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NOMOPHOBIA AND STUBBORNESS AMONG COLLEGE STUDENTS

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ABSTRACT

The purpose of research was to study of Nomophobia and Stubbornness Among College Students. For this purpose, total 120 college students (60 males, 60 females) were taken as a sample. Nomophobia scale and Stubbornness scale was used for measuring. Nomophobia scale was developed by Dr. Dhara R. Doshi and Unnati Desai, Neha bediya, hiteshri agheda (2025). Stubbornness scale was developed by Dr. Dhara R. Doshi and Kartavi N. Bhatt (2024). t-test was used for data analysis. The result of nomophobia was found ($t = 1.25$) and the result of stubbornness was found ($t = 0.85$). The result of correlation between nomophobia and stubbornness was found ($r = 0.21$). The result was found that, there was Significant Effect of nomophobia on stubbornness in college students. There was a positive correlation found between nomophobia and stubbornness.

Keywords : Nomophobia, Stubbornness, Gender

I. Introduction :

The daily use of smartphones has become an integral part of our lives, which changes a person's daily activities and habits (Bragazzi et al., 2019). The benefits of smartphones depend on the purpose and pattern of their use. Excessive or distracting use of smartphones can negatively impact students' academic activities and lead to poor academic outcomes (Hsieh, 2025). Contemporary youth use smartphones for a variety of activities, such as education, entertainment, information, Internet access, social media, and communication (Aker et al., 2017).

One of these problems is nomophobia. Nomophobia is a fear or anxiety that occurs when a person is unable to use their mobile phone (King et al., 2010). People with nomophobia experience anxiety when their phone is lost, the battery dies, the internet connection is unavailable, or they are unable to communicate or interact with others. Research shows that high levels of nomophobia affect students' concentration, sleep, academic performance, and mental health (Yildirim & Correia, 2015). The term nomophobia means "no mobile phone phobia". It was first coined in 2008 by a study conducted by the U.K. Post Office. In a Turkish study, male students scored significantly higher than female students on all dimensions of Nomophobia. The study concluded that higher Nomophobia levels in male students may be associated with greater smartphone dependence (Kıvrak, et al., 2021).

Nomophobia is defined as the difficulty of being without a mobile phone and has been linked to negative health outcomes, particularly for college students. However, it is becoming increasingly clear that nomophobia is becoming a global concern (Lapitan et al., 2026).

Another important psychological characteristic is stubbornness. Stubbornness can be understood in relation to cognitive rigidity, which refers to a tendency to remain fixed in one's opinions, attitudes, or behavioral patterns and to show reluctance to consider alternative ideas or perspectives (Oreg, et al., 2003). Digital tools have improved the means of communication, but they have also added things like comparisons, maintaining relationships, and emotional distancing (Sharma & Kaur, 2024). As a result, interpersonal conflicts arising from ego clashes, power struggles, and stubborn behavior have become severe, resulting in reduced satisfaction in personal relationships and a breakdown in emotional connection.

Stubbornness is an important psychological trait that affects how an individual respond to changing situations and behavioral demands. A stubborn individual displays rigidity in their thoughts, evaluations, and decisions. Research has demonstrated stubbornness as a meaningful personality-related variable among youth and has reported a positive relationship between stubbornness and aggression (Vala & Sheth, 2026). Therefore, examining stubbornness along with technology-related behaviors such as nomophobia may provide useful insights into individual differences in students' behavioral patterns.

Although many studies have examined nomophobia, very few have explored its relationship with stubbornness among university students. Therefore, this study aims to examine the relationship between nomophobia and stubbornness among university students.

II. Objectives :

1. To find gender-based (male/female) significant difference between the mean of nomophobia among college students.
2. To find gender-based (male/female) significant difference between the mean of stubbornness among college students.
3. To find correlation between nomophobia and stubbornness.

III. Null Hypotheses :

1. There will be no gender-based (male/female) significant difference in nomophobia among college students.
2. There will be no gender-based (male/female) significant difference in stubbornness among college students.
3. There will be no correction between nomophobia and stubbornness.

IV. Methodology :

4.1 Population and Sample :

In this study, a total of 120 college students ($N = 120$) were sample using random sampling method. Here, 60 males and 60 females were taken as samples. students were between the ages of 18 and 25. For data collection, a list of colleges under Bhaktakavi Narsinh Mehta University in Junagadh district was prepared, some colleges were randomly selected from them and data was collected by meeting the students individually.

