

A Descriptive Study to Assess the Prevalence of Nomophobia among Nursing Students in Chirayu College of Nursing, Bhopal (Madhya Pradesh)

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Abstract

Nomophobia, defined as the fear or anxiety of being without access to a mobile phone, has emerged as a growing behavioral concern in the digital age, particularly among young adults. Nursing students are especially vulnerable due to their extensive reliance on smartphones for academic, clinical, and social purposes. The present descriptive study was conducted to assess the prevalence of nomophobia among nursing students at Chirayu College of Nursing, Bhopal (Madhya Pradesh), and to examine its association with selected sociodemographic variables. The study is grounded in Rosenstock's Health Belief Model, which provides a framework for understanding students' perceptions regarding susceptibility, severity, and consequences of nomophobia. A non-experimental descriptive research design was adopted for the study. Nursing students were selected using a random sampling technique. Data were collected using a standardized nomophobia questionnaire along with a structured sociodemographic questionnaire. Descriptive statistics were used to determine the prevalence and severity levels of nomophobia, while inferential statistics were applied to identify associations between nomophobia and selected demographic variables such as age, gender, family literacy, living situation, type of family, duration of mobile phone use, and purpose of phone usage. The findings of the study revealed that a considerable proportion of nursing students experienced moderate to severe levels of nomophobia, indicating a high dependency on mobile phones. Factors such as prolonged daily mobile phone usage and frequent internet access were significantly associated with higher levels of nomophobia. The study highlights the need for awareness programs, counseling, and educational interventions aimed at promoting healthy mobile phone usage habits among nursing students. Addressing nomophobia is essential to safeguard students' mental well-being, academic performance, and future professional competence in the healthcare field.

Keywords: Nomophobia, prevalence, assessment, nursing student, behavioral concern, sociodemographic questionnaire

INTRODUCTION

The phobia known as “nomophobia,” or “no-mobile-phone phobia,” is the fear of not having a cell phone or of not being able to use one [1]. This phenomenon is increasingly prevalent, particularly among young adults, including nursing students, who rely heavily on their phones for communication, information, and educational purposes. This study aims to assess the prevalence of nomophobia among nursing students and understand its potential impact on their academic and social lives. Nomophobia is a type of specific phobia characterized by the fear of being without mobile phone contact. It is a modern-age condition that has emerged as a consequence of increased interaction between individuals and mobile phone-based information and communication technologies. Nomophobia refers to a form of

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behavioral addiction toward smartphones associated with the anxiety caused by the detachment from the mobile network or inability to have access to a smartphone [2].

BACKGROUND OF THE STUDY

In the modern digital era, mobile phones are indispensable devices that facilitate communication, store information, capture images, and provide entertainment. Joseph Rain's statement, "These days we spend more time taking selfies than learning about the self," underscores the modern-day paradox of increased connectivity yet diminished self-awareness. The evolution from pigeons and letters to wireless communication has dramatically transformed societal interactions, making mobile phones central to daily life [3]. Nomophobia, often known as "no-mobile-phone phobia," is a developing mental illness marked by worry that people feel when they are not using their mobile devices [4]. This study aimed to assess the prevalence of nomophobia among nursing students at Chirayu College of Nursing, Bhopal, and examine the relationship between nomophobia and various sociodemographic factors. As mobile phones have become central to communication and education, increasing dependence on them has raised concerns about mental health, academic performance, and professional readiness among students. The study is framed using Rosenstock's Health Belief Model (HBM) [5, 6], which offers a lens for understanding students' perceptions of their susceptibility to nomophobia, the severity of its impacts, and the benefits and barriers to managing their mobile phone use. By addressing these factors, this study provides insights into preventive strategies that can enhance students' overall well-being and academic performance [6].

OBJECTIVE

To assess nomophobia scores among nursing students at Chirayu College of Nursing, Bhopal, and identify any association between nomophobia levels and selected sociodemographic variables.

REVIEW OF LITERATURE

Kanade A, Borade K, Mane A, Rich S, Kadam T, Thorat T, Rathod N (2023) conducted a quantitative descriptive cross-sectional survey among 390 participants selected through convenience sampling using a standardized scale to assess the level of nomophobia. Data were collected in three steps and evaluated using descriptive and inferential statistics. Results: The findings show that the majority of the 160 respondents (41%) had severe nomophobia, 33% had moderate nomophobia, 23% had mild nomophobia, and only 3% had no nomophobia. It was concluded that 97% of the respondents were nomophobic. The majority (41%) of the participants reported severe nomophobia, while the majority (33%) had mild nomophobia. Excessive smartphone use may lead to dependence on the phone [7].

