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Nomophobia in Secondary Stage Students and its Impact on their Academic Performance (Chennai, TN.)

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ABSTRACT

Nomophobia, a term derived from 'no mobile phone phobia,' encapsulates the modern anxiety and fear associated with being without a mobile device or unable to use it. This includes not just losing, forgetting, or breaking your phone, but also being outside of mobile phone contact. Individuals experiencing nomophobia often exhibit symptoms such as heightened anxiety when separated from their phones, compulsive checking of their devices even in unnecessary situations, and a strong emotional dependence on their phones for social validation and entertainment. This dependency can significantly impact daily life, leading to disruptions in work productivity, strained personal relationships, and overall psychological distress.

***Keywords**: Nomophobia, Academic Performance, Mobile Device, Psychological Distress, Social Validation.*

Introduction

Academic Performance

Academic performance is essential for the successful development of young people in society. Students who excel in school are more likely to transition to adulthood and achieve occupational and economic success. Numerous research studies have been conducted to measure the intellectual and non-intellectual factors that can be used to predict students' academic success. Evidence suggests that teachers have a significant influence on students' awareness and understanding of their academic performance, as well as their desire to achieve success.

Importance of the Study

There are a number of important reasons why this study on school-aged gamers' propensity for and success with Nomophobia has broad ramifications.

- In order to address the possible effects of these contemporary phenomena on students' academic performance, it is essential to first identify their prevalence and influence.
- Students' capacity to succeed academically might be negatively impacted by an addiction to mobile phones, which reduces their study time and concentration.
- Being afraid of being without a cell phone, or nomophobia, might lead to interruptions when studying, which can affect how productive and focused you are.
- By delving into these matters, we can better understand the causes of these problems and create solutions to lessen their impact.
- Educators and parents may help their children develop healthy tech habits by identifying the causes of issues like nomophobia and excessive gaming on the internet.

- Better study habits and less distractions might lead to higher academic accomplishment.
- The research adds to the larger conversation around young people's mental health and digital literacy. It makes a strong case for teaching kids to be responsible with technology and for maintaining a healthy balance in their digital lives.
- The report calls on stakeholders to work together to provide safe spaces where students may focus on their studies while also fostering their overall health and happiness by bringing attention to the possible effects of excessive gaming and smartphone dependency.
- Finally, by looking at how issues like nomophobia and excessive gaming affect students' grades, we can better understand the problems that kids face today and how to help them overcome them through policy and intervention. At the end of the day, fixing these problems can help pupils succeed in school and grow as digital citizens.

Objectives of the Study

The main objectives of the research study are as follows:

- To investigate academic performance of online game addicted students
- To find number and status of nomophobia in students of secondary level.
- To investigate the impact of nomophobia on their academic performance of students in secondary level.

Hypothesis

H_1: There is no significant difference in nomophobia between boys and girls of secondary level.

H_2: There is no significant difference in the academic performance of the students with nomophobia.

Terminology Used in the Study

- **Nomophobia:** Nomophobia, short for 'no-mobile-phone phobia,' is the fear or anxiety experienced when an individual is without their mobile phone, unable to use it, or disconnected from mobile network services. It is a form of behavioral addiction that manifests through symptoms such as discomfort, panic, and stress when separated from one's phone. Among school students, nomophobia can lead to distraction, reduced concentration on studies, and an over-reliance on digital devices, affecting their academic achievement and daily functioning.
- **Secondary school students:** Secondary level in school education refers to the stage following primary education, typically encompassing secondary and high school, and catering to students aged approximately 15 to 16 who are studying in private, govt and aided school.
- **Academic Performance:** Academic performance refers to how well a student achieves in their educational pursuits, typically measured through grades, test scores, and class participation. Effective study strategies and a conducive learning atmosphere can significantly enhance academic performance, leading to better educational outcomes and opportunities.

Delimitation of the Study

- The sample of the study is limited to 600 students of Chennai district.
- The study area is limited to secondary level students in Chennai district in Tamil Nadu
- The study is limited to Nomophobia in students of secondary school.