4.2 Research Tools :

4.2.1 Nomophobia Scale :

To measure the level of Nomophobia among youths, Nomophobia Scale developed by Dr. Dhara R. Doshi and Unnati Desai, Neha bediya, hiteshri agheda (2025) was used. The scale consists of 40 statements. The split-half method has been used to verify its reliability. Its value is found to be 0.58. The logical validity of this test was used. Nomophobia scale can be used on anyone between the ages of 14 and 34. This scale can be used to study various factors such as gender differences, residential differences, educational matters, economic status, etc.

4.2.2 Stubbornness Scale :

To measure the level of Stubbornness among youths, the Stubbornness Scale developed by Dr. Dhara R. Doshi and Kartavi N. Bhatt (2024) was used. The scale consists of 30 statements. The obtained reliability values were 0.81 and 0.68 respectively, which are significant at the 0.01 level. Further, based on the Test-Retest method, a retest was conducted after an interval of one to one and a half month. The correlation between these two tests was 0.85, also significant at the 0.01 level. Here, 110 samples were administered the Test-Retest. Thus, both methods indicate a high level of reliability for this Stubbornness Scale. For establishing the validity of the present scale, it was sent to five subject experts in psychology. 90 percent of these evaluators (experts) agreed that the scale appropriately measures Stubbornness.

4.3 Data Collection :

According to the purpose of present research, the null hypothesis has been created. The statistical technique was chosen to collect reliable information. The purpose of the research is on nomophobia and stubbornness among college students. For this, Nomophobia scale which was developed by Dr. dhara, unnati, neha, hiteshri (2025), Stubbornness scale which was developed by Dr. dhara R. doshi and kartavi bhatt (2024) which was used for data collection.

4.4 Research Design :

The purpose of the research was to measure effect of nomophobia and stubbornness among college students. 120 students were selected for sample by random method. t-test was used to find the difference between the mean of the two variables. Carl Pearson correlation method was used to check the correlation between the two variables.

V. Result And Discussion :

Result Table : 1

Table of t-value, mean and SD of nomophobia among college students :

Variable	N	Mean	SD	t	Sig.
Male	60	15.47	4.37	1.25	NS
Female	60	14.38	5.08		

Significant level 0.05 = 1.98

0.01 = 2.62

According to result table 1, it indicates that the calculated t-value for Nomophobia among college students was 1.25. Also the findings of nomophobia showed that female students had a slightly lower mean score ($M = 14.38$, $SD = 5.08$) than male students ($M = 15.47$, $SD = 4.37$). The obtained t-value was lower than the critical t-value required for significance at the 0.05 level ($t = 1.98$) and also at the 0.01 level ($t = 2.62$). Therefore, the null hypothesis indicating that there is no significant difference in Nomophobia among college students was accepted.

The aim of this study was to examine nomophobia and stubbornness in college students. In today's times, the use of mobile phones has become an important part of the daily lives of both male and female students. Since students of both genders use mobile phones or the internet for information retrieval, study, online education, social media, entertainment and communication, it is possible to see similarities in their nomophobia-based attitudes. Therefore, if students from both groups use smartphones for approximately the same amount of time, it is natural that there is not much difference in their level of nomophobia either.

Additionally, social media, online learning, and the need to stay connected may increase reliance on mobile phones in both groups. Especially for students, the need for phones for study-related information, WhatsApp/other online media, and educational materials may make the discomfort of being away from mobile more related to factors other than gender.

The findings of this study match those of Navas-Echazarreta et al.(2023). Their research examined the nomophobia in university students during COVID-19 outbreak, There was a cress-sectional study. In this study, no statistically significant difference was observed in nomophobia scores among university students based on gender. The average nomophobia score for female students was slightly higher than that of male students (Female $M = 72.0$; Male $M = 70.5$), but this difference was not significant. Thus, this study found a significant difference in nomophobia based on gender.

The study by Kivrak A. O. (2021) not supports these findings. Their research examined the relationship between nomophobia, stress coping, and anger expression styles among university students in Turkey. The findings showed that male students scored significantly higher than female students on all dimensions of nomophobia. However, no significant gender differences were found in anger expression styles or stress coping. Furthermore, age and residential status did not significantly influence levels of nomophobia, anger expression, or stress coping. The study results suggest that higher nomophobia levels among male students may be associated with greater smartphone dependence, while the similarities in anger expression and stress coping may reflect changing social roles and status between men and women.

