

A Study on Nomophobia Among Arts and Science College Students

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ABSTRACT

Mobile phones are probably the major non-drug addiction of the 21st century. There is no doubt that a mobile phone is a valuable tool. It is almost impossible to imagine life without them. It facilitates communication among colleagues, friends, and family members. All technologies that provide some benefits come with a set of drawbacks. The wide use of mobile phones has caused a huge impact on students' life. The present study investigates the Nomophobia among arts and science college students.

Key words: Nomophobia, Arts and science college students, Technology and Smartphones.

INTRODUCTION

Science and Technologies grow in a very faster way in which each and every part of human life covers. Particularly the smartphone has become an indispensable part of daily life and it provides many gratifications, such as entertainment, information finding, time management, sociability, coping strategies, and social identity maintenance. According to recent data 2024, the average person spends 3 hours and 15 minutes on their phone every day, and 1 in 5 smartphone users spends upwards of 4.5 hours on average on their phones every day. Many researches have shown that certain people become so attached to their smart phone that they

experience separation anxiety when it is not with them.

Nowadays, the compulsion for mobile phone is very common and the term well-known for this habit is nomophobia. It is the state of disappointment created among people when they cannot get to their portable device. It is considered as the havoc of the 21st century. Since the mobile phones influence and alter the individuals' state of mind, the diagnosis for nomophobia is need of an hour.

Nomophobia

The term, "NOMOPHOBIA," was coined by the United Kingdom (UK) Post Office in 2008 during a study who commissioned YouGov, a UK-based research organization. The word Nomophobia derived from the expression "no-mobile-phone-phobia. It defined as the symptoms that someone suffers when facing the fear of not having a mobile phone and the services that said phone provides (particularly phone calls and Internet connection). This fear can be generated by a variety of factors, such as a lack of network signal, low reception, an empty battery, or forgetting the phone at home or workplace.

According to the report global smart device brand OPPO and Counterpoint Research, three out of four people in India have Nomophobia. Especially college students are more addicted to mobile phones, which lead to some psychological problems, such as depression, anxiety, anger, aggression,

social isolation, academic procrastination and insomnia.

Need and significance of the study:

Students are the builders of nation. The state of the future society will depend on how the current students are productive and how efficient they are. The role of the students in the society is different from the roles of the rest of the community. Due to technological development, the students are spending more time in social media like face book, twitter, WhatsApp and Instagram. In the present scenario, the 5th generation mobile communication technology (5G) is a new generation broad band mobile communication technology and most advancing technology. However, the excessive and unreasonable use of mobile phones by people especially college students has brought many negative effects on their physical and mental health, resulting in the emergence of Nomophobia. Therefore, the students should aware about the negative effects of the Nomophobia and they must use their mobile phones in a productive way. Hence the investigators have chosen the study on Nomophobia in relation to academic achievement among arts and science college students.

Objectives:

To find out whether there is any significant difference in the mean scores of Nomophobia among Arts and science college students with respect to gender, locality, stream of study and Usage of phone.

Hypotheses:

1. There is no significant difference in the mean scores of Nomophobia among Arts and science college students with respect to gender.
2. There is no significant difference in the mean scores of Nomophobia among Arts and science college students with respect to locality.
3. There is no significant difference in the mean scores of Nomophobia among Arts

and science college students with respect to stream of study.

4. There is no significant difference in the mean scores of Nomophobia among Arts and science college students with respect to usage of mobile phone.

METHODOLOGY

The sample:

The sample of 164 Arts and Science college students was selected for this present study. The participants of the present study were undergraduate college students, comprising of both male and female in the age group of 18 to 22 years. The Nomophobia questionnaire (Yildirim & Correia, 2015) was administered and disseminated using the Google form platform. Participants were encouraged to fill out the form and assist in sharing the questionnaire with their friends. Thus, participants were recruited by a snow ball sampling technique. Moreover, participants were limited to one response to avoid duplicated or exaggerated data.

