

## Relationship between Social Media Usage and Nomophobia during the Covid-19 Pandemic

Snehaprava Sahoo<sup>1</sup>, Dr. Rupashree Brahma Kumari<sup>2\*</sup>

### ABSTRACT

People worldwide are largely engaged with mobile phones, especially Smartphones. It is the communicative tool used by people of all ages, but specifically by young generations. Many students engage in social media activities by using Smartphones. The main aim of this research is to investigate the role of gender in the correlation between social media usage and nomophobia during the COVID-19 pandemic. The samples are randomly selected from western Odisha through the purposive sampling method. The researcher collected data from 80 samples by using the “Nomophobia Questionnaire (NMP-Q)” and the “Social media addiction scale (SMAS)”. The researcher examined the data with the help of “descriptive statistics”, “Pearson product moment correlation coefficient analysis” and “uncorrelated t-test” through SPSS version 20 software. This study concluded that there is a positive correlation between social media usage and nomophobia. This study also revealed that there is no significant difference between male respondents and female respondents based on their level of nomophobia and social media usage.

**Keywords:** Covid-19, Pandemic, Smartphone, Social Media Addiction (SMA), Nomophobia, Gender

The COVID-19 pandemic has had a major impact on human lives and their everyday functioning. Educational institutions and Social Avenue have been positioned on prolonged lockdowns, with people continuing to maintain physical and social distance. Adolescents and young people have had to undergo significant stress, loneliness along with dealing with developmental characteristics. Studies showed that adolescents were utilizing social media and the internet more than adults before the government enacted the COVID-19 lockdown to stop the virus from spreading (Kirkaburun & Griffiths, 2018). When people particularly students depend too much on their smartphones, it results in many discomforts, unnecessarily worrying about the outcomes in situations when they don't have their phones and they habitually become less productive and start to procrastinate a lot. Students are using smartphones more, which increases the risk of smartphone addiction or nomophobia. Using internet-based technology on smartphones, schools, colleges and universities have turned to e-classes as a means of teaching during the lockdown. As a

<sup>1</sup>Ph.D. Scholar, School of Psychology, G.M. University, Sambalpur, Odisha, India

<sup>2</sup>Assistant Professor, School of Psychology, G.M. University, Sambalpur, Odisha, India

\*Corresponding Author

Received: May 24, 2022; Revision Received: August 9, 2022; Accepted: August 19, 2022

## Relationship between Social Media Usage and Nomophobia during the Covid-19 Pandemic

result of this increased exposure to smartphones, students are at a higher risk of nomophobia. Social media platforms act as a medium of online communication among students that helps to overcome barriers of distance. Adolescence is a crucial and challenging period of the lifespan as they contract with different types of personal and educational burdens as well. In the twenty-first century, there are several social networking sites like Facebook, WhatsApp, Telegram, Twitter, Instagram, Snapchat, and YouTube that have become the most often used item among teens. As per the data collected in January 2021 yielded there were 448 million social media or social networking sites users in India. Indian social media users grew by 78 million between 2020 and 2021. Indian social media users account for 32.3% of the country's overall population (January 2021). Mobile phone use is the most powerful non-drug addiction of the twenty-first century. Excessive smartphone use has resulted in a syndrome known as "Nomophobia". The phrase "nomophobia" is an acronym for "no mobile phone phobia," which refers to the "fear of not being able to communicate, lose connectivity, access information, and give up the convenience that smartphones afford" (Yildirim & Correia, 2015). Nomophobia is described in the DSM-IV and it is projected to be scheduled as a "situational phobia" under "specific phobia" acknowledged in Diagnostic Statistical Manual-V.

### *Research questions*

- What effect does Social Media use have on students' nomophobic behavior?
- Does the level of social media addiction of undergraduate students differ in terms of gender?
- Does the level of nomophobia of undergraduate students differ in terms of gender?