Bulut A and Halil S (2023) defined nomophobia as the fear or anxiety experienced by an individual when they are unable to use or access their smartphone. Research has shown that the effects of nomophobia vary significantly by gender. Additionally, among college students, social interaction anxiety is a risk factor for future health issues. This study aimed to investigate how gender influences the association between social interaction anxiety and nomophobia. Data for the study were collected from 331 university students aged between 19 and 42 years. This study examined the moderating role of gender in the predictive relationship between social interaction anxiety and the different subdimensions of nomophobia. Social interaction anxiety significantly predicted students' inability to access information and communicate, with no variation based on gender. However, gender moderated the predictive effect of social interaction anxiety on the dimensions of convenience and connectedness [8].

Linson and Binu Joe (2021), of Sarvepalli Radhakrishnan University, Bhopal, India, conducted a study to evaluate the effectiveness of a structured training programme in improving knowledge and reducing the prevalence of nomophobia among students in selected colleges of Surendranagar District, Gujarat. A pre-experimental study was conducted among college students, using a one-group pretest and a post-test to determine the study's conclusions. The purposive sample strategy was utilized to conduct this investigation. 50 college students were chosen from various colleges of C.U. Shah

University. Data were collected using a structured demographic questionnaire and a structured knowledge questionnaire. A pretest was administered on the first day, followed by the teaching programme on the same day. The effectiveness of the teaching programme was evaluated on the eighth day. The overall pretest knowledge score was 43.4%, whereas the post-test knowledge score increased to 85.5%, indicating a highly significant improvement. An association analysis was also conducted to determine the influence of selected sociodemographic characteristics on knowledge scores [9, 10].

METHODOLOGY

A descriptive study was conducted to determine the prevalence of nomophobia among nursing students. The study was conducted at the Chirayu College of Nursing in Bhopal. A descriptive research design was used to conduct quantitative research. A sample of 100 nursing students was selected via random sampling, and data were collected using the nomophobia questionnaire (NMP-Q) [10]. Ethical considerations, reliability measures, and the data analysis plan, including statistical techniques, ensured the study's validity. This methodology supports a systematic investigation of the impact of nomophobia, ensuring reliable and generalizable findings.

RESULT

This study aimed to assess the prevalence of nomophobia among nursing students at Chirayu College of Nursing, Bhopal, and explore its association with selected sociodemographic variables.

1. *Age:* The majority of students (67%) were aged between 20 and 22 years, followed by 29% in the 17–19 age range, with only 4% aged 23–25.
2. *Gender:* A significant majority of the respondents were female (82%), with only 18% male respondents.
3. *Family literacy:* Over half of the students (54%) came from families in which both parents were educated. Around 32% had only the father educated, 9% had only the mother educated, and 5% came from families where both parents were uneducated.
4. *Living situation:* Most students (85%) stayed at home, whereas 15% stayed in a hostel.
5. *Type of family:* Students were nearly evenly split between nuclear (52%) and joint families (48%).
6. *Hours spent on mobile:* Most students (38%) used their mobile phones for 1–2 hours daily, 31% for 3–4 hours, 22% for 5–6 hours, and 9% used their phones for more than 6 hours.
7. *Reason for mobile use:* The primary reason for using mobile phones was to stay connected with family and friends (43%), followed by accessing social media and online content (38%); A smaller proportion used mobile phones to manage tasks and emails (9%) or alleviate feelings of anxiety and stress (10%).

A total of 75% of students exhibited moderate nomophobia, reflecting deep integration of mobile phones in their daily lives, while 14% had severe nomophobia, potentially affecting their academic performance and mental health. Only 11% demonstrated mild nomophobia. The mean nomophobia score was 80.56 (SD = 18.30) (Table 1). The study also examined the relationship between nomophobia and variables such as age, gender, family literacy level, place of residence, hours spent on mobile devices, and reasons for mobile use. While no significant associations were found between nomophobia and age, gender, family literacy, or hours of mobile use, a notable correlation was observed with the place of residence ($p < 0.05$). Students residing in hostels exhibited higher nomophobia levels compared to those living at home. These findings highlight the growing concern of mobile phone dependency among nursing students, with implications for academic performance and mental well-being. Further research is needed to explore interventions that address mobile phone addiction in educational environments.