Tool for the present study:

In the present study investigators adopted Yildirim & Correia's,(2015) Nomophobia Questionnaire to assess the nomophobia among Arts and Science college students. It consists of 20 items that cover four main dimensions of nomophobia: not being able to communicate (6 items), losing connectedness (5 items), not being able to access information (4 items), and giving up convenience (5 items). The internal consistency of the nomophobia questionnaire was calculated as 0.92.

All items in the questionnaire are measured on a 5-point Likert type scale, with 1 indicating "Strongly disagree" and 5 indicating "Strongly agree". Respondents were asked to click the appropriate number to indicate the extent to which he/she agreed or disagreed with each statement. There are no negative items in the questionnaire.

STATISTICAL ANALYSIS

The data collected were analysed by using descriptive and inferential analysis. The

following statistical techniques were employed for the analysis and interpretation of the data.

- Mean
- Standard deviation
- “t” – test.

Analysis and interpretation of data:

Mean, standard deviation and t’test were calculated and tabulated below.

Hypothesis: 1.

There is no significant difference in the mean scores of Nomophobia among Arts and science college students with respect to gender.

Variable	Gender	N	Mean	S. D	‘t’	Remarks
Nomophobia	Boys	63	52.3968	14.64806	0.799	Not Significant
	Girls	101	50.6436	13.01121		

*Significance level at 0.05 levels is 1.96.

The above table reveals that the obtained t-value for Nomophobia (0.799) is less than table value. So it is not significant at 0.05level. This shows that there is no significant difference in Nomophobia among Arts and science college students based on gender. Hence null hypothesis 1is accepted.

Hypothesis: 2

There is no significant difference in the mean scores of Nomophobia among Arts and science college students with respect to locality.

Variable	Locality	N	Mean	S. D	‘t’	Remarks
Nomophobia	Rural	83	55.7229	13.45391	3.613	Significant
	Urban	81	64.3333	16.91080		

*Significance level at 0.05 levels is 1.96.

The above table reveals that the obtained t-value for Nomophobia (3.613) is greater than table value. So it is significant at 0.05 levels. This shows that there is significant difference in Nomophobia among Arts and science college students based on locality. Hence null hypothesis 2 is rejected.

Hypothesis: 3

There is no significant difference in the mean scores of Nomophobia among arts and science college students with respect to stream of study.

Variable	Stream of study	N	Mean	S. D	‘t’	Remarks
Nomophobia	Arts	76	59.1579	16.40411	0.799	Not Significant
	Science	88	60.6818	15.34398		

*Significance level at 0.05 levels is 1.96.

The above table reveals that the obtained t-value for Nomophobia (0.799) is less than table value. So it is not significant at 0.05 level. This shows that there is no significant difference in Nomophobia among arts and science college students based on stream of study. Hence null hypothesis 3is accepted.

Hypothesis: 4

There is no significant difference in the mean scores of Nomophobia among Arts and science college students with respect to usage of mobile phone.

Variable	Usage of Phone	N	Mean	S. D	't'	Remarks
Nomophobia	Below 5 hrs.	86	53.2093	15.07871	6.426	Significant
	Above 5 hrs.	78	67.4359	13.07083		

*Significance level at 0.05 levels is 1.96.

The above table reveals that the obtained t-value for Nomophobia (6.426) is greater than table value. So it is significant at 0.05 level. This shows that there is significant difference in Nomophobia among arts and science college students based on usage of phone. Hence null hypothesis 4 is rejected.

CONCLUSION

The present study found that there is a significant difference in the mean scores of Nomophobia among arts and science college students with respect to locality and usage of mobile phones. In addition, this study also found that there is no significant difference in the mean scores of Nomophobia among arts and science college students with respect to gender and stream of study. Nomophobia is a silent destroyer that can consume valuable time of the people and interrupt their daily activities. Particularly college students are praying for it.

It is the responsibility of the college to create awareness and provide counseling services on Nomophobia. Moreover, the college tutor should make the students to realize their goals and responsibilities in their personal life. Parents can manage the over usage of mobile phones by their children through spending time with them regularly. As a part of the student, he/she may follow some healthy life styles such as exercise, preparing for competitive examinations, reading books and concentrate on sports and games to relief from nomophobia.

Declaration by Authors

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