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Code of Behaviour Audit- Student Analysis



Oct 2025

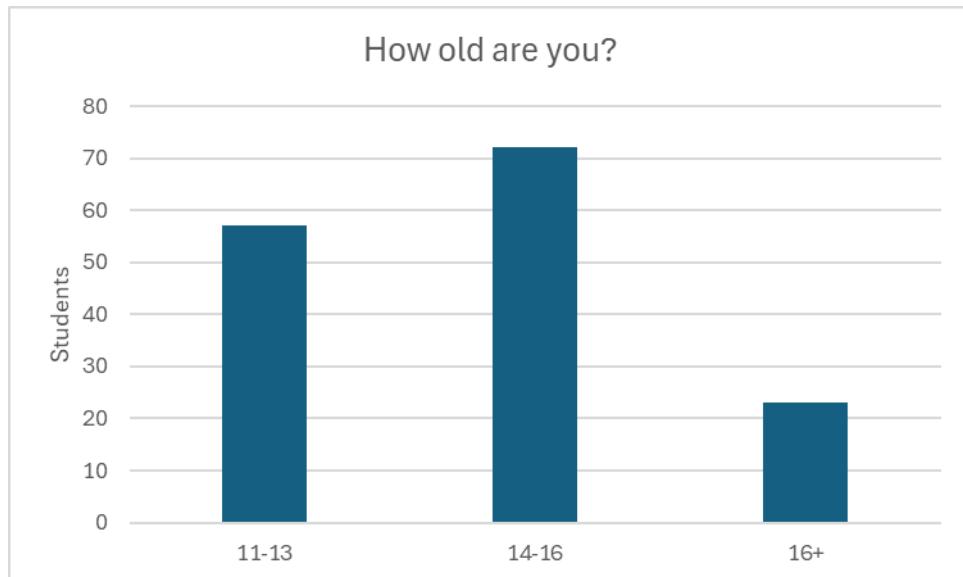
Student Survey Report
Techwell Secondary School

Section 1: Introduction

In the digital age, mobile phones have become integral to the everyday lives of young people, playing a significant role in communication and learning. This narrative explores how secondary students in Ireland utilize mobile phones, aligns their behaviours with school policies, and evaluates the pros and cons of mobile phone use during school hours. Through analysing survey data regarding student practices and perceptions, we aim to understand the landscape of mobile phone usage within the educational environment.



Question 1:

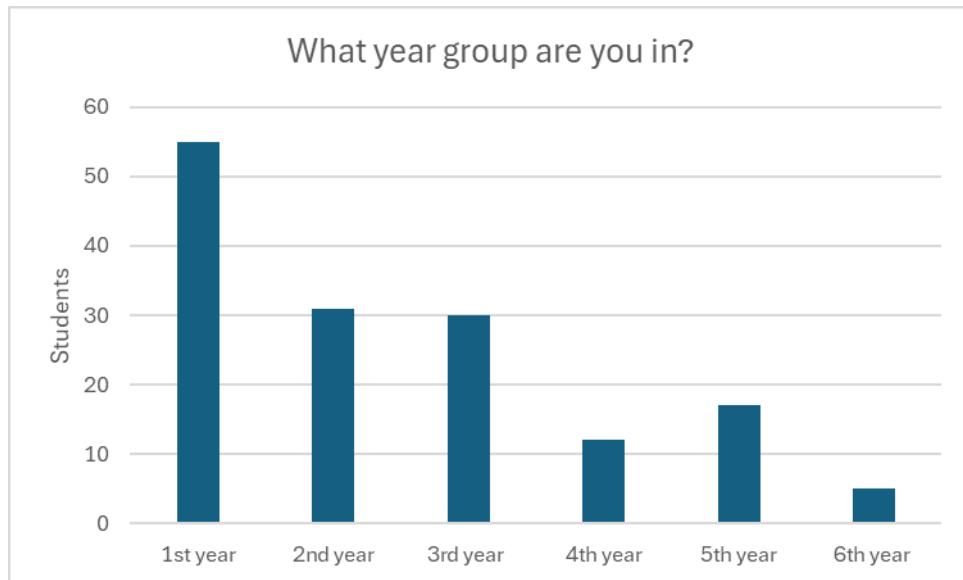


The majority of students surveyed are aged between 14-16 (approximately 47.37%). The 11-13 age group follows closely behind, comprising 37.50% of respondents. Only 15.13% of students are aged 16 and above. This distribution indicates a significant presence of younger students, which may inform discussions about mobile phone policies and their implications in schools.

- **11-13:** 57 students (37.50%)
- **14-16:** 72 students (47.37%)
- **16+:** 23 students (15.13%)



Question 2:



In terms of year group representation, 1st years account for the largest share at 36.24%, while 2nd years represent 20.39% and 3rd years are closely behind at 19.74%. The number of students decreases significantly in the higher year groups, with only 8.55% in 4th year, 11.18% in 5th year, and a mere 3.29% in 6th year. This suggests that younger year groups may have different mobile phone usage habits compared to their senior counterparts.

- **1st year:** 55 students (36.24%)
- **2nd year:** 31 students (20.39%)
- **3rd year:** 30 students (19.74%)
- **4th year:** 12 students (7.89%)
- **5th year:** 17 students (11.18%)
- **6th year:** 5 students (3.29%)

