

A Study of the Correlation between Excessive Use of Smart Phone and Students' Moral Development at Higher Level of Education

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ABSTRACT

This study was conducted to examine Relationship between excessive use of Smart Phone and students' Moral Development at higher level of education. The current study was descriptive in nature and survey methods were used for data collection. The population of the study contains (1500) students from all department Faculty of Social Sciences and Humanities and 300 students were selected as sample by using simple random sampling technique. The reliability of the instrument was 0.82 which was acceptable for conducting the research. Data were collected through personal visits and statistical package for social science software (SPSS) was used for the analysis of data. Findings showed that there is significant relationship between the excessive use of Smart Phone and Moral Development of Students, majority of respondents were agreed that smart phone is source of fun for me are mostly used for the purpose of fun. On effectively values the opinions of others in group settings, practice active listening by maintaining eye contact, asking clarifying questions, and paraphrasing others' statements. Encourage open discussion by creating a safe and respectful environment, and acknowledge the contributions of all group members.

Keywords: Smartphone, Moral Development.

INTRODUCTION

Excessive use of smartphone between youth has become a pressing concern, raising questions about its suggestions for moral development. As young individuals increasingly trust on smartphones for communication, socialization, and entertainment, their moral reasoning and ethical behavior may be significantly influenced by their digital experiences. The constant experience to social media, online interactions, and digital content can affect their understanding of empathy, social norms, and ethical decision-making (Al-Barashdi *et al.*, 2015).

Furthermore, the separation and disturbance related with excessive smartphone use can impair critical thinking and moderate opportunities for face-to-face interactions, which are vital for moral growth (Raza *et al.*, 2023). Understanding these dynamics is crucial for parents, educators, and policymakers as they seek to support healthy moral development in an increasingly digital world.

Smartphones have become one of the biggest concerns in today's society. They affect nearly every aspect of life, from mental health and social interactions to productivity. With the increasing penetration of smartphones in daily activities, overuse of these devices leads to negative effects such as anxiety, depression, and decreased attention span (Kuss & Griffiths, 2017). The pervasive nature of these devices fosters a constant connectivity that can hinder face-to-face interactions and disrupt sleep patterns (Lepp *et al.*, 2014). Understanding the effects of smartphone addiction is crucial for addressing its implications on individual well-being and societal dynamics.

This is significantly important as distant as their moral development is concerned because it influences how they reason out and relate with society. Due to increased need on smartphone devices for their social life, the quality of face-to-face relationships may decline with a discount in empathetic views and moral reasoning (Merma-Molina *et al.*, 2021). This need on digital communication often leads to surface relationships that do not encourage the development of deeper moral values such as compassion and honesty (Romero-Moreno & López, 2014). Moreover, online content experience influences students' ethical views, which sometimes encourages them to adopt opposing attitudes to conventional moral values (Payton *et al.*, 2020). Overuse of smartphones also affects academic duties, which negatively impacts critical thinking and reflective moral judgment (Guan *et al.*, 2015). Addressing excessive use of smartphone is important to support the moral growth and ethical decision-making of youth in higher education.

Smartphone addiction has become a prominent issue in contemporary society, particularly among youth. As smartphones have evolved into multifunctional devices that facilitate communication, entertainment, and information access, their pervasive use has led to concerns about dependence and compulsive behaviors. Research indicates that excessive smartphone use can negatively impact mental health, social relationships, and academic performance (Kim & Lee, 2020).

Youth, in particular, may struggle with the pressures of social media and the constant need for connectivity, leading to anxiety and reduced face-to-face interactions (Lee & Lee, 2021). Understanding the implications of excessive use of smartphone is essential for parents, educators, and policymakers seeking to promote healthier technology use among young people. Addressing this phenomenon requires not only awareness but also the development of strategies to encourage balanced and mindful smartphone engagement.

Moral development in youth is a critical area of study within psychology and education, reflecting how individuals form their values, ethics, and social responsibilities. Understanding this process is essential for parents, educators, and policymakers, as it can significantly influence behavior and decision-making during formative years. Theories of moral development, notably those proposed by Lawrence Kohlberg and Carol Gilligan, provide frameworks for understanding how young people navigate moral dilemmas and develop a sense of justice and empathy. Youth moral development is a significant area of research that explores how young individuals form their ethical beliefs and values. This development is crucial as it shapes their behaviors and social interactions during formative years. Contemporary studies build on foundational theories, such as those proposed by Lawrence Kohlberg and Carol Gilligan, while also incorporating insights from recent empirical research that addresses the complexities of moral reasoning in diverse contexts (Onebunne, 2024).