Result Table : 2

Table of t-value, mean and SD of stubbornness among college students :

Variable	N	Mean	SD	t	Sig.
Male	60	93.32	6.33	0.85	NS
Female	60	94.33	6.75		

Significant level 0.05 = 1.98

0.01 = 2.62

According to result table 2, it indicates that the calculated t-value for Stubbornness among college students was 0.85. Also the findings of stubbornness showed that male students had a slightly lower mean score ($M = 93.32$, $SD = 6.33$) than female students ($M = 94.33$, $SD = 6.75$). The obtained t-value was lower than the critical t-value required for significance at the 0.05 level ($t = 1.98$) and also at the 0.01 level ($t = 2.62$). Therefore, the null hypothesis indicating that there is no significant difference in Stubbornness among college students was accepted.

The findings of the study show that there is no statistically significant difference in stubbornness between male and female students. However, the average score of female students was slightly higher than that of male students. This result suggests that there is no significant difference in stubbornness based on gender. One possible reason for the slightly higher average score among female students may be that awareness of one's own choices, desires, opinions, and independence increases during adolescence. In some situations, students are persistent in their choices or decisions, which is expressed as stubbornness. Sometimes, family environment and parental expectations also cause stubbornness to increase. When there is a difference of opinion between parents and students regarding studies, career, friends, social media, mobile use, or daily life decisions, some students try to be more persistent in their ideas, resulting in conflict.

In addition, personality traits, self-control, confidence, emotional maturity, and social situations can also affect stubbornness. Therefore, it may be somewhat appropriate that there is no difference in stubbornness based on gender. Female students did have slightly higher levels of stubbornness, but this difference was not large enough to be significantly associated with gender.

The findings of this study match those of Vala U. & Sheth J. (2026). Their research examined the effects of birth order and gender on stubbornness and aggression in young people. The study found that gender did not have a significant difference on stubbornness ($F = 3.65$). Thus, although the mean score of female students in the present study was slightly higher, this difference was not statistically significant, suggesting that stubbornness cannot be explained solely on the basis of gender. Instead, other factors such as individual personality traits, family environment, parental expectations, self-control, and social factors may be related to stubbornness.

Result Table : 3

Table of correlation between Nomophobia and Stubbornness

Variable	N	Mean	r
Nomophobia	120	14.93	0.21
Stubbornness	120	93.83	

Significant level 0.05 = 0.18

0.01 = 0.23

According to Result Table 3, there was a positive correlation between Nomophobia and stubbornness ($r = 0.21$). Also the findings of nomophobia showed that university students had a mean score (14.93) and stubbornness showed that university students had a mean score (93.83). This implies that the students with greater Nomophobia are there to display higher stubbornness. There is a significant difference at the 0.05 level, so the null hypothesis formulated earlier is rejected.

The Study findings indicate a positive correlation (0.21) between nomophobia and stubbornness, which was statistically significant at the 0.05 level. This result suggests that as the level of nomophobia greater among students, there is a higher in stubbornness. Factors contributing to this correlation may include increasing dependence on mobile phones, resistance to restrictions on mobile phone usage, a tendency to prioritize personal choices, desires, and independent decision-making, the need to maintain social connections, and difficulties with self-control. Furthermore, young college students often rely excessively on mobile phones for their education and to access necessary information, thereby avoiding listening to others. Consequently, it can be said that stubbornness increases alongside the rise in mobile phone usage.

VI. Conclusion :

1. There was no gender-based (male/female) significant impact of nomophobia in college students.
2. There was no gender-based (male/female) significant impact of Stubbornness in college students.
3. There was a positive correlation between nomophobia and stubbornness.

VII. Limitations Of The Study :

The present research is limited to the college students of Junagadh city. Sample of the present research is of 120 students ; its results cannot be generalized from above. This result cannot be applied to any other age people as this research has been done only on college students. This research was done through questionnaire method; it may be that the respondents gave good answers rather than the right ones. The research included between the ages of 18 to 25.

VIII. Suggestions For Future Research:

In the present research, 120 college students have been taken, but by making a comprehensive generalization of it, a more accurate result can be obtained by increasing the size of the sample. Instead of using questionnaires for data collection in the present research, more in-depth studies can be done using other alternative methods such as Interviewed method, observation method, etc. Only college students of age 18 to 25 years have been included in the presented research. In the present research, only college students have been taken.

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