

Original Research Article

<https://doi.org/10.20546/ijcmas.2026.1501.007>

## Electronic Gadgets usage Patterns among College Going Students in Manipur, India

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### ABSTRACT

#### Keywords

College students, electronic gadgets, leisure, time spent

#### Article Info

##### Received:

14 November 2025

##### Accepted:

22 December 2025

##### Available Online:

10 January 2026

Electronic gadgets have evolved into indispensable communication tools for people of all ages, cultures and social situations. Their extensive use improves connectivity and information sharing nonetheless, this technological growth has downsides, notably in terms of youth socialization. The study was conducted in Manipur aimed to assess how much time college students spent on mobile devices. A descriptive survey approach was used to collect data from 600 college students from Imphal East and Imphal West districts, including 311 females and 289 males. The major data collection tool was a self-structured questionnaire with a cronbach's alpha reliability of 0.70 that evaluated device usage patterns. The analysis indicated that an important proportion of students routinely engage with their devices during leisure time, more than fifty percent reported utilizing electronic gadgets "often" or "always" in their free time. These data show that electronic gadgets are not only common among students, but they also play an important role in defining their daily routines and lifestyle habits. The study concluded that technology has a significant impact on the present generation's social activities, stressing both the benefits and the harmful consequences of relationships with other people.

### Introduction

The rapid development and continuous progress of science and technology have transformed the way people connect and interact worldwide. These advancements have brought significant benefits, allowing individuals to experience happiness and a sense of global connection. Today, information is more accessible than ever before, and people can obtain knowledge quickly and affordably.

However, on the other hand, it is very worrying because advances in science and technology like this can hurt the younger generation, especially students (Capovilla *et al.*, 2016). Despite these positive aspects, there are also growing concerns about the negative effects that such technological progress may have. In particular, the younger generation, including students, may be especially vulnerable to the potential harms associated with these advances (Mariam, 2018). While technology

offers many advantages, it is important to recognize and address the challenges it poses to young people. The widespread popularity of electronic gadgets among the younger generation and students has introduced significant opportunities in the realm of teaching and learning (Kulkarni et.al, 2017). As these devices have become an integral part of students' lives, their presence in educational settings has grown considerably (Devi *et al.*, 2019). Studies have shown that excessive use of electronic gadgets can have a detrimental effect on students' social lives. Upadhyay *et al.* (2014) found that increased gadget usage often leads to students neglecting their social interactions, resulting in a diminished connection with their peers and community. Furthermore, Bhattacharya (2015) highlighted that overuse of gadgets can contribute to problems with interpersonal and communication skills among students. When students spend extensive time with electronic devices, their ability to communicate effectively and interact with others may decline. Electronic gadgets serve multiple purposes for students (Tritsika et.al, 2013). They are commonly used for instant messaging, engaging on social media platforms, playing online games, sending emails, and facilitating general communication. These diverse functions highlight the versatility of gadgets in supporting both academic and personal activities (Mills, H 2015). In the modern era, electronic gadgets have become a vital role in a student's life. In this modern era, electronic gadgets have become an essential part of students' daily routines. These devices serve a variety of important purposes, supporting academic work, communication, and access to information. However, as students spend increasing amounts of time using electronic gadgets, there is a risk of developing an overreliance on them. This overdependence can result in the neglect of vital areas of life, such as meaningful social interactions, maintaining strong family bonds, and nurturing friendships (Gani 2016). As a result, while electronic gadgets offer numerous benefits, it is important to be mindful of their potential impact on students' relationships and overall well-being. The main objectives of this study includes to determine the time spent with electronic gadgets by the college students.

## Materials and Methods

The methodology of the present study was based on a descriptive survey design incorporating analytic elements. This approach enabled the researchers to systematically gather and interpret data regarding the time spent by students on electronic gadgets. A sample

comprising 600 students participated in the research, providing a broad and diverse set of responses for analysis. To facilitate data collection, the study utilised a self-structured questionnaire with a cronbach's alpha reliability of 0.70 which mean that the self-structure was acceptable and was specifically designed to assess the duration of electronic gadget usage among college students. The questionnaire served as the primary instrument, ensuring that relevant information about students' interaction with electronic devices was effectively captured for further examination. The data will be analysed using frequency and percentage.

## Results and Discussion

The present research was carried out in the Imphal East and Imphal West districts of Manipur. The data gathered focused on the amount of time students spent using electronic gadgets. Upon examination of the collected data, it was observed that out of the 600 participants, 311 were female students and 289 were male students.