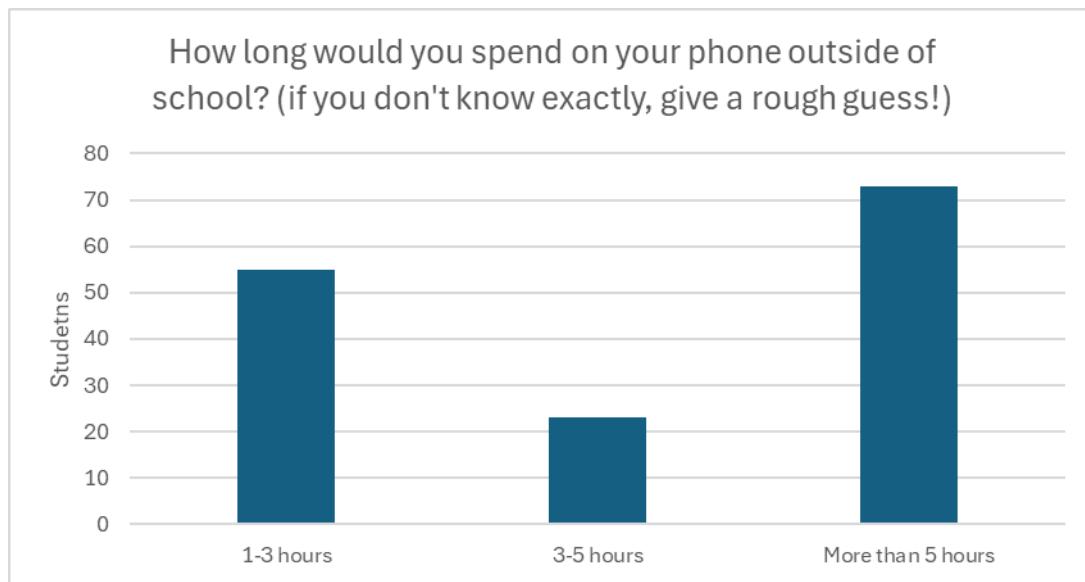


Section 2: How I use my mobile phone

The survey results indicate that mobile phones serve multiple purposes for students. A significant majority engage in social media, messaging, and watching videos, showcasing that entertainment and social interaction dominate their usage. Additionally, students report using their phones for studying, which aligns with modern educational practices encouraging tech integration. However, excessive use can lead to distractions. The data suggests that students often use their phones before sleep and while socializing, indicating a possible dependency on digital connectivity.



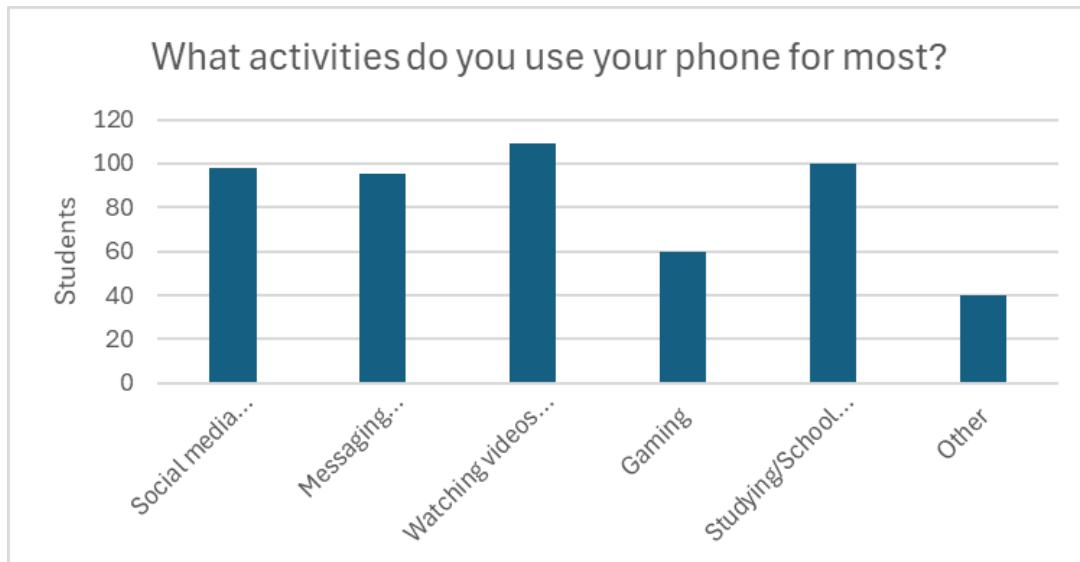
Question 1



A substantial portion of students, 48.03%, claim to spend more than 5 hours on their phones outside of school, indicating a heavy dependency on mobile devices. About 36.18% of students use their phones for 1-3 hours, while just 15.13% spend between 3-5 hours. This pattern implies that mobile phone use outside of school is considerable, which may affect attention and engagement in educational settings.

- **1-3 hours:** 55 students (36.18%)
- **3-5 hours:** 23 students (15.13%)
- **More than 5 hours:** 73 students (48.03%)

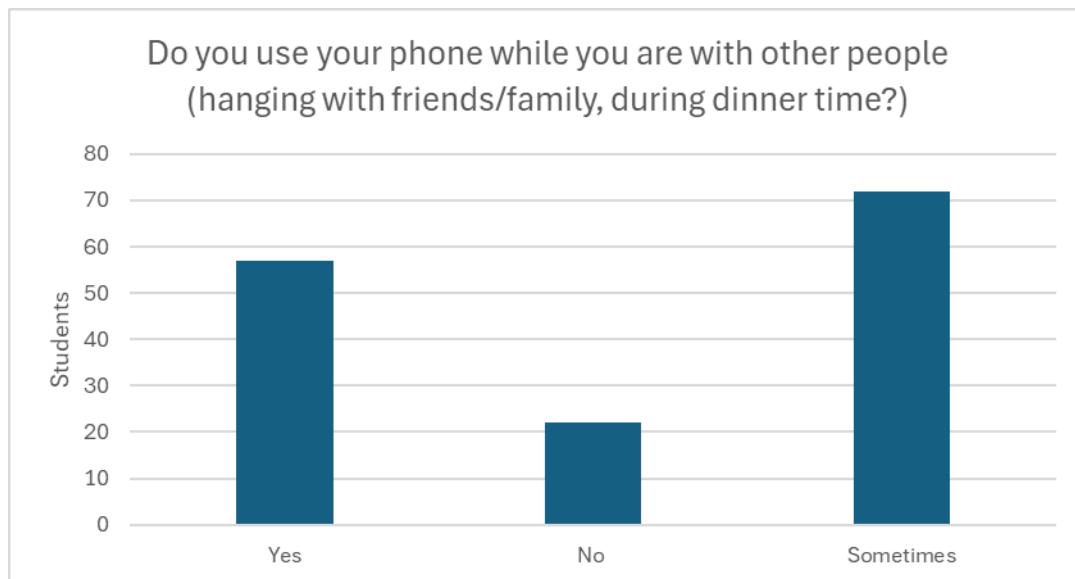
Question 2:



A vast majority of students indicate that they use their phones for watching videos (71.71%) and social media (64.47%), both key activities in their daily lives. Additionally, messaging and studying/school-related activities also garner significant use. This emphasizes the need for policies that consider the balance of social interaction and academic responsibilities.

