation in extracurricular activities to reduce excessive screen time and promote social interaction.
9. Special attention should be given to students showing signs of poor mental health, with proper guidance and support systems in place.



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10. Educational institutions should develop policies regarding the appropriate use of mobile phones within school premises.
11. Parents and teachers should work collaboratively to monitor students' behavior and ensure their overall development.
12. Stress management and emotional well-being programs should be introduced to improve students' mental health and adjustment levels.

## Conclusion

The present study concludes that mobile phone addiction has a significant influence on the mental health, adjustment, and academic performance of secondary school students. The findings reveal that excessive mobile phone usage is negatively associated with mental health, while it shows significant relationships with adjustment and academic performance. Additionally, mental health is found to be closely related to both adjustment and academic achievement, whereas no significant relationship exists between adjustment and academic performance. These results highlight the complex role of mobile phone usage in students' lives, indicating that both the extent and purpose of usage are important. Overall, the study emphasizes the need for balanced and responsible use of mobile phones, along with proper guidance from parents and teachers, to ensure the healthy psychological and academic development of students.

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