

Effectiveness of Psychoeducation on the Level of Nomophobia among Students in Selected College at Bangalore

Suchitha Kumari C T L

Abstract: Background: Nomophobia, the fear of being without a mobile phone, has emerged as a growing issue among students. This study assessed the effectiveness of psychoeducation on reducing the level of nomophobia among college students in Bangalore. Methods: A pre-experimental one-group pre-test post-test design was adopted. A total of 60 students were selected using convenience sampling. Data was collected using a structured nomophobia questionnaire. Psychoeducation was administered, and a post-test was conducted after 7 days. Results: Pre-test findings revealed that 41.7% of students had moderate nomophobia and 58.3% had severe nomophobia. Post-test results showed that 75% of students had moderate nomophobia and 25% had severe nomophobia. The mean pre-test score was 73.43, while the mean post-test score decreased to 61.40. The calculated t-value (15.03, $p < 0.05$) indicated significant reduction in nomophobia. Conclusion: Psychoeducation was effective in reducing the level of nomophobia among students. This highlights the importance of educational interventions in addressing technology-related psychological issues.

Keywords: Nomophobia, Psychoeducation, Students, Mobile phone addiction

1. Introduction

Nomophobia, short for 'no mobile phone phobia', is characterized by anxiety when individuals are unable to use their mobile phones. With the rising dependence on mobile phones, nomophobia has become a prevalent concern among students. It impacts their academic performance, social interactions, and psychological wellbeing. This study was undertaken to evaluate the effectiveness of psychoeducation in reducing nomophobia levels.

2. Objectives

- 1) To assess the level of nomophobia among students before psychoeducation.
- 2) To evaluate the effectiveness of psychoeducation on reducing the level of nomophobia.
- 3) To associate pre-test nomophobia levels with selected demographic variables.

3. Materials and Methods

Design: Pre-experimental, one-group pre-test post-test design.

Sample: 60 students from a selected college in Bangalore, chosen through convenience sampling.

Tool: Standardized Nomophobia Questionnaire (NMP-Q).

Intervention: Psychoeducation programme focusing on awareness, coping strategies, and time management.

Data Collection: Pre-test using NMP-Q, followed by psychoeducation, and post-test after 7 days.

Analysis: Descriptive and inferential statistics including frequency, percentage, paired t-test, and chi-square test.

4. Results

Table 1: Distribution of Students According to Level of Nomophobia (N=60)

| Level of Nomophobia | Pre-test (%) | Post-test (%) |
|---------------------|--------------|---------------|
| Mild | 0 (0%) | 0 (0%) |
| Moderate | 25 (41.7%) | 45 (75.0%) |
| Severe | 35 (58.3%) | 15 (25.0%) |

Table 2: Comparison of Pre-test and Post-test Nomophobia Scores

| Test | Mean | SD | t-value ($p < 0.05$) |
|-----------------------|----------------|--------------|------------------------|
| Pre-test vs Post-test | 73.43 vs 61.40 | 8.21 vs 7.12 | 15.03* |

*Significant at 0.05 level

5. Discussion

The findings showed a significant reduction in nomophobia after psychoeducation. Students gained awareness regarding the negative consequences of excessive mobile phone use and learned coping strategies. The results align with prior studies highlighting the effectiveness of educational interventions in reducing technology-related anxiety.

6. Conclusion

Psychoeducation was found to be effective in reducing nomophobia among students. The study underscores the need for incorporating awareness programmes in educational institutions to help students manage mobile phone use in a healthy manner.

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