Table 1 presents a detailed amount of time students spend on electronic gadgets each day. According to the data collected, the largest respondents consist of respondents who use electronic gadgets for 4 to 5 hours daily. Specifically, 156 students, representing 26% of the total sample of 600, fall into this category. In addition, 142 students, corresponding to 23.7% of the respondents, spend at least 5 hours or more each day using electronic gadgets. A slightly larger respondents, 148 students (24.7%), report spending between 2 and 3 hours per day on these devices. Meanwhile, 154 students, which accounts for 25.7% of the respondents, indicate that their daily usage is limited to just 1 hour. This distribution highlights that a significant majority of students engage with electronic gadgets for extended periods each day, with only a small fraction limiting their usage to an hour.

Table 2 provides a detailed overview of how much time female students dedicate to using electronic gadgets each day. According to the table, 81% respondents (13.5%) were using an electronic gadget for 1 hour. It was reported that 71% respondents (12.8%) used for 2-3 hours. A slightly smaller, yet

notable group of 76 students (12.7%) indicated that they use electronic gadgets for 4 to 5 hours each day. This distribution highlights the varying degrees of electronic gadget usage among female respondents, with a considerable number allocating substantial time to such activities daily.

Table 3 provides detailed information regarding the number of male respondents and the frequency with which they spent time on electronic gadgets. The data reveals several patterns in daily gadget usage among male students. Eighty respondents, constituting 13.3% of the total, spent between 4 and 5 hours each day using electronic gadgets. A minimum of 73 students, representing 12.2%, report using electronic gadgets for at least 1 hour daily. 71 students, accounting for 11.8%, spend

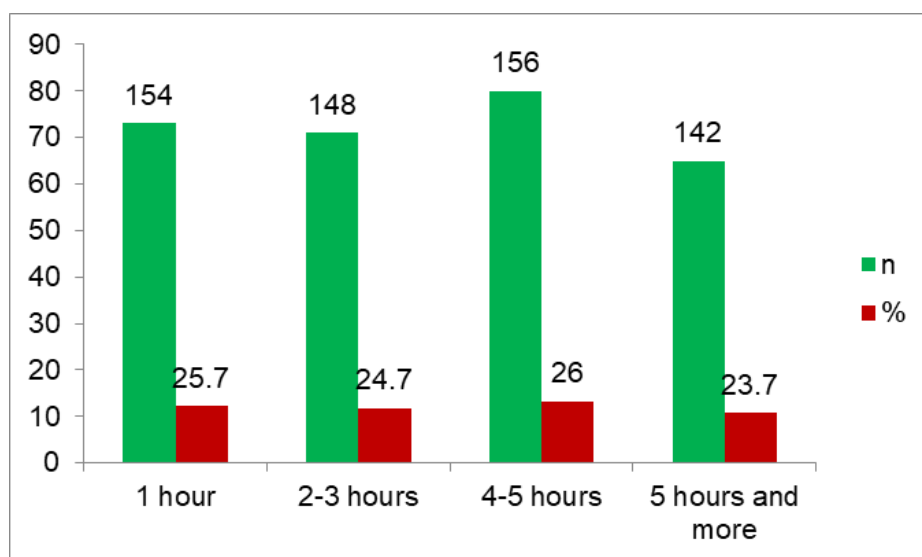
approximately 2 to 3 hours on electronic devices every day. Finally, 65 male students, or 10.8%, dedicate 5 hours or more per day to electronic gadget usage.

The data from table 4 presents the frequency of daily electronic gadget usage among respondents. The data indicate that 157 students, representing 26.2% of the sample, reported that they "often" use electronic gadgets each day. Interestingly, an equal number of 157 students (26.2%) also indicated that they "rarely" use gadgets daily. Additionally, 142 students, accounting for 23.7% of the respondents, stated that they "sometimes" use electronic gadgets every day. The statistical evaluation of the collected data yielded a mean value of 1.120 and a standard deviation of 2.48.