Survey of Related Researches

Review of many related literature was done to gain a vivid understanding of Nomophobia, which conquer the human beings when they are unable to access their mobile phones. Relevant research papers, journal articles, and publications by many renowned researchers in India and abroad were carefully studied. The review focused on Nomophobia as a behavioural addiction which is connected with over-usage of mobile phones. The review helped to gain a strong foundation for the present study.

Design of Research

The study design for researching nomophobia among school students in relation to their academic performance is primarily a cross-sectional survey. This design involves collecting data from a representative sample of school students at a single point in time to assess the prevalence and extent of nomophobia and to analyze their relationship with academic performance. The study aims to identify patterns, correlations, and potential causative factors linking these behaviors with academic performance. Both quantitative and qualitative methods will be employed to gather comprehensive data, including structured questionnaires, interviews, and academic performance records.

Method and Technique for the Study

This study employ a descriptive research method to systematically explore and analyze the prevalence and effects of these phenomena. This method is chosen because it allows for an in-depth examination of the behaviors, attitudes, and academic outcomes of students experiencing nomophobia. The data collected is analyzed using statistical tools to identify trends, correlations, and potential causative factors linking nomophobia with academic performance.

Tools Used in the Study (Questionnaire)

To conduct this study on nomophobia among school students in relation to their academic achievement, the following self-made and adapted research tools are utilized:

- Standardized tool
- Self-made tool

Nomophobia Schedule: The Nomophobia Questionnaire (NMP-Q) measure the levels of anxiety and dependence related to mobile phone use. This schedule will help identify the prevalence and severity of nomophobia among students. The Nomophobia Questionnaire (NMP-Q) was developed by Yildirim and Correia (2015) to determine the nomophobia levels of individual.

- **Risk Factors of Nomophobia Questionnaire:** This questionnaire gather information on various risk factors associated nomophobia. It includes questions on socio-demographic variables, personality traits, environmental influences, and psychological factors that may contribute to these behaviors.
- **Academic Achievement or Students' Results:** Academic performance data, such as grades, test scores, and class participation records, was collected to analyze the relationship between nomophobia, and academic achievement.

Sampling of the Study

- **Sample Size:** The study will include a sample size of approximately 600 students to ensure statistical significance and reliable results.
- **Sampling Method:** A stratified random sampling method will be used to select participants, ensuring representation across different grades, genders, and socio-economic backgrounds.
- **Stratified sampling:** Here the samples are taken from Govt: Govt: Aided and Private schools which includes an equal distribution of boys and girls both from rural and urban areas.
- **Samples:** Secondary schools in Chennai will be selected.