- **Social media:** 98 students (64.47%)
- **Messaging:** 95 students (62.50%)
- **Watching videos:** 109 students (71.71%)
- **Gaming:** 60 students (39.47%)
- **Studying/School:** 100 students (65.79%)
- **Other:** 40 students (26.32%)

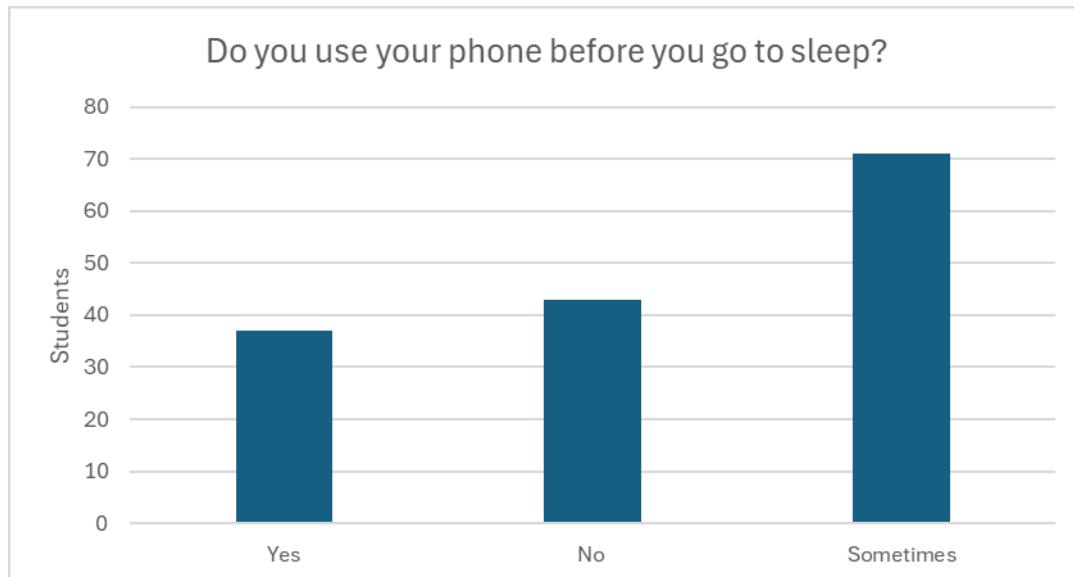


Question 3:

Over half of the students (37.50%) report that they sometimes use their phones while with others, indicating a potential breach of social etiquette. The results suggest an awareness of social dynamics but also highlight the pervasive nature of mobile devices in personal interactions.

- **Yes:** 57 students (37.50%)
- **No:** 22 students (14.47%)
- **Sometimes:** 72 students (47.37%)



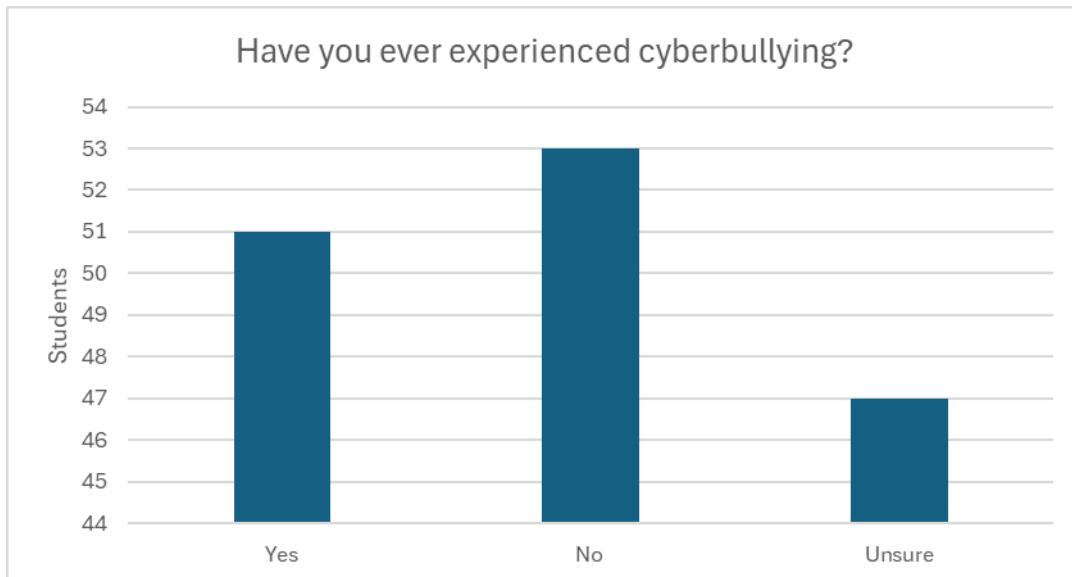
Question 4:

The survey reveals that 46.05% of students occasionally use their phones before bed, while 24.34% report doing so regularly. Only 28.95% abstain from using their phones before sleep, which may raise concerns regarding sleep quality and health impacts related to mobile usage.

- **Yes:** 37 students (24.34%)
- **No:** 43 students (28.95%)
- **Sometimes:** 71 students (46.71%)



Question 5:



The findings show a concerning trend where 33.55% of students have reported experiences of cyberbullying, demonstrating a significant issue that schools must address. While 34.87% responded with a decisive no, the remaining 31.89% expressed uncertainty, emphasizing the need for enhanced awareness and education on this serious topic.