## **REVIEW OF LITERATURE**

According to Mastrodicasa and Metellus (2013), social media has both beneficial and bad effects on college students, depending on how these social networking sites are used. Social media has a dual (positive and negative) impact on student achievement, according to Talaue, AlSaad, AlRushaidan, AlHugail, and AlFahhad (2018). They stated that smartphones provide a variety of exciting functions, including connections with friends, newspapers, numerous social networking sites, and YouTube videos. All these sources can take the leisure time of students. Instead of engaging in sports, studying books, they will spend time on social media which may negatively affect students' physical as well as intellectual development. Similarly, social networks also have positive impacts on students. There are so many educational groups and videos that are accessible on social networks like Facebook and YouTube. Moreover, interaction with friends or peers through social networks can facilitate a student to be more sociable, get new friends to discuss informative talks or views. Yıldız (2018) investigated to examine nomophobia as the consequence of heavy usage of Social networking sites, loneliness and locus of control. Nomophobia was found to have a substantial relationship with the quantity of time spent on social media and the degree to which they became hooked to it, according to the findings. The result also found a positive association between social media addiction and nomophobic behaviour of adolescents and locus of control has the least positive association with nomophobia. Loneliness also plays a major role and act as a predictor of nomophobic behaviour. Durak (2019) conducted a study among 612 adolescents and the result revealed that smartphone addiction and nomophobia are positively associated. The result also suggested that students' academic performance is negatively related to nomophobic behaviour. Louragli, Ahami, Khadmaoui, Mammad, and Lamrani. (2018) found that the Smartphone is the most used gadget than the laptop which leads to a negative correlation between school performance

## Relationship between Social Media Usage and Nomophobia during the Covid-19 Pandemic

and the levels of Nomophobia. Smart phones' appealing features connected people in everyday life by allowing them to make voice conversations, video calls, instant chatting, tag news feeds, sending emails, view or share photos and videos, playing online games, particularly on social media (Samaha & Hawi, 2016). Turkish Statistical Institute (TURKSTAT, 2016), 96.9% of Turks own smartphones (Zheng & Lionel, 2010) found that 82.4% of individuals engage in social media activities while using the internet in their smartphone. Research of young individuals found that social media users had higher levels of nomophobia than the general population (Gezgin, Şahin, and Yıldırım, 2017). Nomophobia and the sum of moment spent on social networking sites each day, and social media addiction, were illustrated to have a significant relationship. Adolescents' use of cellphones is supposed to be influenced by their attraction to social media (Durak, 2018). Ayar, Gerçeker, Zdemir, and Bektas (2018) investigated the impact of the internet facilities, social networking sites, and social anxiety on nomophobic behaviour among 755 undergraduate nursing students. The findings revealed that nomophobia levels have a positive correlation with variables. Chen, B et al., (2017) revealed that male students preferred to have fun with games, pay attention to music & watch videos. Whereas, female students preferred to engage in social networking services. The results indicated no gender differences in the prevalence of smartphone addiction. Demirci k et al., (2015) stated that female students scored a higher smartphone addiction than male students. This matches the findings of earlier studies (Kwon M et al.,2013). According to several studies females are more expected than males to be obsessed to their smartphones (Tavakolizadeh et al., 2011-2012; Razavi, 2014; Demirci K et al., 2015; De-Sola et al., 2016). Roberts, Yaya, Manolis (2014) found that voice calls, text messages, and social networking sites are the most harmful applications. De-Sola Gutiérrez, Rodríguez, Rubio (2016) suggested that the mobile phone is a means of social contact with the help of messaging & social networking sites. The study concluded that male students' usage of gaming apps on smartphones linked to addiction, where female students' use of multimedia and social networking apps predicted addiction. The result proposes that smartphone addiction may lead several psychological as well as behavioural problems, such as poor sleep quality, depression and anxiety, with females being more prone than males to be depressed. Noguti et al., (2019) proposed that males and females had different motivations for using social media. They concluded that males use it basically for entertainment and recreation and females using it mostly for information and interpersonal communication. Moreno-Guerrero, Aznar-Díaz, Cáceres-Reche, and Rodríguez-García, (2020) found that nomophobia is more common in women than men. Sagita, and Santika (2020) examined that the girls have higher nomophobia than men because they are unable to communicate appropriately while using their smartphones. Kumar, and Thomas, (2020) suggested no gender differences in the level of Nomophobia and Anger and there is a significant relationship between nomophobia and anger among UG students during the COVID-19. Females are more prone than males to become addicted to social media (Andreassen et al., 2017; Martinez-Ferrer et al., 2018; Demircioğlu and GöncüKöse., 2018; Romero-Abrio et al., 2019). Chae et al., (2018) revealed that females show higher inclinations for social media addiction when it comes to interpersonal association. When the social desires and requirements aren't completely addressed in real life, individuals are more inclined to turn to social media activities, which can lead to addiction. Some researchers found that males score higher on social media addiction than females (Robles, 2016; Cam & Isbulan, 2012).