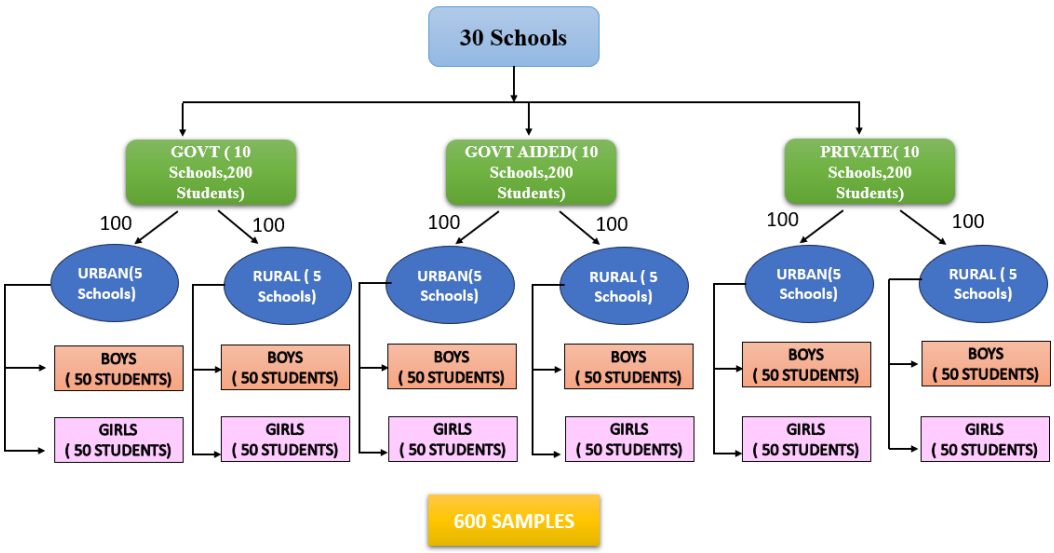


Figure 1: Flowchart of the Sample Schools and the Board of Affiliation

Data Collection

The study collects data by means of a questionnaire that is made up of three elements: the demographic profile, the scale of gaming addiction. Since the approach is standard for all users, it helps us gather information in both numbers and in descriptions. The part that deals with demographic profiles focuses on important information, such as age, gender, grade level, school type, and urban/rural residence, which allow for useful data division. This explains the factors that help form digital habits within a given community. The researchers have set 600 students as the sample size so that the study is statistically important and covers a wide range of secondary school students. Those who take part in the study are chosen through a stratified random method, which helps to include all groups of students from different educational models. All the strata of the study have equal numbers of boys and girls from rural and urban communities. Because the study takes in many different education systems and cultures, it makes it possible to extract knowledge that can be used in different situations.

Statistics Used

Various statistical methods are deployed to analyze and interpret data retrieved from respondents within this study. These assisted in the conclusion derived from data that can help me test the hypothesis and point out the underlying trends and associations existing between the variables. Some of the specific techniques includes **Mean**, **Standard Deviation, Split-Half Method, frequency and percentage, t-Test, Chi- square test etc.**

H_1: There is no significant difference in nomophobia tendency between boys and girls of secondary level.

- **Total students:** 600
- **Gender**: Girls - 300 Boys -300

S. No	Dimension	Category	Mean %	SD	t-Value	Test of Hypothesis
1	Communication	Boys	64.10	4.20	2.10	Not Significant – Accepted
		Girls	63.00	4.10		
2	Emotional Dependence	Boys	62.80	4.00	1.95	Not Significant – Accepted
		Girls	61.90	3.95		
3	Digital Literacy	Boys	63.50	4.15	2.00	Not Significant – Accepted
		Girls	62.70	4.10		
4	Risk factors of Nomophobia	Boys	65.20	4.25	2.15	Not Significant – Accepted
		Girls	64.30	4.20		

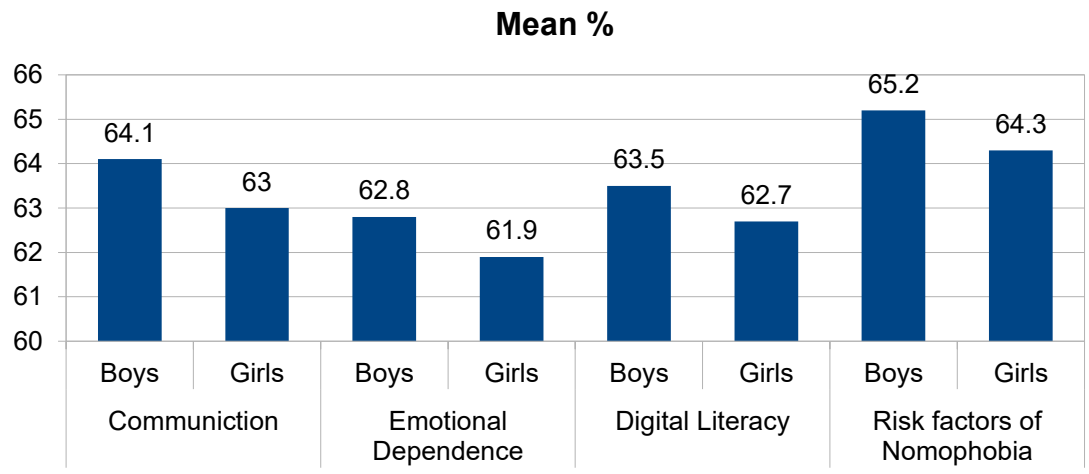


Table shows analysis on the basis of sex. There are 600 students, with 300 boys and 300 girls. The table shows Mean %, SD, and t-value of Nomophobia and the selected dimensions of secondary stage students. For the **Communication** dimension, the values are: Mean % of boys – **64.10**, SD – **4.20**, Mean % of girls – **63.00**, SD – **4.10**, t-value – **2.10**. The hypothesis is **not significant – accepted**. For