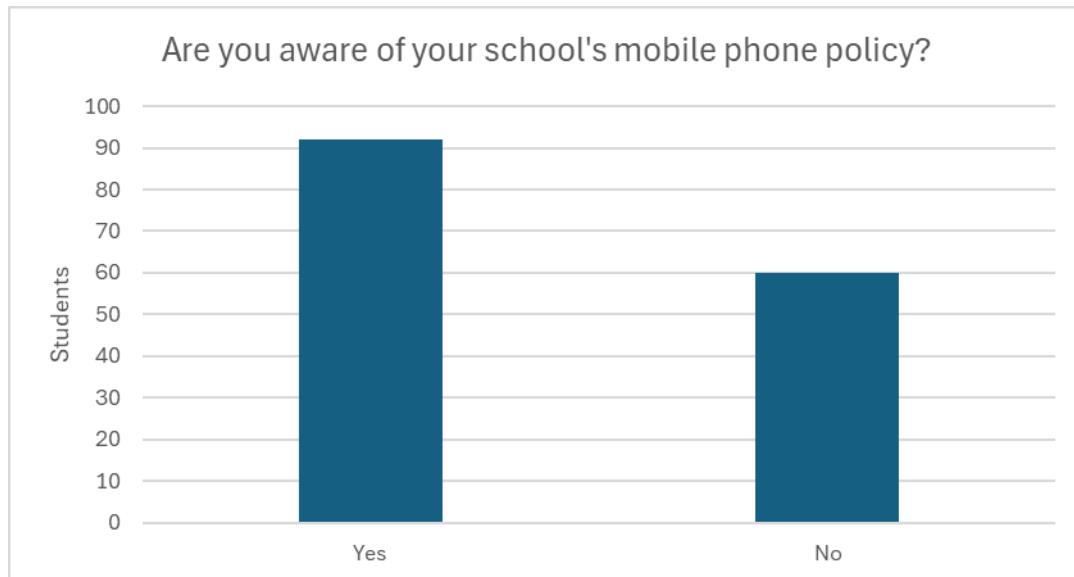
- **Yes:** 51 students (33.55%)
- **No:** 53 students (34.87%)
- **Unsure:** 47 students (31.89%)



Section 3: School Mobile Phone Policy

Diving into the awareness and compliance regarding the mobile phone policy, it is evident that most students are informed about their school's regulations. While many claim to abide by these rules, a noticeable portion admits to using their devices during classes without permission. This tension between regulation and practice highlights the necessity for clearer communication and consistent enforcement of policies to ensure a productive learning environment.



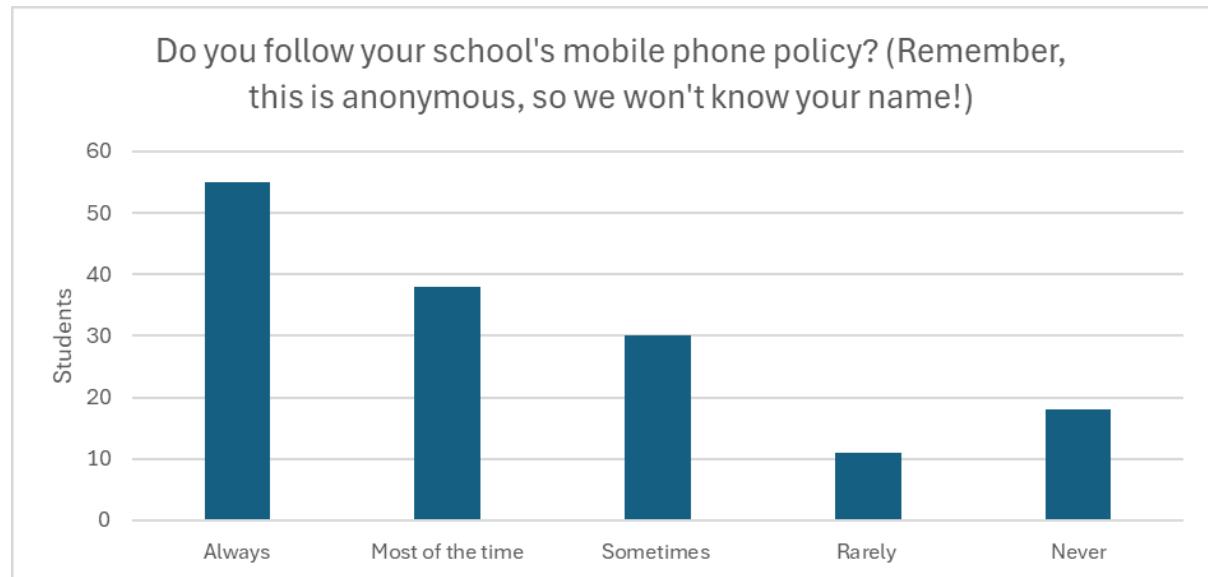
Question 1:

A significant 60.53% of students affirmed their awareness of the school's mobile phone policy, indicating that communication and education about such policies are effectively reaching the student body. However, 39.47% are not aware, suggesting an area for improvement in conveying policy details.

- **Yes:** 92 students (60.53%)
- **No:** 60 students (39.47%)



Question 2:

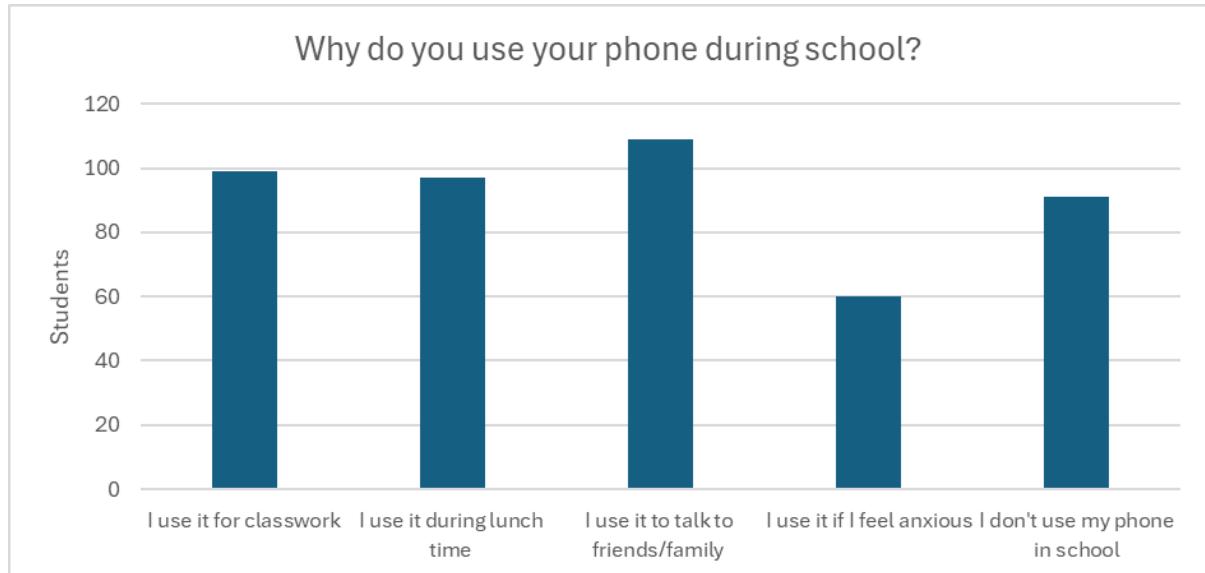


Of those surveyed, 36.18% consistently adhere to the school's policy, while the remainder demonstrated varying levels of compliance. This suggests ongoing discussions are necessary to reinforce the importance of adherence to mobile phone protocols to maintain a conducive learning environment.

- **Always:** 55 students (36.18%)
- **Most of the time:** 38 students (25.00%)
- **Sometimes:** 30 students (19.74%)
- **Rarely:** 11 students (7.24%)
- **Never:** 18 students (11.84%)



Question 3:

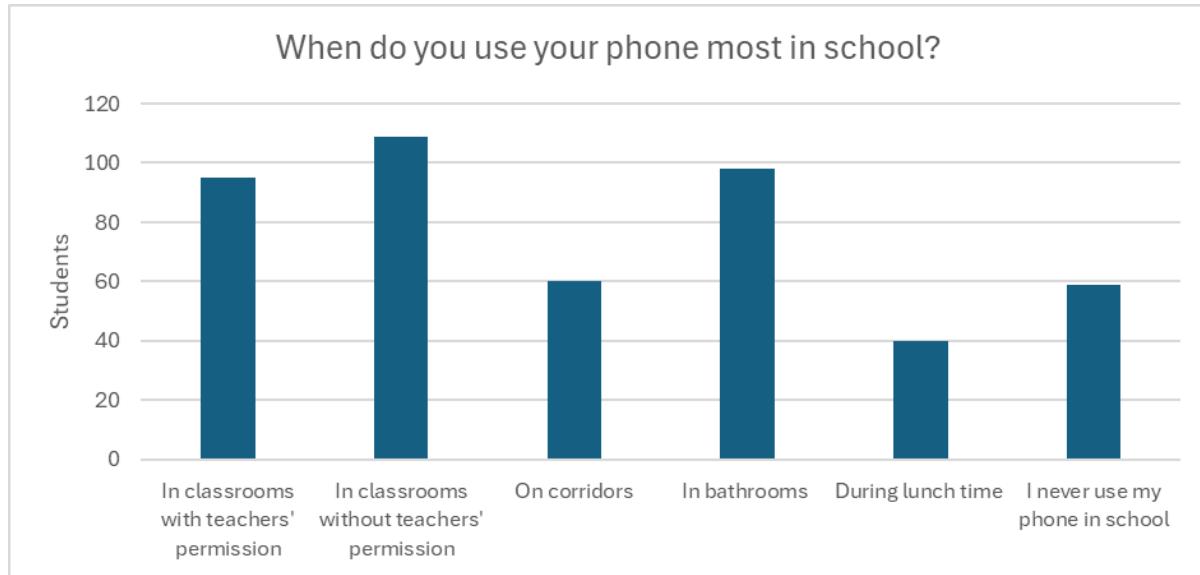


The survey reveals that a staggering 71.71% of students use their phones for communication with friends and family, while 65.79% use them for classwork. These high percentages reflect the integral role phones play in both social interactions and educational assistance during school hours.

- **I use it for classwork:** 99 students (65.79%)
- **I use it during lunch time:** 97 students (63.82%)
- **I use it to talk to friends/family:** 109 students (71.71%)
- **I use it if I feel anxious:** 60 students (39.47%)
- **I don't use my phone in school:** 91 students (59.87%)



Question 4:

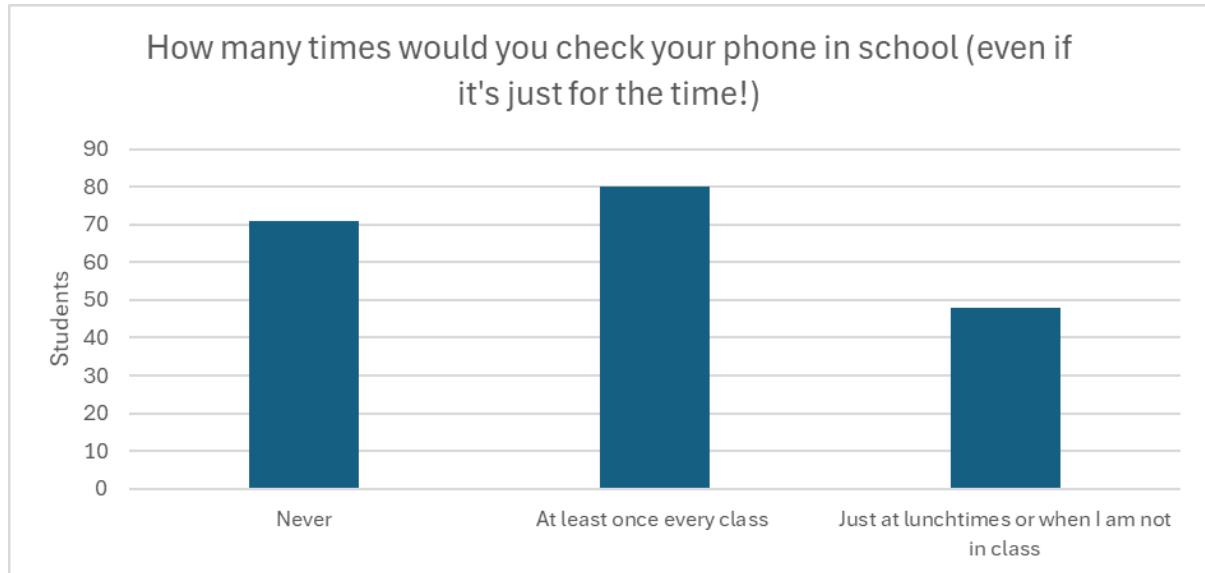


Interestingly, 71.05% of students reported using their phones in classrooms without a teacher's permission, highlighting a potential area of concern regarding adherence to policies. However, the high percentage of 62.50% using phones with permission shows some positive compliance.

- **In classrooms with teachers' permission:** 95 students (62.50%)
- **In classrooms without teachers' permission:** 109 students (71.05%)
- **On corridors:** 60 students (39.47%)
- **In bathrooms:** 98 students (64.47%)
- **During lunch time:** 40 students (26.32%)
- **I never use my phone in school:** 59 students (38.82%)



Question 5:



A notable 52.63% of students check their phones at least once during each class, indicating a strong tendency towards distraction during educational activities. Meanwhile, 46.71% report never checking their phones, suggesting varied habits among the student population.

- **Never:** 71 students (46.71%)
- **At least once every class:** 80 students (52.63%)
- **Just at lunchtimes or when I am not in class:** 48 students (31.58%)

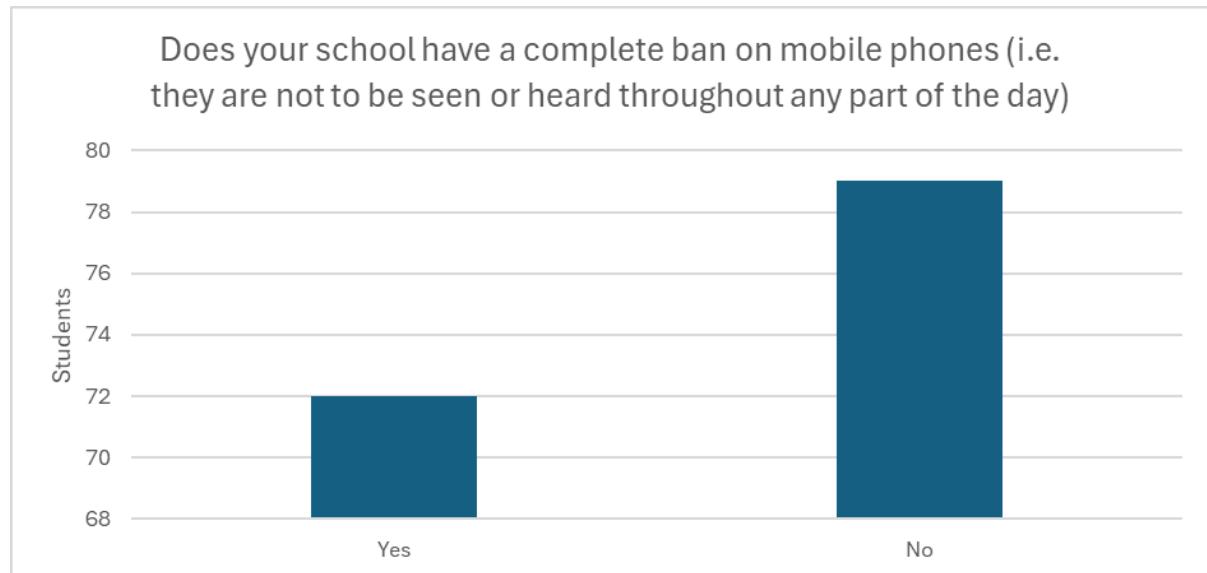


Section 4: Complete mobile phone bans in schools

The survey reveals that a vast majority of schools do not enforce a complete mobile phone ban, although many students express mixed feelings about the concept. While a significant number insist, they would be happy if phones were entirely banned, others worry about missing out on essential communication with family and peers. Furthermore, students cite potential challenges such as boredom during lunchtimes or falling behind in classwork. This indicates that while a ban could enhance focus, it must be carefully considering students' needs for connection.



Question 1:

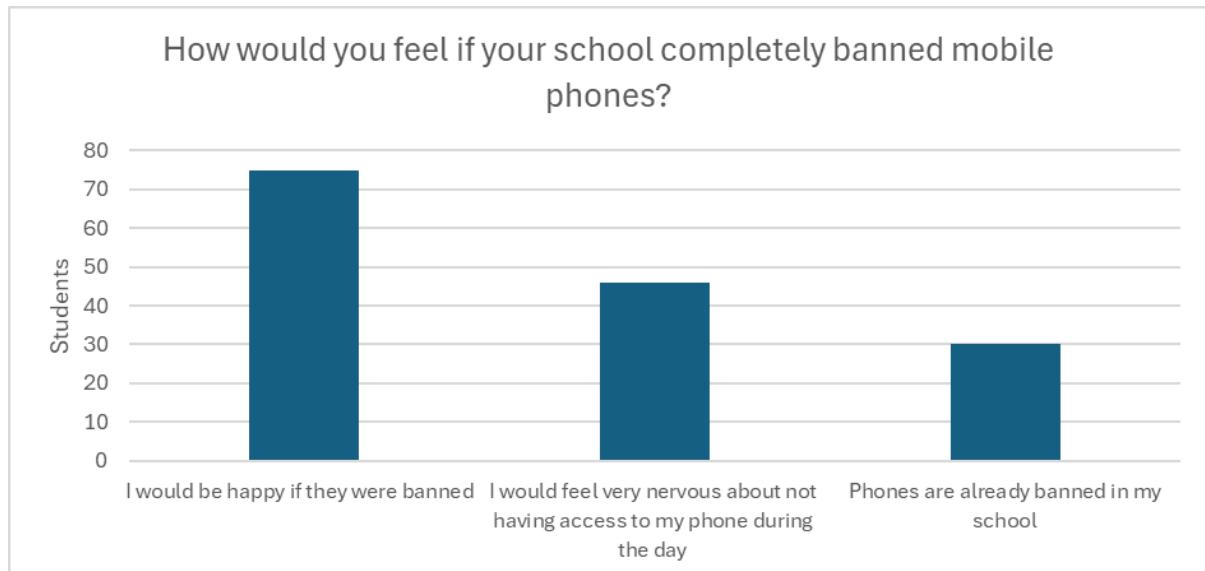


The survey indicates that 47.37% of students attend schools with a complete ban on mobile phones, while 51.97% do not have such restrictions, which highlights diverse approaches to managing mobile phone usage in schools.

- **Yes:** 72 students (47.37%)
- **No:** 79 students (51.97%)



Question 2:

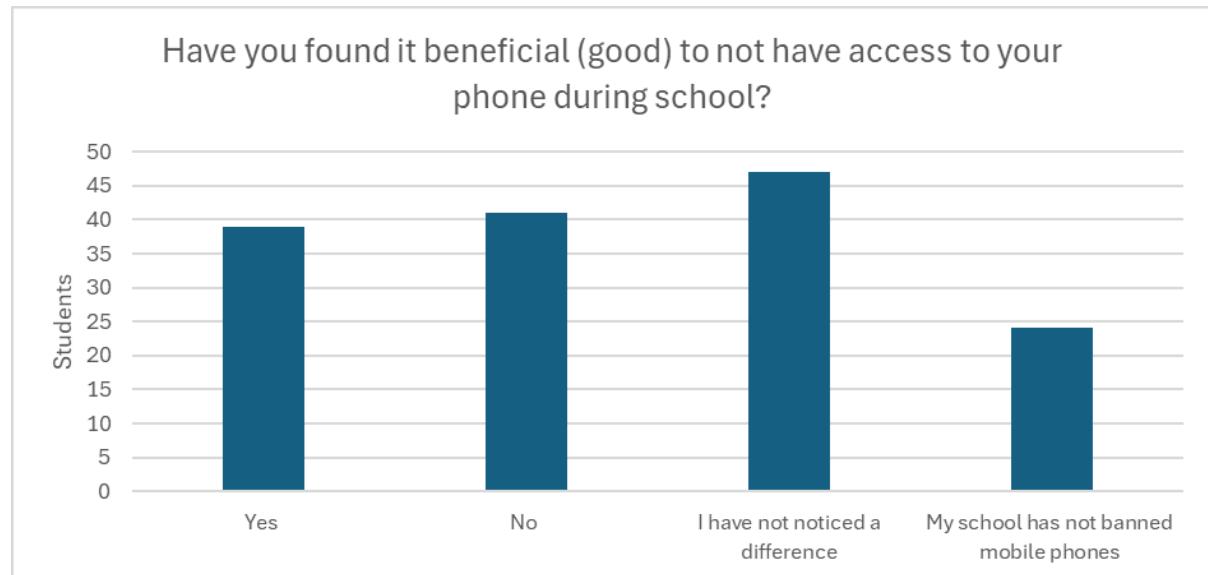


A hefty portion of students (49.34%) expressed they would be happy if their schools completely banned mobile phones, indicating a preference for a more focused and less distracted learning environment. However, 30.26% expressed anxiety about losing access to their phones, highlighting the challenge of balancing mobile phone use and academic engagement.

- **I would be happy if they were banned:** 75 students (49.34%)
- **I would feel very nervous about not having access to my phone during the day:** 46 students (30.26%)
- **Phones are already banned in my school:** 30 students (19.74%)



Question 3:

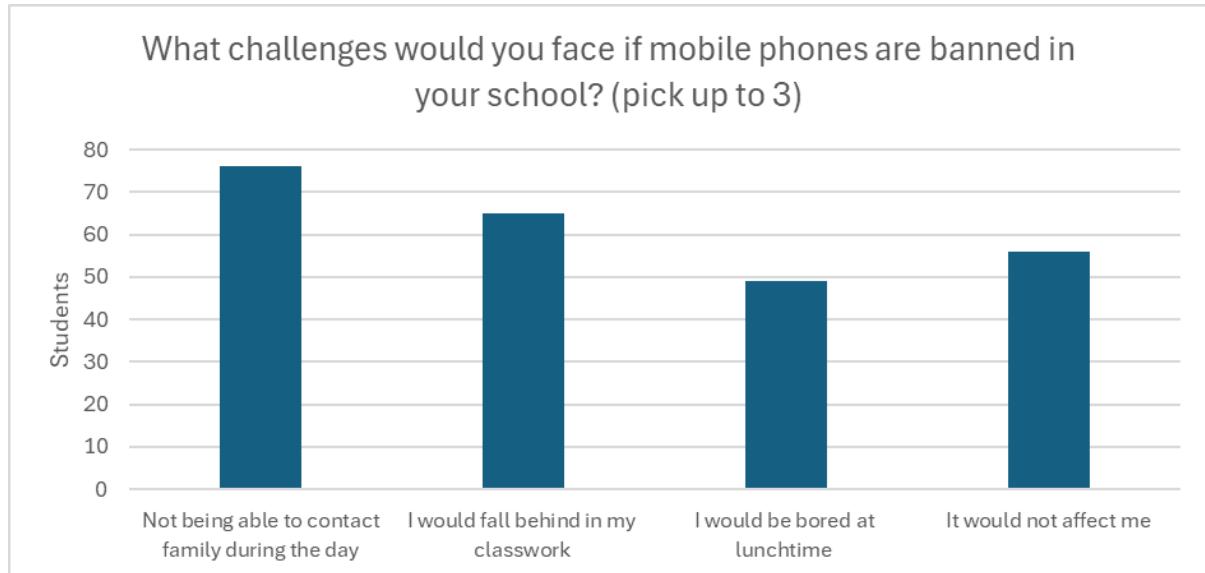


Responses are mixed, with 25.68% affirming that not having access to their phones is beneficial, while 26.97% disagreeing. This illustrates the ongoing debate around the effects of phone restrictions on student learning and socialization.

