

# A Study on the Purpose of Electronic Gadget use among College Students in Manipur

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## ABSTRACT

Electronic gadgets are widely acknowledged as a significant advantage of in our present century. These devices represent effective technological advancements and have perfectly integrated into the world of daily life. Irrespective of one's age or gender, electronic gadgets hold an essential place in routine activities, emphasizing their universal importance and impact across all sections of society. The study investigates the purpose and patterns of electronic device usage among college students in Imphal East and Imphal West districts of Manipur. Employing a descriptive survey design, data was gathered from 600 participants using a self-structured questionnaire, whose reliability was confirmed with a Cronbach's alpha of 0.70. The analysis indicated that all students utilised smartphones (100%), making them the most used electronic gadgets in the study. Additionally, it was observed that 24.5% of respondents felt comfortable proving social connections using electronic gadgets. The findings further highlighted that the main reason for using electronic gadgets among students was for studying and learning, with 26.0% of respondents citing this as their main purpose.

**Keywords:** Device, Electronic, Gadgets, Purpose, Students

## INTRODUCTION

In today's rapidly evolving world, electronic gadgets have established themselves as integral components of modern society. The influence of technology is particularly evident in the field of education, where its adoption affects students across all age groups, beginning from their pre-school years and continuing through primary, secondary, and higher education (Yang *et al.*, 2021). Electronic gadgets contribute significantly to the learning process by offering a variety of techniques that help students comprehend challenging subjects and prepare effectively for important academic examinations (Golin, 2022). The versatility provided by these devices allows for a more dynamic and engaging educational experience (Gichugu *et al.*, 2012). Despite these advantages, concerns remain regarding the potential impacts—both short-term and long-

term—that the use of such gadgets may have on students' physical and mental well-being. This situation has created challenges for parents and educators, who must carefully consider how best to integrate technology for educational advancement while also taking measures to minimise negative side effects.

The primary purpose of using electronic gadgets among college-going students centres around academic and personal development. Students extensively use devices such as smartphones, laptops and tablets to access online educational resources, attend virtual classes and complete assignments efficiently (Hong and Harwit, 2020). Electronic gadgets enable instant communication with peers and faculty, facilitate collaborative learning through group chats and forums and provide platforms for research and information gathered making them indispensable tools for academic success (Ngoumandjoka,

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2012). Beyond academics, electronic gadgets are also used for entertainment, social networking and staying updated with current affairs. Students depend on electronic gadgets for relaxation through music, videos and games, as well as for managing their schedules and organising daily tasks. The introduction of electronic gadgets into daily routines reflects their role in enhancing both educational outcomes and overall quality of life for college students (Ellore *et al.*, 2014). While electronic gadgets are primarily used by college-going students for academic and personal development, their excessive use can lead to several negative impacts. Prolonged screen time may contribute to physical health issues such as eye strain, headaches, and disrupted sleep patterns (Roy and Chandel, 2022). Additionally, frequent electronic gadget usage can affect mental well-being by increasing stress levels, dependency and potentially reducing face-to-face social interactions among peers.

#### Objective:

1. To identify the purpose of using electronic gadgets by college students in Manipur.

## METHODOLOGY

The present investigation adopted a descriptive survey design to examine the purposes for which college students use electronic gadgets. By focusing on the purposes behind electronic gadget use, the study provided valuable insights into the role of these devices in the daily academic and personal lives of students. A total of 600 students participated in the research. The researchers used a self-structured questionnaire as the primary tool for data collection. The reliability of this questionnaire was measured by Cronbach's alpha of 0.70, indicating that the instrument was acceptably reliable for the purposes of this study. The questionnaire was specifically designed to evaluate the purpose of using electronic gadgets among college going students. The questions mainly focused on purpose on how they used their electronic gadgets by college students. The analysis of the collected data was carried out using frequency and percentage calculations.

## RESULTS AND DISCUSSION

This research was conducted in the Imphal East and Imphal West districts of Manipur. The study aimed to assess the purpose of using electronic gadgets among

college students. A total of 600 college going students participated, comprising 311 female and 289 male students. This means both genders were well represented, so the results show the experiences of different kinds of students using electronic devices.