Kohlberg's stage theory, which outlines levels of moral reasoning from pre-conventional to post-conventional, continues to be a reference point in understanding moral development (Kohlberg, 2022). However, newer studies have expanded on these ideas by emphasizing the role of emotional and relational factors in moral decision-making. For instance, research indicates that empathy and social

relationships play critical roles in shaping youth moral judgments (Hardy & Carlo, 2021). Recent literature has also highlighted the importance of cultural and environmental influences on moral development. Factors such as family dynamics, educational settings, and peer interactions are essential in guiding young people's moral reasoning and ethical behavior (Narvaez, 2022). Furthermore, the digital age presents unique challenges and opportunities, with studies exploring how online interactions affect youth morality (Smetana *et al.*, 2021).

Excessive use of smartphone has become a prevalent concern as smartphones have become integral to daily life, particularly since their widespread adoption in the late 2000s. Defined as excessive and compulsive use of smartphones that disrupts everyday activities and relationships, this phenomenon reflects the growing dependency on digital devices for communication, information, and entertainment (Kuss & Griffiths, 2017). The design of smartphones and associated applications often encourages prolonged use. Features such as push notifications, social media integration, and gamification strategies can lead to compulsive checking behaviors, akin to addiction. Research indicates that these design elements exploit psychological principles, such as variable reward schedules, which can trigger dopamine responses similar to those seen in substance use disorders (Elhai *et al.*, 2021).

Several factors contribute to excessive use of smartphone, including social pressures, the desire for social validation, and the fear of missing out (FOMO). These dynamics are particularly pronounced among adolescents and young adults, who may experience heightened vulnerability to addictive behaviors due to their developmental stage (Liu *et al.*, 2024). Studies have shown that excessive smartphone use is associated with negative outcomes, including increased anxiety, depression, and impaired academic performance (Lepp *et al.*, 2014). As awareness of smartphone addiction increases, researchers and practitioners are exploring effective prevention and intervention strategies. These may include educational initiatives, digital wellness programs, and mindfulness practices aimed at promoting healthier relationships with technology (Lind & Smid, 2021).

In Pakistan, the increasing dependence on smartphones among students at higher level of education has raised serious concerns about its impact on their ethical and moral development. Excessive screen time, social media exposure, and digital distractions often lead to reduced face-to-face interactions, weakened ethical reasoning, and engagement in online behaviors that may conflict with traditional values. Many students prioritize virtual interactions over real-life responsibilities, affecting their decision-making skills and emotional intelligence. Moreover, the influence of global digital trends can sometimes challenge cultural and religious norms, creating moral dilemmas. Addressing this issue is essential to ensure that students develop a balanced approach to technology use while maintaining strong ethical values. Therefore, it is crucial to explore the relationship between excessive use of smartphone and students' moral development at the higher level of education.

The problem under investigation is the correlation between excessive use of smartphone and students' moral development at higher level of education. With the increasing use of smartphones, especially among younger generations, there is concern that excessive smartphone use may interfere with the development of moral values and ethical behavior. This issue is especially pertinent at the university level, where students are at a critical stage in their personal and social development. Smartphone addiction could potentially influence students' interpersonal relationships, decision-making processes, and the way they navigate ethical dilemmas. However, the nature of this relationship remains unclear, with conflicting views about whether smartphones serve as a tool for enhancing moral awareness or if they contribute to moral disengagement. This study seeks to explore how the extent of smartphone use affects students' ability to develop, internalize, and apply moral values, ultimately influencing their overall character development during this formative period of their lives. Understanding this relationship is crucial for

educators, psychologists, and policymakers to create strategies and interventions that balance technological engagement with moral growth in the academic environment.