**Table.1** Total time spent on electronic gadgets

Time spent	Frequency (n)	Percentage (%)
1 hour	154	25.7
2-3 hours	148	24.7
4-5 hours	156	26
5 hours and more	142	23.7

**Figure.1** Total time spent on electronic gadgets



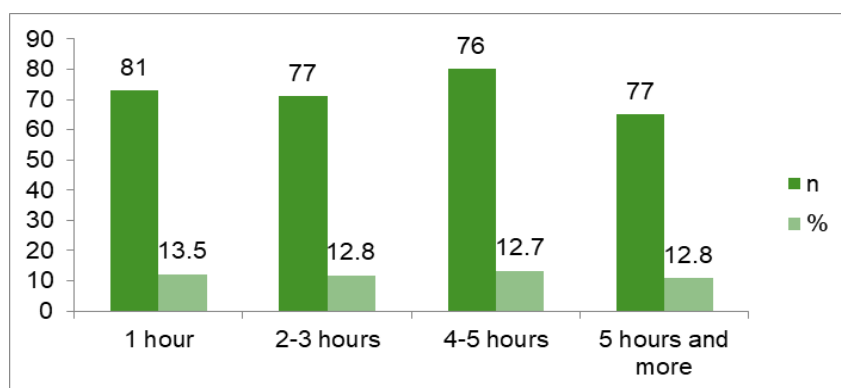
**Table.2** No of Female Respondents

Time spent	Frequency (n)	Percentage (%)
1 hour	81	13.5
2-3 hours	77	12.8
4-5 hours	76	12.7
5 hours and more	77	12.8

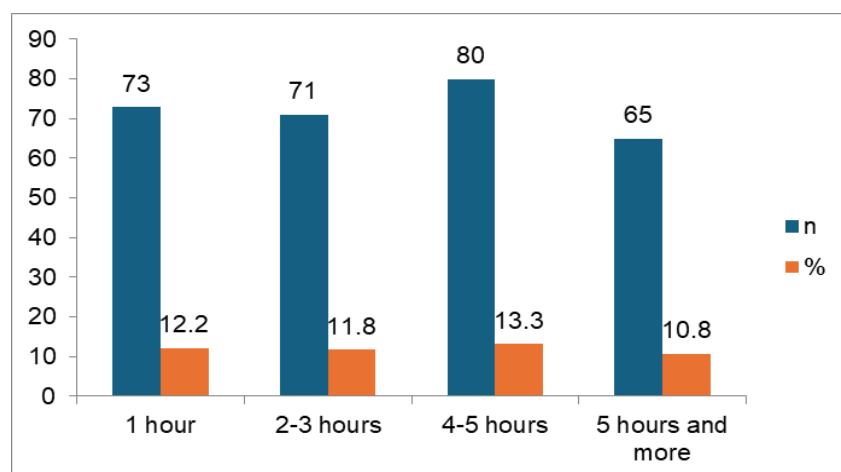
**Table.3** No of Male Respondents

Time spent	Frequency (n)	Percentage (%)
1 hour	73	12.2
2-3 hours	71	11.8
4-5 hours	80	13.3
5 hours and more	65	10.8

**Figure.2** No of Female Respondents



**Figure.3** No of Male Respondents.



**Table.4** Daily usage of electronic gadgets

Response	Frequency (n)	Percentage (%)
Rarely	157	26.2
Sometimes	142	23.7
Often	157	26.2
Always	144	24.0
Mean $\pm$ SD = 2.48 $\pm$ 1.120		

**Table.5** Evaluation of daily gadgets usage time

Response	Frequency (n)	Percentage (%)
Rarely	157	26.2
Sometimes	151	25.2
Often	154	25.7
Always	138	23.0
Mean $\pm$ SD = 2.46 $\pm$ 1.111		

**Table.6** Morning electronic gadgets usage time

Response	Frequency (n)	Percentage (%)
Rarely	149	24.8
Sometimes	155	25.8
Often	146	24.3
Always	150	25.0
Mean $\pm$ SD = 2.49 $\pm$ 1.118		

**Table.7** Gadgets used before bedtime

Response	Frequency (n)	Percentage (%)
Rarely	160	26.7
Sometimes	145	24.2
Often	148	24.7
Always	147	24.5
Mean $\pm$ SD = 2.47 $\pm$ 1.125		

**Table.8** Gadgets use and family time

Response	Frequency (n)	Percentage (%)
Rarely	163	27.2
Sometimes	150	25.0
Often	163	27.2
Always	124	20.7
Mean $\pm$ SD = 2.41 $\pm$ 1.096		

**Table.9** Gadgets use and family time

Response	Frequency (n)	Percentage (%)
Rarely	163	27.2
Sometimes	150	25.0
Often	163	27.2
Always	124	20.7
Mean $\pm$ SD = 2.41 $\pm$ 1.096		