- **Yes:** 39 students (25.68%)
- **No:** 41 students (26.97%)
- **I have not noticed a difference:** 47 students (30.92%)
- **My school has not banned mobile phones:** 24 students (15.79%)



Question 4:



Notably, a significant 50% of students expressed that they would struggle with not being able to contact family during the day. Additionally, 42.76% feared falling behind in their studies, suggesting that mobile phones are seen as vital for communication and learning.

- **Not being able to contact family during the day:** 76 students (50.00%)
- **I would fall behind in my classwork:** 65 students (42.76%)
- **I would be bored at lunchtime:** 49 students (32.24%)
- **It would not affect me:** 56 students (36.84%) # **Survey Narratives on Mobile Phone Usage in Secondary Schools**



Conclusion

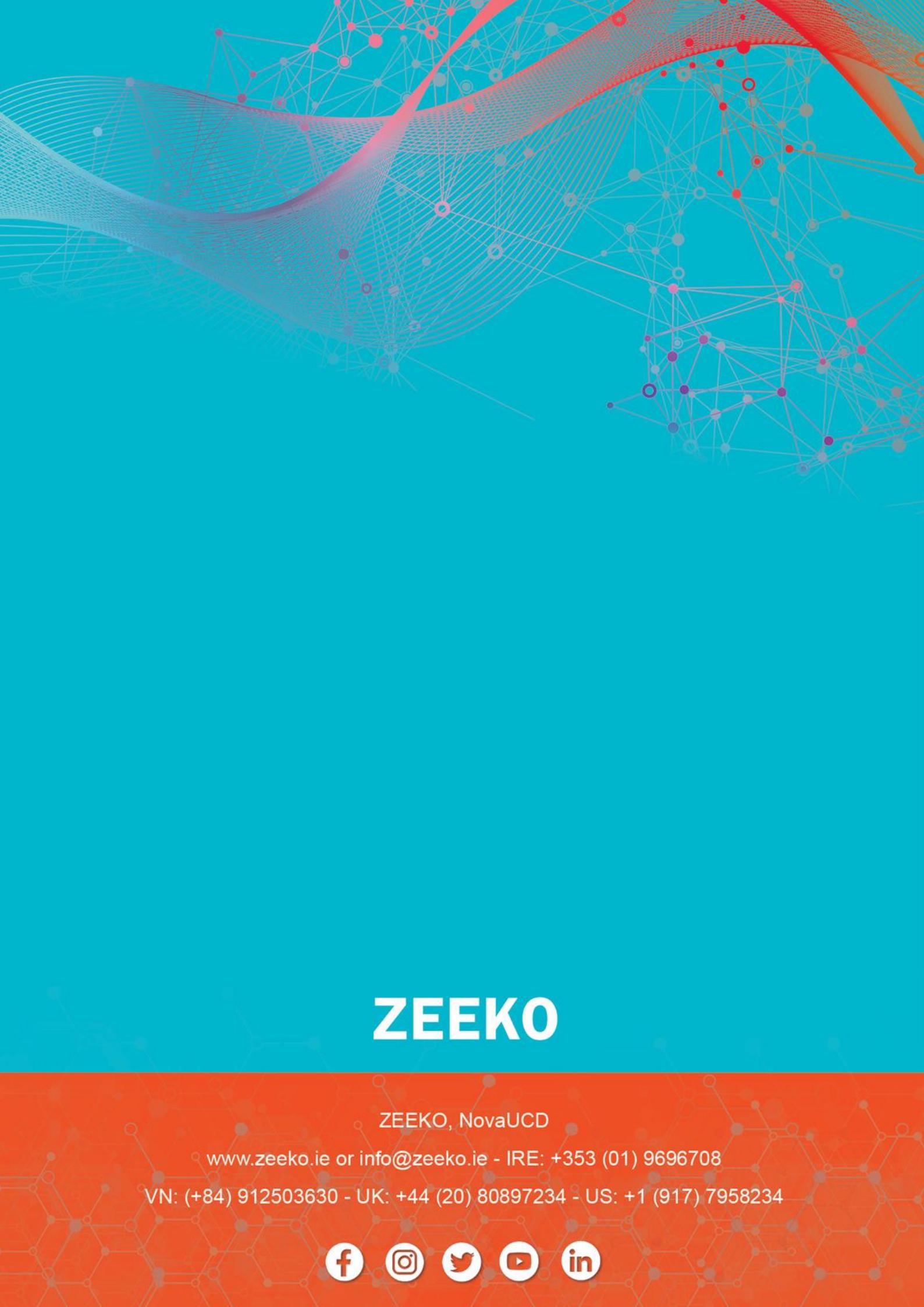
In conclusion, mobile phones play a pivotal role in the lives of secondary school students in Ireland, serving both educational and social purposes. However, the challenge lies in effectively balancing these benefits with the requirements of a conducive learning environment. Schools must strive to refine their mobile phone policies to align with students' needs while fostering an atmosphere where learning can thrive without the hindrance of distraction. Collaborative discussions among students, educators, and families are vital for establishing a framework that acknowledges the importance of technology in learning while promoting responsible use.

Limitations to the survey

- The result of the survey is to be used in conjunction with the other stakeholders' survey.
- The survey was a quantitative audit- Qualitative research will be needed to expand on many issues that have been brought to light. Focus groups will be conducted.
- The wording of some questions i.e. showing the journal to parents could be interpreted as showing them the cover.
- Leadership lens will need to be applied to mobile phones- most students find them beneficial however they are very distracting in class. Will need to compare to the teacher's audit.







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