Table 1 illustrates the classification of respondents based on their educational qualifications. The data reveal that the highest proportion of respondents are those pursuing their 2<sup>nd</sup> year, accounting for 31.5% of the sample. In contrast, the smallest group comprises students in the 4<sup>th</sup> year, with only 72 individuals represented. This indicates that participation was most significant among 2<sup>nd</sup> year students while 4<sup>th</sup> year students were the least represented in the survey.

**Table 1 : Distribution of Respondents According to Educational Qualification (n= 600)**

Educational Qualification	Frequency	Percentage (%)
1st	176	29.33
2nd	189	31.5
3rd	163	27.17
4th	72	12.0

Table 2 provides an overview of the types of electronic gadgets owned by the students surveyed. All respondents in the study reported owning a smartphone, representing 100% ownership in this category. In contrast, tablets were the least commonly owned device among students, with only 50.5% reporting possession. Ownership rates for other devices, such as laptops and desktops, were slightly higher, with 51.33% of students owning laptops and 51.17% owning desktops. This data highlights that while smartphones are universally owned by the student population, other electronic devices such as tablets, laptops and desktops are possessed by just over half of the respondents.

**Table 2 : Distribution of Respondents According to Possession of Electronic Gadgets (n= 600)**

Electronic Gadget	Frequency	Percentage (%)
Smartphone	600	100.0
Tablet	303	50.5
Desktop	307	51.17
Laptop	308	51.33

Table 3 above provides insight into the primary purposes for which respondents utilise electronic gadgets. The findings indicate that the most significant proportion of respondents, accounting for 26.0%, use electronic

gadgets mainly for studying and learning activities. In comparison, 22.6% of respondents reported using electronic gadgets predominantly for entertainment and recreation.

**Table 3 : Purpose of Using Electronic Gadgets (n = 600)**

Purpose	Frequency	Percentage (%)
Communication with family and friends	155	25.83
Entertainment and recreation	136	22.67
Studying and learning	156	26.0
Playing games	153	25.5

Table 4 presents the distribution of respondents based on their frequency of internet usage. It was observed that a significant proportion of participants reported using internet facilities often, accounting for 25.17% of the total. In addition, 24.5% of the respondents indicated that they utilised internet facilities sometimes only.

**Table 4 : Use of Internet Facility (n= 600)**

Response	Frequency	Percentage (%)
Rarely	150	25.0
Sometimes	147	24.5
Often	151	25.17
Always	152	25.33

The data presented in Table 5 provides insights into how frequently respondents use electronic gadgets, such as smartphones, tablets and computers, to maintain social connections. According to the findings, a significant proportion of respondents, specifically 27.5%, reported that they rarely use electronic gadgets for the purpose of social interaction. In addition to this, 24% of respondents indicated that they sometimes use electronic gadgets to stay connected with others.

**Table 5 : Gadgets for Social Connection (n= 600)**

Response	Frequency	Percentage (%)
Rarely	165	27.5
Sometimes	146	24.33
Often	144	24.0
Always	145	24.17

Table 6 presents the preferences of respondents regarding online interaction. According to the data, 26.67% of the respondents indicated that they often prefer online interaction. Additionally, a comparable proportion of respondents, specifically 24.33%, reported that they rarely or sometimes opt for online interaction.

**Table 6 : Preference for Online Interaction (n = 600)**

Response	Frequency	Percentage (%)
Rarely	146	24.33
Sometimes	146	24.33
Often	160	26.67
Always	148	24.67

**Conclusion:**

The study illustrates the main role of electronic devices in the academic and social lives of college students in Manipur. Smartphones are universally owned, while other gadgets like tablets, laptops, and desktops are possessed by just over half the population. The primary purpose for using these devices is studying and learning, followed closely by entertainment, communication, and gaming. The frequency of internet use and online interaction varies, with students demonstrating diverse patterns of engagement. Overall, the findings highlight both the benefits and complexities of electronic gadget use in contemporary student life.

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