Figure 1 shows the distribution of prevalence scores based on frequency, percentage, mean, and standard deviation.

Table 2 shows the association between the prevalence of nomophobia scores with variables, such as place, which is significant, and age, gender, family, family literacy level, hours spent on mobile, and reason for using mobile phone are non-significant.

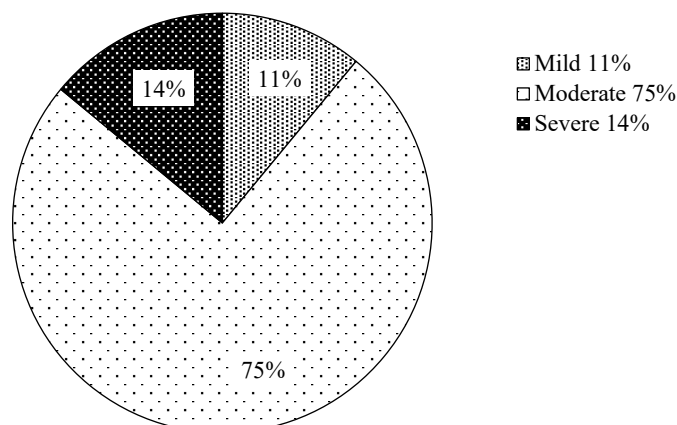


Figure 1. Distribution of prevalence scores.

Table 1. Distribution of prevalence scores based on frequency, percentage, mean, and standard deviation.

Level of nomophobia	Score	Percentage	Mean	SD
<60 Mild	11	11%	80.56	18.30
<100 Moderate	75	75%		
<140 Severe	14	14%		

Table 2. Association between the prevalence scores of students and their selected demographic variables.

S.N.	Variables	Mild (60)	Moderate (100)	Severe (140)	x ²	D.F.	T.V.	R
1.	Age							
	17–19 years	3	21	5	1.929	6	18.548	NS
	20–22 years	7	52	8				
	23–25 years	1	2	1				
	> 25 years	0	0	0				
2.	Gender							
	Male	2	10	6	6.967	2	10.597	NS
3.	What is your family's literacy level?							
	Both parents are educated	5	40	9	15.34	6	18.548	NS
	Only the father is educated	2	28	2				
	Only the mother is educated	2	6	1				
	Both parents are uneducated	2	1	2				
4.	Which place you stay?							
	Hostel	8	6	1	32.31	2	10.597	S
	Home	3	69	13				
5.	Type of family							
	Nuclear family	8	40	4	5.026	2	10.597	NS
	Joint family	3	35	10				

S.N.	Variables	Mild (60)	Moderate (100)	Severe (140)	x2	D.F.	T.V.	R
6.	<i>How many hours are spent with mobile:</i>							
	1–2 hours	4	29	5	3.523	6	18.548	NS
	3–4 hours	4	24	3				
	5–6 hours	2	17	3				
	> 6 hours	1	5	3				
7.	<i>What is the reason for using a mobile phone?</i>							
	To stay connected with family and friends	4	34	5	16.07	6	18.548	NS
	To access social media and online content	2	33	3				
	To manage work-related tasks and emails	3	4	2				
	To alleviate feelings of anxiety and stress	2	4	4				

DISCUSSION AND CONCLUSION

The study revealed a high prevalence of nomophobia among nursing students at Chirayu College of Nursing, with the majority (75%) experiencing moderate mobile phone dependency. A smaller but significant proportion of students (14%) exhibited severe nomophobia, which may negatively impact their academic performance and mental health. The analysis of sociodemographic variables showed a significant association between nomophobia and place of residence, with hostel students being more vulnerable to higher levels of nomophobia than their peers. However, no significant associations were found with other variables such as age, gender, family literacy, or hours of mobile use, suggesting that the context and environment, rather than personal or demographic factors, may play a stronger role in mobile phone addiction. These findings emphasize the importance of addressing nomophobia within educational institutions, as it has the potential to interfere with students' academic success and well-being. Future studies should explore targeted interventions and awareness programs to promote healthier relationships with mobile devices, particularly among students living away from home.

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