### *Objectives*

1. To analyze the correlation between social media usage and nomophobia during the pandemic

## Relationship between Social Media Usage and Nomophobia during the Covid-19 Pandemic

2. To examine the role of gender on the level of nomophobia
3. To study the role of gender on social media usage

### *Hypotheses*

H<sub>1</sub>: Social Media use will have a positive effect on Nomophobia.

H<sub>2</sub>: Female students will have a higher level of nomophobia as compared to their male counterparts.

H<sub>3</sub>: Female students will have a higher degree of social media addiction as compared to their male counterparts.

## **METHODOLOGY**

### *Sample*

The study consists of 80 samples from western Odisha who are continuing their under graduation in arts, commerce and science. Participants who have the willingness to participate and will meet inclusion criteria will be included in the present through the method of purposive sampling.

### *Instruments*

- **Sociodemographic Information:** Sociodemographic information contains information about: Gender, age, marital status, name of the educational institution, duration of smartphone and mobile internet use, usage of social media sites (hour /day) and the reason for usage.
- **The Nomophobia Questionnaire (NMP-Q):** “The NMP-Q a data collection tool developed by Yildirim and Correia (2015). The scale is composed of a total of 20 Likert-type items that range from 1 to 7. This scale contains four sub-scales: not being able to communicate, losing connectedness, not being able to access information, and giving up convenience.”
- **Social Media Addiction Scale (SMAS):** “Social media addiction scale developed by Aylın TUTGÜN-ÜNAL and Levent DENİZ (2015). This scale is composed of 41 items and contains four sub-scales: Occupation, Mood Modification, Relapse, and Conflict.”

### *Procedures*

The investigator contacted arts, commerce and science under graduate students from western Odisha who were using Smartphone and having social media account on their phone. Then the researcher selected 80 participants who met the inclusion criteria through the purposive sampling method. Out of 80, male and females, respondents were 40 each. Firstly, the investigator had to establish rapport with the participants. After taking their consent, the investigator was proceeding with her research work. Proper instruction had given to the subject before filling up the questionnaires. After the selection of samples, The Nomophobia Questionnaire (NMP-Q) were given to the participants and those having scores below 21(no nomophobia) were excluded from the study. At that time Social Media Addiction Scale (SMAS), along with demographics questionnaires were distributed among participants to administer the study. Then the data obtained from the assessment tool were coded and accordingly quantitative evaluations of the data were carried out for results. Results and findings were accordingly discussed.

### *Design and data analysis techniques*

The quantitative data collected from the respondents was analyzed using SPSS version 20 by the researcher. Descriptive statistics such as “mean” and “standard deviations” were used to

## Relationship between Social Media Usage and Nomophobia during the Covid-19 Pandemic

examine the demographic variables. To establish the relationship between nomophobia and the social media addiction of students, “Pearson correlation coefficient” was used. To measure the gender differences between male and female respondents an “independent t-test” technique used.

