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Questionnaire implementation: 15 - 20 people

Number of questions: 20-25 questions

Audience: I will do a questionnaire with students (both male and female) in Vietnam.

Topics: Students' phone habits, the importance of phones to students, relationships between phones and relationships in life and learning.

Purpose: Creating a questionnaire helps me extract a lot of insights from students. It helps me clarify and confirm the things that I am not sure about.

Data analyze

The importance of the phone to students

Among the 47% of students using the phone with a high frequency (more than 5 hours per day), students show signs of anxiety when they do not have a phone nearby. Up to 50% of students feel deprived, need a phone when they do not have their phone nearby and 75% feel worried when their phone runs out of battery. The main reason students give it is that they cannot connect with others (50%). From there, we can see that students have a fear of not being connected, accessing information.

The fear of not being able to connect and communicate with others gradually forms the students' habit of checking phones regularly. 25% of students checked their phones at high frequency (1-2 minutes / time) and 25% checked at moderately high frequency (3-4 minutes / time). In addition, up to 50% of students experience virtual notification phenomenon (by students' imagination). This shows that students are always afraid of missing information on the phone. Fear has created an obsession with phone notifications.

This ratio is similar in the 3-5 hour group. Among the 53% of students who use the cell phone on average frequency, students also show signs of anxiety when they don't have their phone nearby. Up to 22% of students feel deprived, need a phone when they do not have their phone nearby and 78% feel worried when their phone runs out of battery. The main reason given by students is that they cannot connect with others (67%).

The fear of not being able to connect and communicate with others gradually forms the students' habit of checking phones regularly. 25% of students check their phones at quite high frequency (3-4 minutes / time). In addition, up to 56% of students have the phenomenon of virtual announcements (by students' imagination).

Phone interferes with sleeping habits.

The number of students using telephones with high frequency (over 5 hours) and at risk of being addicted to the phone accounts for about 47% of the total number of students surveyed. Of these 47% of students, all used their cell phones before going to bed and had a rather late bedtime (After 12pm). 25% slept between 0-1 a.m, 37% slept between 2 a.m, and 13% slept after 2 hours. This shows that students use their cell phones to interfere with their sleep activity

Up to 50% of students find it difficult to sleep and 37% find it uncomfortable and want to use the phone. The data shows that the presence of the phone before is an indispensable habit of the students. This habit of using the phone too much has affected the duration and quality of sleep. 13% of students feel tired and 62% of students feel sleep deprived when waking up.

In a group of 53% of students using a cell phone with an average frequency (3-5 hours), students' bedtime was between 0-1am (78%), with 11% sleeping after 1 hour. Without using the phone, 45% feel uncomfortable and want to use the phone. This habit of using the phone too much has affected the duration and quality of sleep. 33% of students feel tired and 22% of students feel sleep deprived when waking up. This shows that the phone also affects the sleep time of students who use the phone for 3-5 hours but its effects have been significantly reduced. The percentages of the groups that used 3-5 hours were lower than those of the groups that used 3-5 hours.

The impact of phone on learning

In a group of students using phones with high frequency, the phone has affected students' learning activities. Specifically, 25%

regularly use the phone when self-study. Students are unable to focus on self-study due to the attraction of the phone (notifications, text messages) that they use unconsciously and forget about learning. During class hours, more than 88% of students said that they were attracted to their phones for the following reasons: Text message, the attraction of websites. This leads to a learning loss and a negative impact on learning outcomes.

In addition, 53% of the students in the group use the average phone (3-5 hours per day), also showing that phone use affects their learning. 22% of students are frequently attracted to and use their cell phones while studying by themselves because of notifications and texts. During class hours, 89% of students said that they were attracted to their phones for the following reasons: The message arrived, the attraction of the website.

The use of the phone has adversely affected the student's academic performance. In 53% of students using the phone for 3-5 hours, 44% of students did not perform as expected but at an acceptable level. But in 47% of students using high frequency phones, up to 50% of students did not perform as expected but accepted temporarily and 12% of students did not perform as expected. This shows that the more frequent use of telephones by phones, the more adversely affecting academic performance, and the greater the impact that students use with the phone.