MATERIAL AND METHOD

The study was quantitative in nature and descriptive method was used to conduct the research. In descriptive method, cross-sectional survey was used to collect the data. The population of the study was consisted of fourteen hundred thirty-four (1434) students from all departments Faculty of Social Sciences and Humanities. Simple random sampling technique was used to select the sample from population. The researcher selected 300 students from the population of the study. The researcher constructed a questionnaire as the research instrument of the study. The researcher developed Five-point Likert-scale questionnaire for the students. The questionnaire was based on relationship between Smart Phone Addiction on moral development at university level. The range of Likert-scale from SA-5, A-4 N-3, DA-2 SDA-1. Researcher conducted pilot testing to check the accuracy and usability of instrument. The researcher distributed questionnaire among 30 students. Which were the part of population but not the part of the sample. The reliability of the instrument was measured 0.80 through Cronbach's alpha statistical technique with the help of SPSS. After determining the questionnaire validity and reliability, the researcher personally visited all the departments and collected the data from the sample students. The data were analyzed by using Statistical Package for Social Science (SPSS). The researcher applied frequency, percentage, mean score, Pearson correlation for the analysis of data.

RESULTS

Table 1 I feel uneasy when I am not using my smartphone.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	163	101	1	17	18	
Students	300	%	54.2	33.6	.3	5.6	6.5	4.25

Table 1 indicates that 87.8% (54.2SA+ 33.6%A) of university level students were agreed with the statement that "I feel uneasy when I am not using my smartphone". Furthermore, mean score (4.25) of students also shows that the respondents agreed with the statement.

Table 2 I use smart phone for longtime.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	38	17	69	116	60	
Students	300	%	12.6	5.6	22.9	38.5	19.9	2.52

Table 2 shows that 58.4% (38.5%DA + 19.9%SDA) of respondents were disagreed with the statement "I use smart phone for longtime." Furthermore, mean score (2.25) of respondents also reflects the opinion in favor of the statement.

Table 3 I should shorten my smart phone usage time.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	43	54	18	88	97	
Students	300	%	14.3	17.9	6.0	29.2	32.2	2.53

Table 3 indicates that 61.1% (29.2%DA + 32.2%SDA) of respondents were disagreed with the statement “I should shorten my smart phone usage time.” Furthermore, mean score (2.53) of respondents also reflects that they are not agreed with the statement.

Table 4 I constantly think about smart phone.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	178	99	4	14	5	
Students	300	%	59.1	32.9	1.3	4.7	1.7	4.44

Table 4 indicates that 92% (59.1%SA + 32.9%A) of respondents were agreed with the statement “I constantly think about smart phone.” Furthermore, mean score (4.44) of respondents also reflects the opinion in favor of the statement.

Table 5 Smart phone is source of fun for me.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	185	109	2	2	2	
Students	300	%	61.5	36.2	.7	.7	.7	4.58

Table 5 indicates that 97.7% (61.5%SA +36.2%A) of respondents were agreed with the statement “Smart phone is source of fun for me”; Furthermore, mean score (4.58) of respondents also reflect the opinion in favor of the statement.

Table 6 Smart phone dominate my daily routine.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	176	109	7	6	2	
Students	300	%	58.5	36.2	2.3	2.0	.7	4.50

Table 6 directs that 94.7% (58.5%SA + 36.2%A) of respondents were agreed with the statement “Smart phone dominate my daily routine”. Furthermore, mean score (4.50) of respondents also reflects the opinion in errand of the statement.

Table 7 Losing my smart phone hurts me.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	192	97	3	7	1	
Students	300	%	63.8	32.2	1.0	2.3	.3	4.57

Table 7 designates that 96.1% (63.8%SA + 32.2%A) of respondents were agreed with the statement “Losing my smart phone hurts me” Furthermore, mean score (4.57) of respondents also reflect the opinion in favor of the statement.

Table 8 I use smart phone to escape from stress.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	174	77	9	23	17	
Students	300	%	57.8	25.6	3.0	7.6	5.6	4.23

Table 8 shows that 83.4% (57.8%SA + 25.6%A) of respondents were agreed with the statement “I use smart phone to escape from stress” Furthermore, mean score (4.23) of respondents also reflect the opinion in favor of the statement.

Table 9 Smart phone causes waist and neck pain.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	178	67	16	29	10	
Students	300	%	59.1	22.3	5.3	9.6	3.3	4.25

Table 9 directs that 81.4% (59.1%SA + 22.3%A) of respondents were agreed with the statement “Smart phone causes waist and neck pain.” Furthermore, mean score (4.25) of respondents also reflects the opinion in favor of the statement.

Table 10 Using smart phone makes me happy.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	131	112	4	22	31	
Students	300	%	43.5	37.2	1.3	7.3	10.3	3.97

Table 10 specifies that 80.7% (43.5%SA + 37.2%A) of respondents were agreed with the statement “Using smart phone makes me happy” Furthermore, mean score (3.97) of respondents also reflect the opinion in favor of the statement.