### RESULTS

*Table 1 represents the sociodemographic details of the participants*

Variables	Categories	No. of sub(n)	Percentage (%)N=80
Gender	Male	40	50
	Female	40	50
Region	Urban	50	62.5
	Rural	30	37.5
Stream	Arts	40	50
	Commerce	15	18.75
	Science	25	31.25
Duration of smartphone use (Per day)	1-3hr	22	27.5
	3-5hr	27	33.75
	5-7hr	20	25
	More than 7hr	11	13.75
Usage of social media sites per day	1-3hr	57	71.27
	3-5hr	12	15
	5-7hr	9	11.25
	More than 7hr	2	2.5
Percentage of marks obtained from last appeared exam	50-60%	10	12.5
	60-70%	22	27.5
	70-80%	33	41.27
	80-90%	15	18.75
Most used mobile applications	Facebook	70	87.5
	WhatsApp	80	100
	Instagram	65	81.25
	YouTube	80	100
	Telegram	60	75
	Pinterest	6	7.5
	Snapchat	15	18.75
	LinkedIn	7	8.75
Others*	4	5	

\*Quora, Wechat etc.

*Table 2 represents descriptive statistics i.e.; mean and standard deviations were used to analyze the level of nomophobia and social media addiction of respondents.*

Inventories	Mean	SD	N
The Nomophobia Questionnaire(NMP-Q)	76.91	23.72	80
Social Media Addiction Scale (SMAS)	103.33	27.18	80

As shown in table 2, the mean score of nomophobia of the total number of participants is 76.91 (50.65%) out of 140 and the SD is 23.72 whereas, the mean score of social media addiction of the total number of participants is 103.33 (50.4%) out of 205 and the SD is 27.18.

**Relationship between Social Media Usage and Nomophobia during the Covid-19 Pandemic**

*Table-3 represents the relationship between nomophobia and social media addiction of students by using Pearson's Correlation Coefficients method*

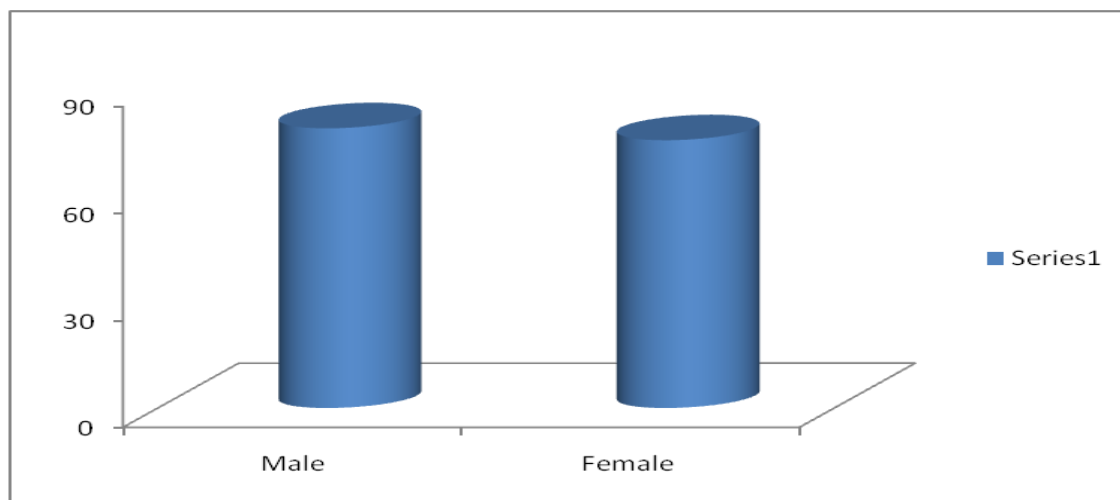
Inventories	Statistical method	NMP-Q	SMAS
The Nomophobia Questionnaire (NMP-Q)	Pearson correlation Sig.(2-tailed) N	1  80	.494 .000 80
Social Media Addiction Scale (SMAS)	Pearson correlation Sig.(2-tailed) N	.494 .000 80	1  80

The results ( $r=.494$ ) of this table revealed that there is a statistically significant positive relationship between nomophobia and social media addiction of students.