The proportion of students who felt pressure in learning was higher in the group of students who used the phone more than 5 hours per day than the group of students who used the phone 3-5 hours per day (38% > 33%). Neither group of students had any students who did not feel pressure to study.

The impact of phone on relationship.

In the group of students using the phone for 3-5 hours, about 29% of students use social networks, 41% text messages and 12% play games during family time. In the group of students using the phone after 5 hours, about 25% of students use social networks, 25% text messages, 25% play games and 13% watch youtube during family time. Shows that during family times, students often use telephones for their own purposes. This can reduce intimacy among family members.

When the situation of running out of battery in the family time, 11% of students charge and continue to use their phones in the group of students who use 3-5 hours. In the group of students using electricity from more than 5 hours, up to 25% of students charge and continue to use electricity. This tells him that the phone makes the student less likely to communicate with family members and to focus more on the phone.

In addition, most students feel more comfortable using their phones to connect with others (66.67% in the group of students using 3-5 hours and 62.5% in the group using more than 5 hours.). This shows that students are shy about face-to-face because most students think that connecting by phone is more comfortable than face-to-face. When meeting with strangers, students often act like looking at the phone unconsciously as a way to avoid or confuse in that conversation (66.67% in the group of students use 3-5 hours and 62.5% in the other group). This will affect the expansion of relationships in the student's life.

When there was an atmosphere of silence in conversations with friends, 66.67% of students used phones in group A and 100% used phones in group B. This suggests that use the phone as a way of avoiding silent atmospheres.

When there are no phones in these situations, the group of students using phones for 3-5 hours has 11% feel uncomfortable, but to the group that uses more than 5 hours, the number of students who feel uncomfortable increases. up to 50% .No student had symptoms such as: Stress, Confused when in the above situation. Shows that the presence of a phone makes a student a sense of security.

During those quiet times, 22% of the group students used 3-5 hours of seldom opening a story to continue the conversation. This rate was even greater in the group used more than 5 hours (37%). This puts the conversation at a standstill, creating an awkward silence.

Result of research

The first conclusion: Phone use can be addictive. According to research by Mariano Cholz (Cholz, 2012) on cell phone addiction: Experiments on cell phone dependence among teenagers, showed that the dependence on cell phones has features such as: overuse, difficult to control usage, phone usage interferes with other activities, and feeling uncomfortable without your phone nearby. Based on the collected results, in both groups of students using the average phone (3-5 hours per day) and using high intensity (more than 5 hours per day), there were symptoms of phone addiction such as: phone usage excessively leading to other habit changes like going to bed later. Survey results show that 100% of students use their phones before bed and more than

75% of students in both groups have the habit of sleeping late after 12 hours. Not using phone before bed causes a feeling of difficulty sleeping and discomfort in students. Up to 50% of students find it difficult to sleep and 37% feel uncomfortable and want to use phones in the group of students using high level phones and 45% find it uncomfortable and want to use the phone at group of students using average cell phone.

In addition, students also have signs of anxiety, wanting to be used when they do not have their phones nearby and always checking their phones regularly. The results show that: 50% of students with average cell phones and 53% of students with high level phones have feelings of discomfort when they do not have a phone nearby. Students are also concerned about their phones running out of battery. 78% of students use cell phones with medium frequency and 75% of students use cell phones with high frequency were worried about their phones running out of battery. In addition, students also exhibited symptoms of phone addiction such as high frequency of checking text messages and the prevalence of imaginative phenomena of notifications and texts. There are 25% of students to check the phone at high frequency (1-2 minutes / time) in the group using the cell phone with high frequency. This percentage improved in the group of students use cell phones with medium frequency, 22% of students checked their cell phone with quite high frequency (3-4 / minutes). The rate of phenomena imagines the messages of the two groups of students being similar (50% in the high-intensity group and 56% in the medium-use group). This result is similar to Caglar Yildirim's research (Caglar Yildirim, 2016). Caglar Yildirim has shown that 42.6% of students in Turkey college students who are addicted to phones show anxiety and fear when not using their phones (nomophobia). Caglar Yildirim pointed out that not being able to communicate and inaccessible information are two levels of fear among students not using the phone. This fear causes students to always keep their phones with them and check them more often. In research on the fear of not having a phone in a medical college student in Bangalore (Pavithra, 2015), **Pavithra** showed that nomophobia is widespread among students. Up to 39.5% out of 200 students showed signs of fear without their cell phones (Nomophobia).