Table 11 I struggle to focus on tasks due to constant phone notification.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	114	94	9	41	42	
Students	300	%	37.9	31.2	3.0	13.6	14.0	3.66

Table 11 designates that 69.1% (37.9%SA +31.2%A) of respondents were agreed with the statement “I struggle to focus on tasks due to constant phone notification.” Furthermore, mean score (3.66) of respondents also reflects the opinion in favor of the statement.

Table 12 I check smartphone immediately after waking up.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	123	77	20	48	32	
Students	300	%	40.9	25.6	6.6	15.9	10.6	3.70

Table 12 entitles that 66.5% (40.9%SA + 25.6%A) of respondents were agreed with the statement “I check smartphone immediately after waking up” Furthermore, mean score (3.70) of respondents also reflect the opinion in favor of the statement.

Table 13 Excessive smartphone usage affects academic performance.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	157	100	28	11	4	
Students	300	%	52.2	33.2	9.3	3.7	1.3	4.32

Table 13 specifies that 85.4% (52.2%SA + 33.2%A) of respondents were agreed with the statement “Excessive smartphone usage affects academic performance.” Furthermore, mean score (4.32) of respondents also reflects the opinion in favor of the statement.

Table 14 I prioritize using my smartphone over face-to-face interaction.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	44	65	67	75	49	
Students	300	%	14.6	21.6	22.3	24.9	16.3	2.93

Table 14 indicates that 41.2% (24.9%DA + 16.3%SDA) of respondents were disagreed with the statement “I prioritize using my smartphone over face-to-face interaction” Furthermore, mean score (2.93) of respondents also reflects they are not agreed with the statement.

Table 15 I use my phone late at night before sleeping.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	142	103	16	31	8	
Students	300	%	47.2	34.2	5.3	10.3	2.7	4.13

Table 15 indicates that 81.4% (47.2%SA +34.2%A) of respondents were agreed with the statement “I use my phone late at night before sleeping” Furthermore, mean score (4.13) of respondents also reflect the opinion in favor of the statement.

Table 16 Moral principles guide online behavior.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	164	93	----	20	23	
Students	300	%	54.5	30.9	-----	6.6	7.6	4.18

Table 16 indicates that 85.4% (54.5%SA + 30.9%A) of respondents were agreed with the statement “Moral principles guide online behavior.” Furthermore, mean score (4.18) of respondents also reflects the opinion in favor of the statement.

Table 17 Inclusivity promotes social justice.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	104	74	36	50	36	
Students	300	%	34.6	24.6	12.0	16.6	12.0	3.53

Table 17 indicates that 68.2% (43.6%SA + 24.6%A) of respondents were agreed with the statement “Inclusivity promotes social justice.” Furthermore, mean score (3.53) of respondents also reflects the opinion in favor of the statement.

Table 18 Self-reflection informs moral choices.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	159	109	14	13	5	
Students	300	%	52.8	36.2	4.7	4.3	1.7	4.35

Table 18 indicates that 89% (52.8%SA + 36.2%A) of respondents were agreed with the statement “Self-reflection informs moral choices.” Furthermore, mean score (4.35) of respondents also reflects the opinion in favor of the statement.

Table 19 Volunteering enhances personal growth.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	106	69	22	73	30	
Students	300	%	35.2	22.9	7.3	24.3	10.0	3.49

Table 19 indicates that 58.4% (35.5%SA + 22.9%A) of respondents were agreed with the statement “Volunteering enhances personal growth.” Furthermore, mean score (3.49) of respondents also reflects the opinion in favor of the statement.

Table 20 Honesty guides my academic life.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	56	67	36	79	62	
Students	300	%	18.6	22.3	12.0	26.2	20.6	2.92

Table 20 indicates that 46.8% (26.2%DA + 20.6%SDA) of respondents were disagreed with the statement “Honesty guides my academic life.” Furthermore, mean score (2.92) of respondents also reflects they are not agreed with the statement.

Table 21 I often consider the impact of my action on others.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	78	79	22	73	48	
Students	300	%	25.9	26.2	7.3	24.3	15.9	3.22

Table 21 indicates that 52.1% (25.9%SA + 26.2%A) of respondents were agreed with the statement “I often consider the impact of my action on others” Furthermore, mean score (3.22) of respondents also reflect the opinion in favor of the statement.

