# An Etiquette Guide

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# Research Problem

➢ **Mobile Etiquette**

● Mobile phone usage has introduced new challenges into how users and non-users alike approach basic social norms and etiquette (Rainie & Zickhur, 2015).

● Previous research has primarily focused on students when studying mobile etiquette

● Study college students' usage and etiquette mobile devices

  ○ How has it become a problem?

  ○ What strategies and solutions can be implemented to help reduce the problem?

# Impact on Society and College Students' Use

➤ **Mobile phones have become a mainstay in American lives**
   - Evolving technology has allowed access to mobile phones anytime & anywhere (Giang, 2013)
   - For most, mobile phones are always present and rarely turned off (Rainie & Zickhur, 2015)
   - With easy accessibility, it has caused disruptions to social norms that have stayed with society for many years (Rainie & Zickhur, 2015)

➤ **College students are the focus**
   - First generation to grow up with mobile phones (Forgays & Hyman & Schreiber, 2013)
   - Place more value on mobile phones and become more easily attached (Forgays et al., 2013)
   - Mobile phones have become a ubiquitous presence on college campuses (Elder, 2013)

# Significance and Purpose of Study

➢ *Why is this research important?*
  ○ Gain a better understanding of the implications mobile phone etiquette currently places on college students in American society
  ○ Develop solutions to reduce the occurrences of improper mobile etiquette
  ○ Benefits the health and well-being of all college students

RQ1: To what extent are cell phones and/or smartphones a distraction for college students?

RQ2: What smart/cell phones features are the most distracting to college students, and which ones are the least distracting?

RQ3: What guidelines and regulations should be implemented and enforced for smart/ cell phone use in college in order to reduce the amount of distraction they cause?

# Methods

## Data Collection Methods

➤ Mixed methods of survey and observation yielded two types of data

- data voluntarily offered through the anonymity of a Web survey

- data from non-participant observation that describes behavior in a natural setting

➤ Use of mixed methods resulted in data triangulation, which offers a comprehensive understanding of mobile phone use and etiquette

# Methods

## Research Instrument Development

➢ Survey included closed- and open-ended questions to collect information about

- participant demographics

- common mobile phone features

- how participants view their personal mobile phone usage

- possible guidelines to reduce the level of distraction

➢ Observation included the creation of two separate checklists to document students' mobile phone use in the classroom and in the social setting

# Methods

## Population and Sampling Techniques

➢ The target population for our research is students at Florida State University from the ages of 17-30.

➢ Non-random sampling techniques were used to obtain data

  ○ Purposive sampling was used during our observations because it resulted in data from a wide range of individuals

  ○ Volunteer sampling was an applicable technique for our Web survey
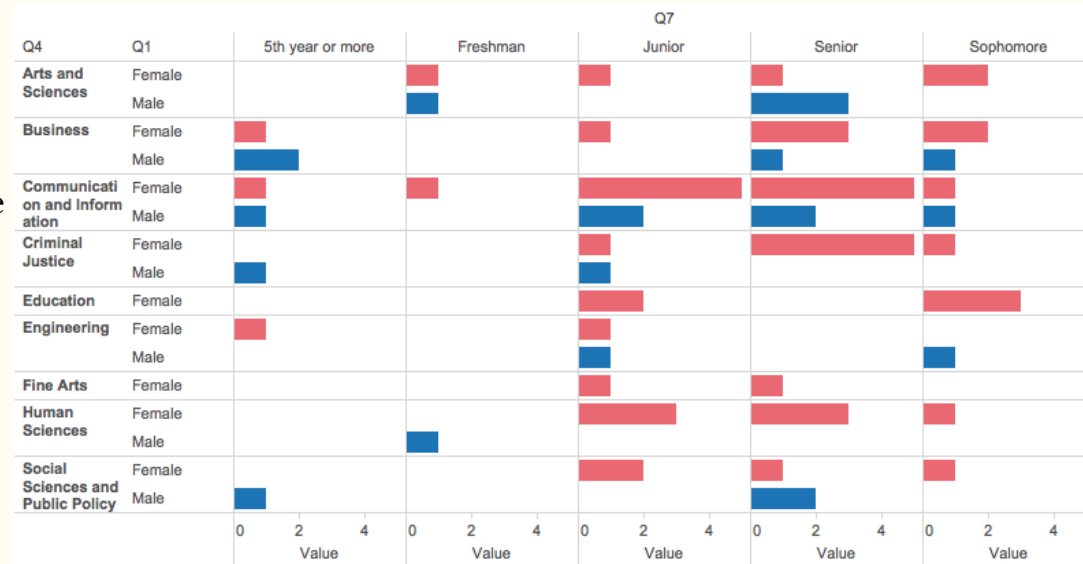
# Methods