*Table 4 represents an uncorrelated t-test to examine whether or not there is a significant difference between male and female students in their level of nomophobia.*

Gender	N	Mean	SD	DF	t-test	Result
Male	40	78.48	22.98	78	.628	$P>.05$ (not sig)
Female	40	75.13	24.73			

The result of this table showed that there is no significant differences between male and female respondents on their level of nomophobia ( $t= 628, p>.05$ ). This result implies the role of gender doesn't effect on the level of nomophobia (Fig:1).



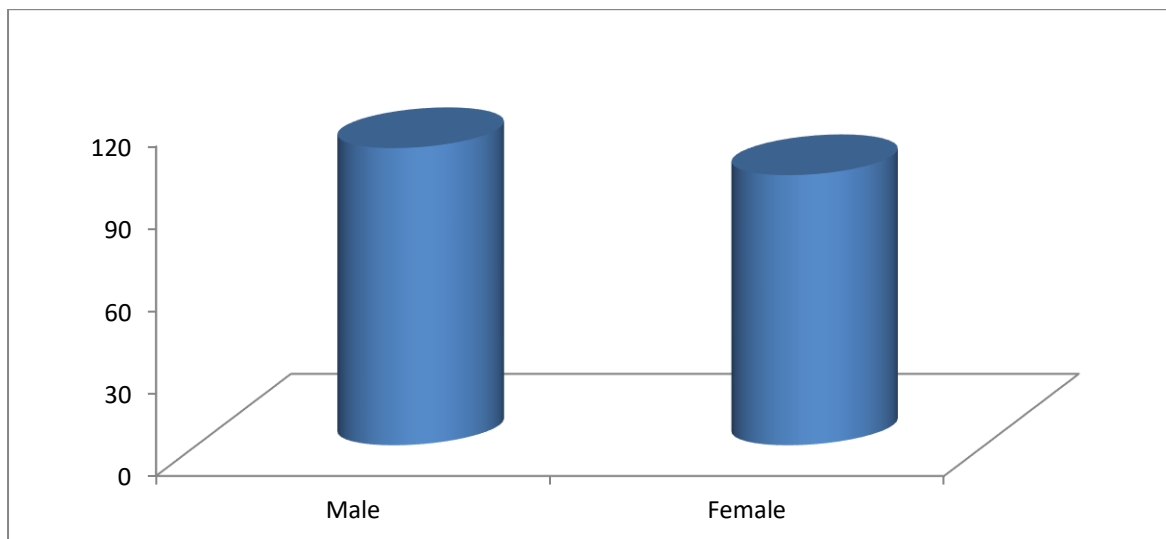
**(Figure:1)**

*Table 5 represents an independent t-test to examine whether or not there is a significant difference between male and female students in their level of social media addiction.*

Gender	N	Mean	SD	DF	t-test	Result
Male	40	108.25	25.28	78	1.636	$P>.05$ (Not sig)
Female	40	98.40	28.45			

The result of this table showed that there are no significant differences between male and female respondents on their social media addiction ( $t = 1.636, p>.05$ ). This result implies the role of gender doesn't effect on the level of social media addiction (Fig: 2)