Table 22 I feel a sense of responsibility for a creating a respectful environment on campus.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	110	118	20	33	19	
Students	300	%	36.5	39.2	6.6	11.0	6.3	3.89

Table 22 indicates that 75.7% (36.5%SA + 39.2%A) of respondents were agreed with the statement “I feel a sense of responsibility for a creating a respectful environment on campus.” Furthermore, mean score (3.89) of respondents also reflects the opinion in favor of the statement.

Table 23 I actively contribute to create a positive environment in my community.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	82	81	34	68	35	
Students	300	%	27.2	26.9	11.3	22.6	11.6	3.36

Table 23 indicates that 54.1% (27.2%SA + 26.9%A) of respondents were agreed with the statement “I actively contribute to create a positive environment in my community.” Furthermore, mean score (3.36) of respondents also reflects the opinion in favor of the statement.

Table 24 Fitness guides my relationships with peers.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	89	71	23	57	60	
Students	300	%	29.6	23.6	7.6	18.9	19.9	3.24

Table 24 indicates that 53.2% (29.6%SA + 23.6%A) of respondents were agreed with the statement “Fitness guides my relationships with peers.” Furthermore, mean score (3.24) of respondents also reflects the opinion in favor of the statement.

Table 25 I value the opinions of others in group settings.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	28	50	38	106	78	
Students	300	%	9.3	16.6	12.6	35.2	25.9	2.48

Table 25 indicates that 61.1% (35.2%DA + 25.9%SDA) of respondents were disagreed with the statement “I value the opinions of others in group settings.” Furthermore, mean score (2.48) of respondents also reflects the opinion in favor of the statement.

Table 26. Empathy helps me to understand others perspectives.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	81	98	38	49	34	
Students	300	%	26.9	32.6	12.6	16.3	11.3	3.48

Table 26 indicates that 59.5% (26.9%SA + 32.6%A) respondents were agreed with the statement “Empathy influences decision-making.” Furthermore, mean score (3.48) of respondents also reflects the opinion in favor of the statement.

Table 27 I respect others lifestyle without judgment.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	88	84	57	43	28	
Students	300	%	29.2	27.9	18.9	14.3	9.3	3.54

Table 27 indicates that 57.1% (29.2%SA + 27.9%A) of respondents were agreed with the statement “I respect others lifestyle without judgment.” Furthermore, mean score (3.54) of respondents also reflects the opinion in favor of the statement.

Table 28 I actively seek to respect cultural diversity.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	133	111	31	15	10	
Students	300	%	42.2	36.9	10.3	5.0	3.3	4.14

Table 28 indicates that 79.1% (42.2%SA + 36.9%A) of respondents were agreed with the statement “I actively seek to respect cultural diversity.” Furthermore, mean score (4.14) of respondents also reflects the opinion in favor of the statement.

Table 29 I try to treat others as I want to be treated.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	137	104	22	25	12	
Students	300	%	45.5	34.6	7.3	8.3	4.0	4.10

Table 29 indicates that 80.1% (45.5%SA + 34.6%A) of respondents were agreed with the statement “I try to treat others as I want to be treated.” Furthermore, mean score (4.10) of respondents also reflects the opinion in favor of the statement.

Table 30 I apologize when I make a mistake.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	131	95	27	27	20	
Students	300	%	43.5	31.6	9.0	9.0	6.6	3.97

Table 30 indicates that 75.1% (43.5%SA + 31.6%A) of respondents were agreed with the statement “I apologize when I make a mistake.” Furthermore, mean score (3.97) of respondents also reflects the opinion in favor of the statement.

Table 31 Correlation between Smartphone Addiction and Moral Development

Variable	Mean	SD	R	Sig
Smart phone	3.90	.291	-.422	0.652
Moral Development	3.59	.403		

Table 31 specifies the relationship between Smart phone addiction and Moral development. The result shows that smart phone addiction is negatively associated with moral development exhibiting moral development is decreased with an increased smart phone addiction.

Table 32 I feel uneasy when I am not using my smartphone.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	163	101	1	17	18	
Students	300	%	54.2	33.6	.3	5.6	6.5	4.25

Table 32 indicates that 87.8% (54.2SA+ 33.6%A) of university level students were agreed with the statement that “I feel uneasy when I am not using my smartphone”. Furthermore, mean score (4.25) of students also shows that the respondents agreed with the statement.