## Data Collection Process

➢ We collected data using our survey method by

- ○ creating an online survey through FSU's Qualtrics software

- ○ shared the survey link with college students through our personal social media outlets and Facebook pages centered around FSU (FSU College of Communication & Information)

- ○ received a total of 89 responses

➢ For our observation method, we observed three classroom lectures of different learning subjects and one social setting near FSU campus.

# Results

**To what extent are cell phones and/or smartphones a distraction for college students?**

- **On average**, students are distracted by their phone **2-5 times per day**.

- **38%** said they are distracted more than 5 times per day.

- Only **1%** said they **are never distracted** by their smartphone.

# Daily Smartphone Usage

We asked our subjects how many hours per day they spent using their smartphones.

- The **average** student spends **3-4 hours per day** on their phone.
  - Only **1%** of students admit to using their phone for **less than 1 hour per day.**
  - **11%** say they use their phone for **more than 6 hours per day.**
- **44%** of students say that they constantly feel the need to be connected to their smart phone.
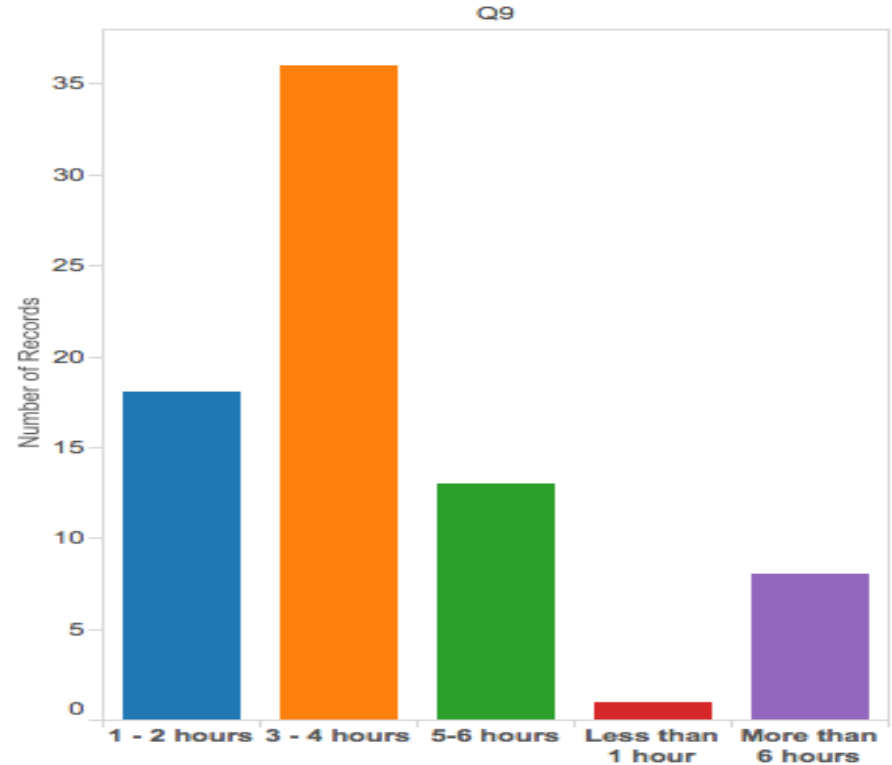
# In Class Distractions

Our subjects were asked how many times per class session their smartphone distracted them.

- **On average**, students are distracted by their phone **one time per class session**.
    - The **most common response was 2-5 times per class**, as **42%** admitted to this.