the **Emotional Dependence** dimension, Mean % of boys – **62.80**, SD – **4.00**, Mean % of girls – **61.90**, SD – **3.95**, t-value – **1.95**. The hypothesis is **not significant – accepted**. For the **Digital Literacy** dimension, Mean % of boys – **63.50**, SD – **4.15**, Mean % of girls – **62.70**, SD – **4.10**, t-value – **2.00**. The hypothesis is **not significant – accepted**. For the **Risk Factors of Nomophobia** dimension, Mean % of boys – **65.20**, SD – **4.25**, Mean % of girls – **64.30**, SD – **4.20**, t-value – **2.15**. The hypothesis is **not significant – accepted**. The calculated t-values (1.95 to 2.15) are not statistically significant; the null hypothesis is accepted.

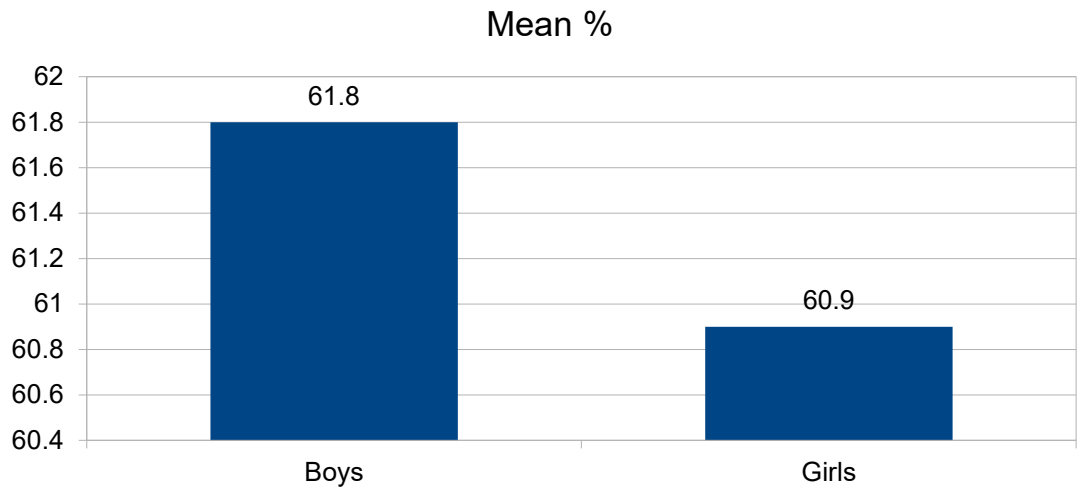
Inference

There is no significant difference between boys and girls in various dimensions of Nomophobia, because both the groups show almost similar levels across the dimensions.

H_2: There is no significant difference between boys and girls of secondary stage on the basis of academic achievement

- **Total students:** 600
- **Gender:** Girls - 300 Boys -300

S. No	Category	Mean %	SD	t-Value	Test of Hypothesis
1	Boys	61.80	4.20	1.65	Not Significant – Accepted
	Girls	60.90	4.10		



Tab Table shows on the basis of sex. There are 600 students in which 300 boys and 300 girls are there. Table shows mean SD and t- value of online game addiction and its relationship with academic achievement. The mean % is 61.80 for boys, SD value for boys is 4.20. The mean % of girls is 60.90, SD value for girls is 4.10 and the T value is 1.65. The hypothesis is not significant.

Inference

There is no significant difference between Boys and Girls on the basis of academic achievement, since the scores are likely same and the t-value is not statistically significant. Hence, the null hypothesis is accepted.

Findings

- There is no significant difference between boys and girls in the various dimensions of Nomophobia, as the calculated t-values were not statistically significant
- Both boys and girls showed almost similar mean scores in Communication, Emotional Dependence, Digital Literacy, and Risk Factors of Nomophobia.
- No significant difference was found between boys and girls in Online Game Addiction and academic achievement, since the t-value was not statistically significant.

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