**Table.10** Gadgets use and family time

Response	Frequency (n)	Percentage (%)
Rarely	151	25.2
Sometimes	148	24.7
Often	156	26.0
Always	145	24.2
Mean $\pm$ SD = 2.49 $\pm$ 1.113		

From the table 5 presents the findings, which asked students whether they have ever thought that they use gadgets for more time every day. The largest proportion of respondents, 157 (26.2%), reported that they rarely think about spending more time on gadgets daily. In contrast, a notable number of respondents, 138 (23.0%), stated that they always reflect on their daily gadget usage. The statistical evaluation of the collected data resulting a mean value of 1.111 and a standard deviation of 2.46.

Table 6 which investigates the frequency with which students use electronic gadgets immediately upon waking up. A notable number of students, specifically 155 individuals (25.8%), reported that they sometimes engage in this behaviour. Additionally, 146 respondents (24.3%) indicated that they often use electronic gadgets as soon as they wake up. The statistical evaluation of the collected data resulting a mean value of 1.118 and a standard deviation of 2.49.

The data from table 7 reflects that most respondents, numbering 160 (26.7%), reported that they rarely sleep late every day while to using gadgets. Additionally, 145 respondents (24.2%) indicated that they sometimes sleep late because of gadget usage. This suggests that while a substantial proportion of students do not frequently stay up late for gadgets, a notable number experience this behaviour occasionally. The statistical evaluation of the collected data resulting a mean value of 1.125 and a standard deviation of 2.47.

From the table 8, the data explores the frequency with which respondents spend more time with gadgets than with their family members. The results reveal that a significant and equal proportion of respondents, 163 individuals (27.2%), reported that they "often" as well as "rarely" spend more time with gadgets than with family. In contrast, a smaller group of respondents, 124 (20.7%), indicated that they "always" prioritise spending time with gadgets over engaging with family members. The statistical evaluation of the collected data resulting a mean value of 1.096 and a standard deviation of 2.41.

Table 9 investigates the frequency with which spending less time with friends due to gadgets. The results reveal that a significant and equal proportion of respondents, 163 individuals (27.2%), reported that they "often" as well as "rarely" spent less time with friends due to gadgets. In contrast, a smaller group of students, 124 (20.7%), indicated that they "always" prioritise less time with friends due to gadgets. The statistical evaluation of the collected data resulting a mean value of 1.096 and a standard deviation of 2.41.

From the table 10 it determines how frequently students spend their leisure time using electronic gadgets. The findings reveal notable patterns in the respondents' daily habits regarding gadget use. 156 respondents, accounting for 26.0% of the total participants, reported that they "often" spend their leisure time engaged with electronic gadgets each day.



Additionally, 145 respondents (24.2%) indicated that they "always" utilise their leisure time with gadgets, reflecting a significant portion of the sample who are consistently engaged with electronic devices during their free time. The statistical evaluation of the collected data resulting a mean value of 1.113 and a standard deviation of 2.49.

The results of the present study indicate a high prevalence of electronic gadget usage during leisure time among students. With nearly half of the respondents reporting that they "often" or "always" use gadgets in their free time, it is evident that digital devices play a significant role in shaping students' daily routines. This trend may be attributed to the increasing accessibility and integration of technology into various aspects of students' lives, including social interactions, entertainment, and educational activities. The findings highlight the necessity for balanced and mindful use of electronic gadgets among students. Educational institutions and parents may consider implementing awareness programmes and guidelines to promote healthy digital habits, ensuring that technology enhances rather than hinders students' overall development.

#### **Authors contributions**

Laimyum Gaytry Devi: Investigation, analysis, writing original draft. Saikhom Debina Chanu: Methodology, investigation, writing-reviewing. Seram Raghmani Singh: Conceptualization, methodology, writing and funding acquisition protocol validation.

#### **Declarations**

**Ethical Approval** Not applicable.

**Consent to Participate** Not applicable.

**Consent to Publish** Not applicable.

**Conflict of Interest** The authors declare no competing interests.

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#### **How to cite this article:**

Laimyum Gaytry Devi, Saikhom Debina Chanu and Seram Raghumani Singh. 2026. Electronic Gadgets usage Patterns among College Going Students in Manipur, India. *Int.J.Curr.Microbiol.App.Sci*. 15(1): 62-69.

doi: <https://doi.org/10.20546/ijcmas.2026.1501.007>