- Considering this, **51% of students disagree** when asked if they feel their phone severely inhibits their ability to perform other, more important tasks.
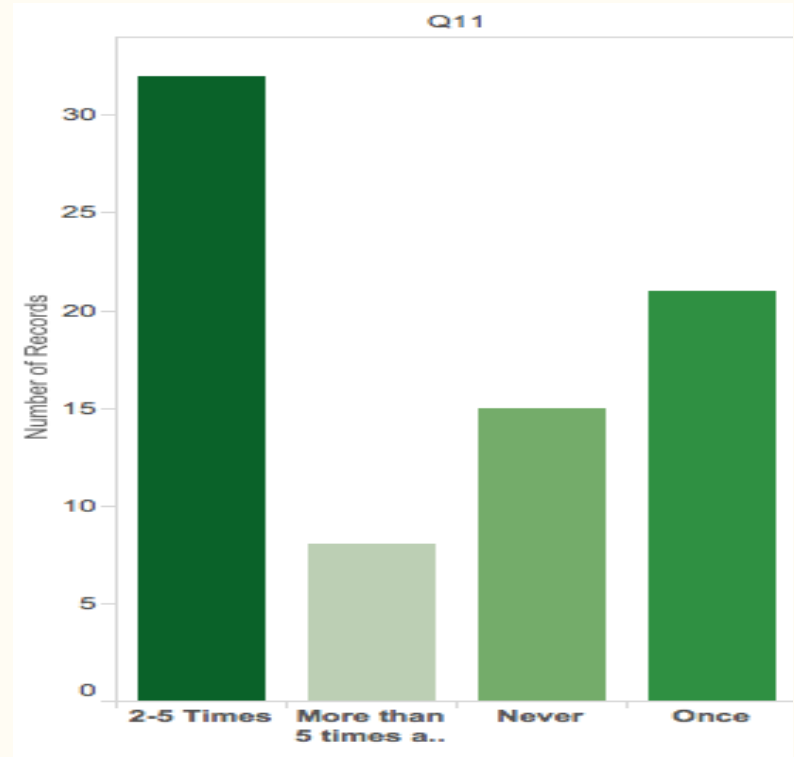
# Results

**What smart/cell phones features are the most distracting to college students, and which ones are the least distracting?**

- When students were asked to pick the two smartphone features they use the most:
  - The **most commonly** used feature is **texting (88%)**.
  - **Social media (55%)** and **internet surfing (42%)** rounded out the top three uses.
- When students were asked which two smartphone features distract them the most while in class, the results were very similar:
  - The **most common** response was **texting**, as **79%** say this is the most distracting feature.
  - The second and third most common responses were **social media (47%)** and **internet surfing (25%)**, respectively.

# Analysis



Hinders Education
Distracting
Subsitute

Promotes Education
Beneficial
Resource/Both

**Self**
- Turn off phone
- Airplane mode/silent

**Teacher**
- Prohibit phones
- Extra points/deductions

**Outside Source**
- Block signal

High Level of Social Interaction

Talking

Participating

Low Level of Social Interaction

Being alone

Avoiding/Not Concerned with Face-to-Face Interaction

# Analysis

- Blocking reception: 5 students (Outside Source section)

- Self-control: 20 students (Self section)

- Incentives: 6 students (Teacher/Outside Source section)

- Prohibiting phone usage: 6 students (Teacher section)

- Teacher must be stricter: 15 students (Teacher section)

- Nothing can be done (no guidelines/regulations): 10 students

- No response: 14 students

# Discussions/Implications

College students who show the behaviors/actions of "Low Level of Social Interaction," are more likely to be distracted by their mobile phones and decide to check them more frequently.

On the other hand, students who show the behaviors/ actions of "High Level of Social Interaction" are less likely to be distracted by their mobile phones and spend less time on them.

Additionally, our few observations have helped us to gain a better idea of what features are the most/least distracting to college students.

This study will help with future findings due to the data and information collected. It helps us grasp what the findings indicate for future reference.

# Challenges

- Lack of participation among the group and some difficulties in an effective observation.

  - We are a large group and understandably is it hard to coordinate meeting outside of the classroom. However, it is hard to coordinate if people do not come to class either.

# Lessons

- From conducting data, we realized that the difficulty of the class really determines the usage of mobile phones.
  - There are many factors that goes into this, for example, how strict the professor.
- The team has really done well coding and evaluating the data.

# Experiences

- Preparation is important to overcome these difficulties and to able to collect valuable data.
- Understanding the criteria, we created for the checklist, choosing a quality site to observe, and knowing what to specifically search for during the observation period is a few factors that must be addressed when preparing for observation.