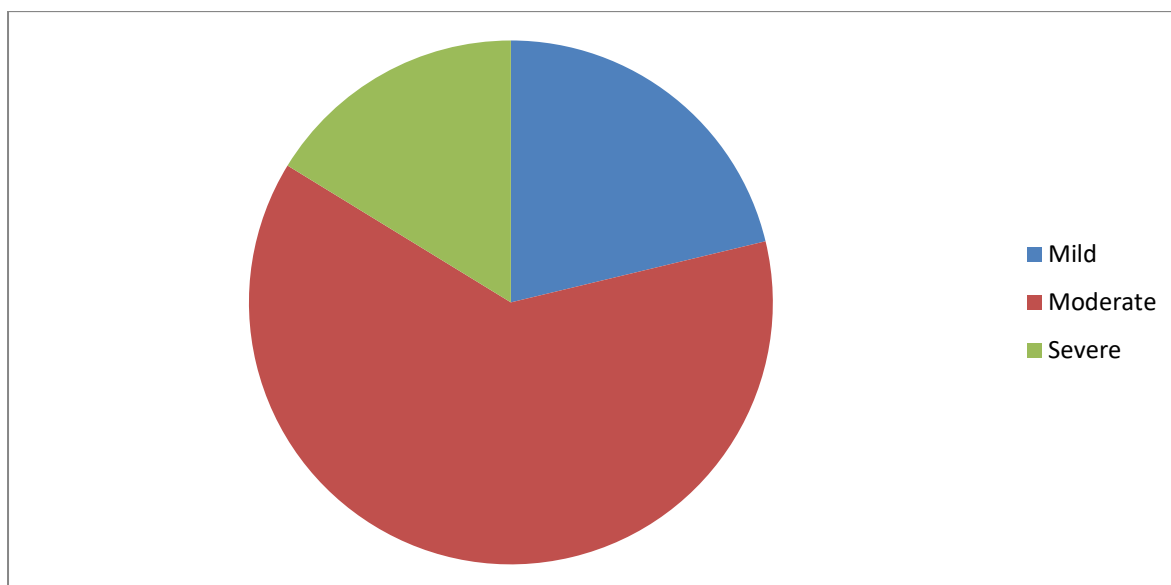
## Relationship between Social Media Usage and Nomophobia during the Covid-19 Pandemic



(Figure:2)

Table 6 represents level of Nomophobia of respondents (Fig:3)

Level of Nomophobia	Range	Gender (N=80)			Percentage (%)
		Male (n <sub>1</sub> )	Female (n <sub>2</sub> )	Total (n)	
Mild	21-59	8	9	17	21.25
Moderate	60-99	25	25	50	62.5
Severe	100-140	6	7	13	16.25

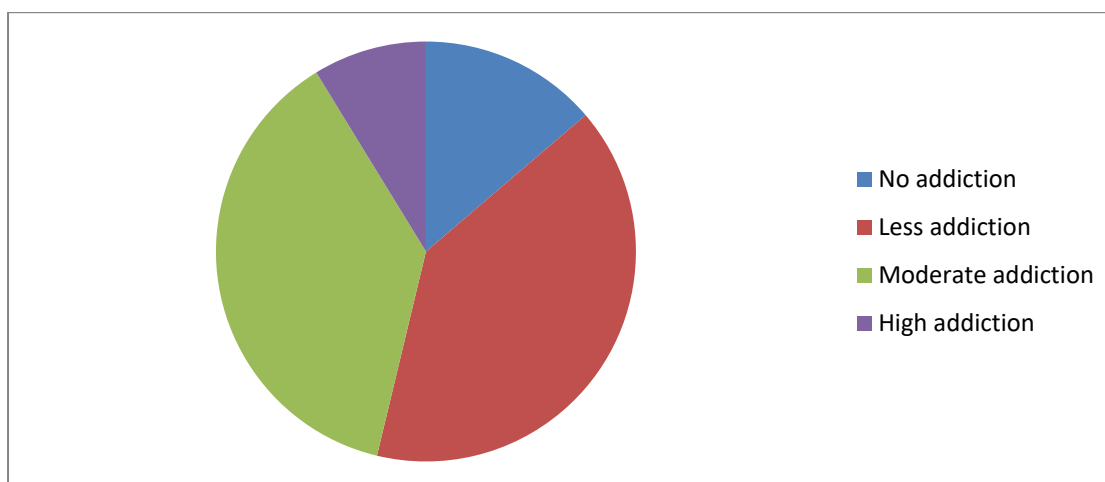


(Figure: 3)