Table 33 I use smart phone for longtime.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	38	17	69	116	60	
Students	300	%	12.6	5.6	22.9	38.5	19.9	2.52

Table33 shows that 58.4% (38.5%D A + 19.9% SDA) of respondents were disagreed with the statement “I use smart phone for longtime.” Furthermore, mean score (2.25) of respondents also reflects the opinion in favor of the statement.

Table 34 I should shorten my smart phone usage time.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	43	54	18	88	97	
Students	300	%	14.3	17.9	6.0	29.2	32.2	2.53

Table 34 indicates that 61.1% (29.2%DA + 32.2%SDA) of respondents were disagreed with the statement “I should shorten my smart phone usage time.” Furthermore, mean score (2.53) of respondents also reflects that they are not agreed with the statement.

Table 35 I constantly think about smart phone.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	178	99	4	14	5	
Students	300	%	59.1	32.9	1.3	4.7	1.7	4.44

Table 35 indicates that 92% (59.1%SA + 32.9%A) of respondents were agreed with the statement “I constantly think about smart phone.” Furthermore, mean score (4.44) of respondents also reflects the opinion in favor of the statement.

Table 36 Smart phone is source of fun for me.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	185	109	2	2	2	
Students	300	%	61.5	36.2	.7	.7	.7	4.58

Table 36 indicates that 97.7% (61.5%SA +36.2%A) of respondents were agreed with the statement “Smart phone is source of fun for me”; Furthermore, mean score (4.58) of respondents also reflect the opinion in favor of the statement.

Table 37 Smart phone dominate my daily routine.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	176	109	7	6	2	
Students	300	%	58.5	36.2	2.3	2.0	.7	4.50

Table 37 directs that 94.7% (58.5%SA + 36.2%A) of respondents were agreed with the statement “Smart phone dominate my daily routine”. Furthermore, mean score (4.50) of respondents also reflects the opinion in errand of the statement.

Table 38 Losing my smart phone hurts me.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	192	97	3	7	1	
Students	300	%	63.8	32.2	1.0	2.3	.3	4.57

Table 38 designates that 96.1% (63.8%SA + 32.2%A) of respondents were agreed with the statement “Losing my smart phone hurts me” Furthermore, mean score (4.57) of respondents also reflect the opinion in favor of the statement.

Table 39 I use smart phone to escape from stress.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	174	77	9	23	17	
Students	300	%	57.8	25.6	3.0	7.6	5.6	4.23

Table 39 shows that 83.4% (57.8%SA + 25.6%A) of respondents were agreed with the statement “I use smart phone to escape from stress” Furthermore, mean score (4.23) of respondents also reflect the opinion in favor of the statement.

Table 40 Smart phone causes waist and neck pain.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	178	67	16	29	10	
Students	300	%	59.1	22.3	5.3	9.6	3.3	4.25

Table 40 directs that 81.4% (59.1%SA + 22.3%A) of respondents were agreed with the statement “Smart phone causes waist and neck pain.” Furthermore, mean score (4.25) of respondents also reflects the opinion in favor of the statement.

Table 41 Using smart phone makes me happy.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	131	112	4	22	31	
Students	300	%	43.5	37.2	1.3	7.3	10.3	3.97

Table 41 specifies that 80.7% (43.5%SA + 37.2%A) of respondents were agreed with the statement “Using smart phone makes me happy” Furthermore, mean score (3.97) of respondents also reflect the opinion in favor of the statement.

Table 42 I struggle to focus on tasks due to constant phone notification.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	114	94	9	41	42	
Students	300	%	37.9	31.2	3.0	13.6	14.0	3.66

Table 42 designates that 69.1% (37.9%SA +31.2%A) of respondents were agreed with the statement “I struggle to focus on tasks due to constant phone notification.” Furthermore, mean score (3.66) of respondents also reflects the opinion in favor of the statement.

Table 43 I check smartphone immediately after waking up.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	123	77	20	48	32	
Students	300	%	40.9	25.6	6.6	15.9	10.6	3.70

Table 43 entitles that 66.5% (40.9%SA + 25.6%A) of respondents were agreed with the statement “I check smartphone immediately after waking up” Furthermore, mean score (3.70) of respondents also reflect the opinion in favor of the statement.

Table 44 Excessive smartphone usage affects academic performance.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	157	100	28	11	4	
Students	300	%	52.2	33.2	9.3	3.7	1.3	4.32

Table 44 specifies that 85.4% (52.2%SA + 33.2%A) of respondents were agreed with the statement “Excessive smartphone usage affects academic performance.” Furthermore, mean score (4.32) of respondents also reflects the opinion in favor of the statement.

