

# Cell Phone Addiction and Regulation

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## OVERVIEW/HYPOTHESIS

Technology is addicting and harmful to teenage and adult brains. Proper restrictions need to be put into place in order to create healthy work, home, and school environments,

## RESEARCH/PREPARATION

Over the 2021 summer, I participated in a research and writing opportunity with Dr. Valerie Bartelt from DU and her PhD students. I researched cell phone addiction and how it applied to different groups. I then wrote what I found and submitted it to be published with the rest of the research.

Smartphone Addiction and Cultural Dimensions: An Empirical Investigation	
Journal:	Communications of the Association for Information Systems
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Complete List of Authors:	Moqbel, Murad; University of Texas Rio Grande Valley - Edinburg Campus, Information Systems Bartelt, Valerie; University of Denver, Business Information and Analytics Alam, Maliha Shaik, Abdul Montoya, Sevilla
Keywords:	Smartphone addiction, Hofstede's cultural dimensions, Attachment theory, Coping theory

FIGURE 1: The publishing information from "Smartphone Addiction and Cultural Dimensions: An Empirical Investigation"

This research found that certain groups are more likely to suffer from cell phone addiction. These groups were both females and males. Additionally, the phantom ring (the belief that your phone is ringing when it is not) greatly effected these groups

## PROCEDURE/DESIGN

After doing this research, I focused on cell phone usage within Kent Denver.

I first took more of a backseat method of this and simply observed cell phone habits at Kent Denver. After finding that there seemed to be a clear over usage of cell phones, I decided that I needed real data points to work with.

This is when I created two different google forms: one for teachers and one for students.

I asked questions stemming from many different lenses including how much time was spent on devices and where they were often seen.

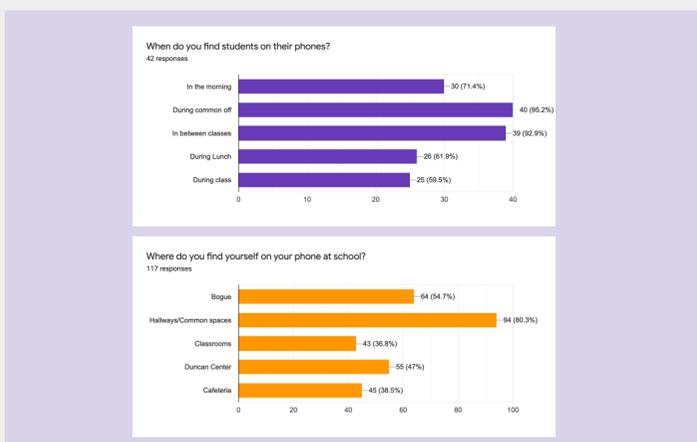


FIGURE 2: The first graph are teacher responses when asked about when students were on their phones. The second graph are student responses when asked where they were on their phones.

## ANALYSIS/RESULTS

I found in my results that excessive cell phone usage at Kent causes a decrease in time, an increase in distractions, a decrease in relationships, and a decrease in respect for our community.

### TIME

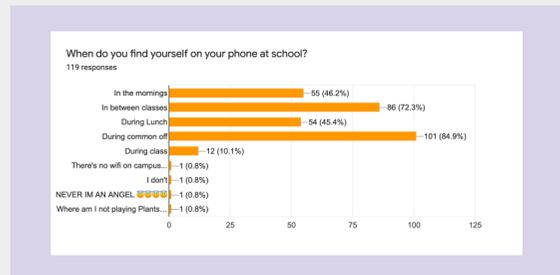


FIGURE 3: A question from the student google form

The students answered with different times of day they were on their phone and for a majority of the times displayed, more than 40% of students answered yes to being on their phone at that time.

### DISTRACTIONS

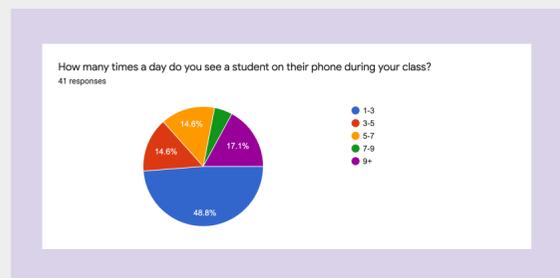


FIGURE 4: A question from the teacher google form

Phones are seen as a clear distraction as many teachers are seeing students on their phones during class. About 50% of teachers see a student on their phone 1-3 times during one class.

### RELATIONSHIPS

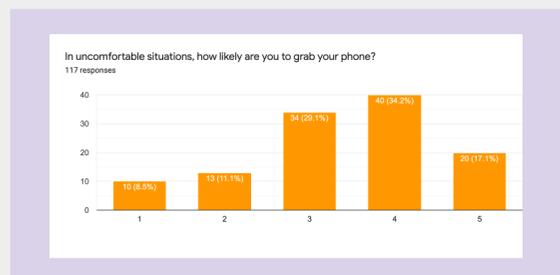


FIGURE 5: A poll from the student google form

With 5 being "I always grab my phones in uncomfortable situations," approximately 80% of students answered in the phone-reliant side of the spectrum, proving that unhealthy cell phone habits can weaken relationships with others.

### RESPECT

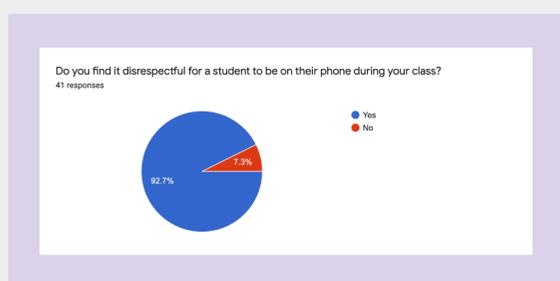


FIGURE 6: A question from the teacher form

Because of excessive student cell phone usage, many teachers feel disrespected by a lack of attention that comes with this usage. This diminishes the community within Kent Denver because of the feeling of disrespect that some face.

## CONCLUSION/NEXT STEPS

My research has brought me to the conclusion that cell phone restrictions are necessary at Kent Denver. Not necessarily complete banning of cell phones, but healthy restrictions and critical for healthy relationships with technology.

My plans for the future include creating a curriculum for younger grades surrounding healthy technology usage and creating a parent guide on how to minimize cell phone time at home.