Table 7 represents level of Social media addiction of respondents (Fig: 4)

Level of social media addiction	Range	Gender (N=80)			Percentage (%)
		Male(n <sub>1</sub> )	Female (n <sub>2</sub> )	Total(n)	
No addiction	41-71	3	8	11	13.75
Less addiction	74-106	16	16	32	40
Moderate addiction	107-139	15	15	30	37.5
High addiction	140-170	4	3	7	8.75

## Relationship between Social Media Usage and Nomophobia during the Covid-19 Pandemic



(Figure: 4)

### DISCUSSION

The present research intended to analyze the relationship between social media and nomophobia during the COVID-19 pandemic of UG students from western Odisha. Along with the participants' level of nomophobia & social media addiction the present study also analyzed their demographic factors such as gender, region, stream, duration of smartphone and social media use per day, percentage of marks obtained from the last appeared exam and most used mobile applications. The SPSS 20 version software was used to investigate the researcher's quantitative data. Pearson correlation coefficient, t-test and descriptive analysis are also used to analyze the research data.

This study randomly collected data from 80 respondents. Among them, 40 samples belong to the male group and the other 40 samples are from the female category. Table 1 shows that, out of 80 participants, 62.5% were drawn from the urban areas and 37.5% from the rural areas. The stream of respondents was categorized into arts, commerce and science, there were 50% arts, 18.75% commerce and 31.25% science undergraduate students were selected. Demographic data reveals the duration of smartphone use per day of students, among them 27.5% of respondents were engaged 1-3 hours per day, 33.75% were engaged 3-5 hours, 25% were engaged 5-7 hours and 13.75% of respondents were engaged more than 7 hours per day. Similarly, data shows participants' duration of social media use per day and among participants, 71.27% were used 1-3 hours, 15% were used 3-5 hours, 11.25% were used 5-7 hours and 2.5% of students were used more than 7 hours per day. The demographic table of the study shows the percentage of marks of students obtained from the last appeared exam. Among them 12.5% secured 50-60%, 27.5% secured 60-70%, 41.27% secured 70-80% and 18.75% of students secured 80-90% of marks. The table also shows the most used mobile applications. 87.5% of respondents used Facebook, 100% used WhatsApp, 81.25% Instagram, 100% used YouTube, 75% used Telegram, 7.5% used Pinterest, 8.75% used Snapchat, 8.75% used LinkedIn and 5% of participants used others sites. It implies that WhatsApp & YouTube are the most used social networking sites by respondents.

Table 2 represents descriptive statistics i.e., mean and standard deviations to analyze the level of nomophobia and social media addiction of respondents. Table 3 shows the relationship between nomophobia and social media addiction of students by using Pearson's Correlation Coefficients method. The results revealed that there was a positive correlation between social media addiction and nomophobia, which supported H<sub>1</sub>. This result is following other researches that revealed that the use of nomophobia is the consequence of