Table 45 I prioritize using my smartphone over face-to-face interaction.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	44	65	67	75	49	
Students	300	%	14.6	21.6	22.3	24.9	16.3	2.93

Table 45 indicates that 41.2% (24.9%DA + 16.3%SDA) of respondents were disagreed with the statement “I prioritize using my smartphone over face-to-face interaction” Furthermore, mean score (2.93) of respondents also reflects they are not agreed with the statement.

Table 46 I use my phone late at night before sleeping.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	142	103	16	31	8	
Students	300	%	47.2	34.2	5.3	10.3	2.7	4.13

Table 46 indicates that 81.4% (47.2%SA +34.2%A) of respondents were agreed with the statement “I use my phone late at night before sleeping” Furthermore, mean score (4.13) of respondents also reflect the opinion in favor of the statement.

Table 47 Moral principles guide online behavior.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	164	93	----	20	23	
Students	300	%	54.5	30.9	-----	6.6	7.6	4.18

Table 47 indicates that 85.4% (54.5%SA + 30.9%A) of respondents were agreed with the statement “Moral principles guide online behavior.” Furthermore, mean score (4.18) of respondents also reflects the opinion in favor of the statement.

Table 48 Inclusivity promotes social justice.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	104	74	36	50	36	
Students	300	%	34.6	24.6	12.0	16.6	12.0	3.53

Table 48 indicates that 68.2% (43.6%SA + 24.6%A) of respondents were agreed with the statement “Inclusivity promotes social justice.” Furthermore, mean score (3.53) of respondents also reflects the opinion in favor of the statement.

Table 49 Self-reflection informs moral choices.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	159	109	14	13	5	
Students	300	%	52.8	36.2	4.7	4.3	1.7	4.35

Table 49 indicates that 89% (52.8%SA + 36.2%A) of respondents were agreed with the statement “Self-reflection informs moral choices.” Furthermore, mean score (4.35) of respondents also reflects the opinion in favor of the statement.

Table 50 Volunteering enhances personal growth.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	106	69	22	73	30	
Students	300	%	35.2	22.9	7.3	24.3	10.0	3.49

Table 50 indicates that 58.4% (35.5%SA + 22.9%A) of respondents were agreed with the statement “Volunteering enhances personal growth.” Furthermore, mean score (3.49) of respondents also reflects the opinion in favor of the statement.

Table 51 Honesty guides my academic life.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	56	67	36	79	62	
Students	300	%	18.6	22.3	12.0	26.2	20.6	2.92

Table 51 indicates that 46.8% (26.2%DA + 20.6%SDA) of respondents were disagreed with the statement “Honesty guides my academic life.” Furthermore, mean score (2.92) of respondents also reflects they are not agreed with the statement.

Table 52 I often consider the impact of my action on others.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	78	79	22	73	48	
Students	300	%	25.9	26.2	7.3	24.3	15.9	3.22

Table 52 indicates that 52.1% (25.9%SA + 26.2%A) of respondents were agreed with the statement “I often consider the impact of my action on others” Furthermore, mean score (3.22) of respondents also reflect the opinion in favor of the statement.

Table 53 I feel a sense of responsibility for a creating a respectful environment on campus.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	110	118	20	33	19	
Students	300	%	36.5	39.2	6.6	11.0	6.3	3.89

Table 53 indicates that 75.7% (36.5%SA + 39.2%A) of respondents were agreed with the statement “I feel a sense of responsibility for a creating a respectful environment on campus.” Furthermore, mean score (3.89) of respondents also reflects the opinion in favor of the statement.

Table 54 I actively contribute to create a positive environment in my community.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	82	81	34	68	35	
Students	300	%	27.2	26.9	11.3	22.6	11.6	3.36

Table 54 indicates that 54.1% (27.2%SA + 26.9%A) of respondents were agreed with the statement “I actively contribute to create a positive environment in my community.” Furthermore, mean score (3.36) of respondents also reflects the opinion in favor of the statement.

Table 55 Fitness guides my relationships with peers.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	89	71	23	57	60	
Students	300	%	29.6	23.6	7.6	18.9	19.9	3.24

Table 55 indicates that 53.2% (29.6%SA + 23.6%A) of respondents were agreed with the statement “Fitness guides my relationships with peers.” Furthermore, mean score (3.24) of respondents also reflects the opinion in favor of the statement.