The first finding is: The use of the phone has an adverse effect on learning. The research paper by Jamaluddin Abd Rashid (Jamaluddin Abd Rashid, 2020) surveyed Shah Alam's junior high school students on the relationship between phone addiction and learning and showed that: All students are dependent and Lured by the phone. This makes students addicted to phones and overuse them. This overuse has a negative impact on student performance. Research results also show that the phone has a negative effect on the learning process and results. Phones distract self-study and distract students from lectures. Up to 25% of students use phone with high frequency group are often distracted and attracted to the phone during self-study and 22% in the group of students using the phone at medium frequency. **In class time, 89% of students (2 groups) said that they were attracted by phone for the following reasons: Text message, the attraction of websites. In Petter's study (PETER, 2013) of problems with cell phones, a showed that out of 301 students surveyed, 10 to 20% had problems with cell phone use. Phones that have an impact on grades or school assignments suffer because of spending too much time on their phones. Their work performance and productivity are affected by their mobile phone use. More than 10% of students try to cut down on the amount of time they spend on their phones and fail, and 50% of them find that they still use cell phones longer than intended.** In this research paper, the effects of the phone have caused many students (94.1% of students) to perform poorly and fail to achieve the desired results. From the results not as expected, lead to the pressure of students in study process. As many as 38% of students use smartphone with high frequency group rated that they felt academic pressure and 33% of students use smartphone with medium frequency group. Phones have indirectly caused academic pressures on students. These effects of telephones were more common in students who used the smartphone for more than 5 hours.

The second finding is: The use of the phone has an adverse effect on relationships (family and friends). Bian Mengwei Casey's research (Casey, 2012), which surveyed 565 university students in China, showed that subjects susceptible to phone addiction were able to reduce communication with family members and friends more. The analysis results also showed that the phone had a negative impact on the students' relationships. During family times, students tend to focus more on the phone and communicate less with family members. More than 80% of students often use their phones for personal activities (texting, surfing the web) and during family time (talking, dinner, ...). When posing the situation of running out of battery, 11% of students in the group with phone usage average frequency and 25% of students in the group using phones excessively continued to charge and use. This will reduce intimacy among family members.

The study results also showed that Student was shy about face-to-face because the majority of students thought that connecting by phone was more comfortable than meeting face-to-face. Most students feel more comfortable using their phones to connect with others (66.67% in the phone usage medium frequency group and 62.5% in the high frequency group). The presence of the smartphone helps students feel safe in everyday communication situations. When a stranger is talking, students often act like looking at their phone unconsciously as a way to avoid confusion in that conversation (66.67% in the group of students using 3-5 hours and 62.5% in use more than 5 hours). When there was a quiet atmosphere in conversations with friends, 66.67% of students used the phone in the group of students using the average phone and 100% in the group of students using the phone high

frequency. When there are no phones in these situations, the group of students using phones from 3-5 with 11% feel uncomfortable, but to the group that uses more than 5 hours, the number of students who feel uncomfortable is up to 50%. During those quiet times, 22% of the group students used 3-5 hours of seldom opening a story to continue the conversation. This rate was even greater in the group used more than 5 hours (37%). This puts the conversation at a standstill, creating an awkward silence. Thereby, it can be seen that the use of telephones reduces the intimacy between relationships.

Limitation:

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