Table 56 I value the opinions of others in group settings.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	28	50	38	106	78	
Students	300	%	9.3	16.6	12.6	35.2	25.9	2.48

Table 56 indicates that 61.1% (35.2%DA + 25.9%SDA) of respondents were disagreed with the statement “I value the opinions of others in group settings.” Furthermore, mean score (2.48) of respondents also reflects the opinion in favor of the statement.

Table 57 Empathy helps me to understand others perspectives.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	81	98	38	49	34	
Students	300	%	26.9	32.6	12.6	16.3	11.3	3.48

Table 57 indicates that 59.5% (26.9%SA + 32.6%A) respondents were agreed with the statement “Empathy influences decision-making.” Furthermore, mean score (3.48) of respondents also reflects the opinion in favor of the statement.

Table 58 I respect others lifestyle without judgement.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	88	84	57	43	28	
Students	300	%	29.2	27.9	18.9	14.3	9.3	3.54

Table 58 indicates that 57.1% (29.2%SA + 27.9%A) of respondents were agreed with the statement “I respect others lifestyle without judgement.” Furthermore, mean score (3.54) of respondents also reflects the opinion in favor of the statement.

Table 59 I actively seek to respect cultural diversity.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	133	111	31	15	10	
Students	300	%	42.2	36.9	10.3	5.0	3.3	4.14

Table 59 indicates that 79.1% (42.2%SA + 36.9%A) of respondents were agreed with the statement “I actively seek to respect cultural diversity.” Furthermore, mean score (4.14) of respondents also reflects the opinion in favor of the statement.

Table 60 I try to treat others as I want to be treated.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	137	104	22	25	12	
Students	300	%	45.5	34.6	7.3	8.3	4.0	4.10

Table 60 indicates that 80.1% (45.5%SA + 34.6%A) of respondents were agreed with the statement “I try to treat others as I want to be treated.” Furthermore, mean score (4.10) of respondents also reflects the opinion in favor of the statement.

Table 61 I apologize when I make a mistake.

Sample Group			SA	A	N	DA	SDA	Mean
	N	F	131	95	27	27	20	
Students	300	%	43.5	31.6	9.0	9.0	6.6	3.97

Table 61 indicates that 75.1% (43.5%SA + 31.6%A) of respondents were agreed with the statement “I apologize when I make a mistake.” Furthermore, mean score (3.97) of respondents also reflects the opinion in favor of the statement.

Table 62 Correlation between Smartphone Addiction and Moral Development

Variable	Mean	SD	R	Sig
Smart phone	3.90	.291	- .422	0.652
Moral Development	3.59	.403		

Table 62 specifies the relationship between Smart phone addiction and Moral development. The result shows that smart phone addiction is negatively associated with moral development exhibiting moral development is decreased with an increased smart phone addiction.

DISCUSSION

The study shows that smartphones play a big role in students’ lives, bringing both enjoyment and challenges. Many students feel uneasy without their phones and use them for fun or to escape stress, but this can also lead to physical discomfort and hurt their focus, sleep, and academic performance. While smartphones bring happiness, they also distract from daily tasks. On the positive side, most students value empathy, fairness, and respect for others, and they believe in behaving ethically and contributing to a positive community. However, some students are less concerned about others’ opinions in group settings or being honest in academics. Furthermore, the study found that as smartphone addiction goes up, moral

development tends to go down, showing the need for more mindful and balanced use of technology to support personal and ethical growth.

CONCLUSION

In conclusion, the findings of this study reveal that a significant number of university students show signs of smartphone addiction. Many respondents reported feeling uneasy without their phones, frequently thinking about them, and using them as a source of fun and stress relief. A majority also admitted that smartphones dominate their daily routines and even cause physical discomfort like neck and waist pain. The data further indicate that excessive smartphone use affects academic performance and sleep habits, and leads to difficulty focusing due to constant notifications. On the other hand, students generally showed strong agreement with positive moral behaviors, such as respecting cultural diversity, treating others well, and feeling a sense of responsibility toward creating a respectful environment. However, some responses showed less consistent commitment to values like honesty in academic life and valuing others' opinions in group settings. Overall, the study found a moderate negative correlation between smartphone addiction and moral development ($r = -0.422$), suggesting that higher levels of smartphone addiction are associated with lower levels of moral awareness and behavior among university students.

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