## Relationship between Social Media Usage and Nomophobia during the Covid-19 Pandemic

heavy usage of social media. The findings point out that there is a positive association between social media use and nomophobia (Yıldız, 2018). Whereas the result doesn't support H<sub>2</sub> and H<sub>3</sub>. Table 4 represents an uncorrelated t-test to examine whether or not there is a significant difference between male and female students in their level of nomophobia (Fig:1). This study discovered that there is no significant difference between male respondents and female respondents based on their level of nomophobia, which contradict H<sub>2</sub> and H<sub>3</sub>. Table 5 represents an uncorrelated t-test to examine whether or not there is a significant difference between male and female students in their level of social media addiction (Fig:2). The results resemble the study investigated by Khattak, Ahmad, & Mohammad, (2017) in which no gender difference in Facebook addiction was found. Gonçalves, Dias, & Correia, (2020) suggested that nomophobia is independent of gender. Afacan, & Ozbek, (2019) found no significant gender difference was found in Social Media Addiction. Dailey, Howard, Roming, Ceballos, and Grimes, (2020) revealed gender was not a significant predictor of social media addiction. Hawi, and Samaha, (2017) found no gender differences between social media addiction and life satisfaction. Table 6 shows the level of Nomophobia of respondents (Fig:3). This table reveals that 21.25% of respondents suffer from mild nomophobia, 62.5% from moderate nomophobia and 16.25% of respondents from severe nomophobia. Table 7 represents the level of Social media addiction of respondents (Fig: 4). It reveals that 13.75% of participants have no addiction, 40% have less addiction, 37.5% have moderate addiction and 8.75% of students have high social media addiction.

## CONCLUSION

This present study found that there is a positive relationship between social media addiction and nomophobia. The results revealed that there is no difference between male respondents and female respondents based on their level of nomophobia. Findings also revealed gender was not a significant predictor of social media addiction.

### *Recommendations for future researches*

Radtke, T et al; (2021) recommended that digital detox interventions have been recommended as a way to mitigate the detrimental effects of using digital devices like smartphones and social media. In future, a similar survey can be conducted with large or more diverse samples. Previous researches have used students as samples; we encourage future researchers to include a sample from the other population. There is a need to do longitudinal studies, and other studies in the future need to use additional variables and other research methods that can be used for advanced inferential statistics. The study can give more reliable information if some measures are taken to control or minimize the rate of false responses. Future research should build on these outcomes to look into not only the aforesaid relations, but also prevention and therapeutic strategies.

## REFERENCES

- Afacan, O., & Ozbek, N. (2019). Investigation of Social Media Addiction of High School Students. *International Journal of Educational Methodology*, 5(2), 235-245.
- Anderson, E. L., Steen, E., & Stavropoulos, V. (2017). Internet use and Problematic Internet Use: a systematic review of longitudinal research trends in adolescence and emergent adulthood. *International Journal of Adolescence and Youth*, 22(4), 430-454. doi:10.1080/02673843.2016.1227716
- Andreassen, C. S., Pallesen, S., & Griffiths, M. D. (2017). The relationship between addictive use of social media, narcissism, and self-esteem: Findings from a large national survey. *Addictive Behaviors*, 64, 287.

## Relationship between Social Media Usage and Nomophobia during the Covid-19 Pandemic

- Aparicio-Martínez, P., Ruiz-Rubio, M., Perea-Moreno, A. J., Martínez-Jiménez, M. P., Pagliari, C., Redel-Macías, M. D., & Vaquero-Abellán, M. (2020). Gender differences in the addiction to social networks in the Southern Spanish university students. *Telematics and Informatics*, 46, 101304.
- Araujo Robles, E. D. (2016). Indicators of Social Networking Addiction in College Students from Lima. *Revista Digital De Investigacion En Docencia Universitaria-Ridu*, 10(2), 48-58. doi: 10.19083/ridu.10.49
- Arpaci, I. (2020). Gender differences in the relationship between problematic internet use and nomophobia. *Current Psychology*, 1-10.
- Ayar, D., Gerçeker, G. Ö., Özdemir, E. Z., & Bektas, M. (2018). The effect of problematic internet use, social appearance anxiety, and social media use on nursing students' nomophobia levels. *CIN: Computers, Informatics, Nursing*, 36(12), 589-595.
- Bisen, S., & Deshpande, Y. (2016). An analytical study of smartphone addiction among engineering students: a gender differences. *The International Journal of Indian Psychology*, 4(1), 70-83.
- Cam, E., & Isbulan, O. (2012). A New Addiction for Teacher Candidates: Social Networks. *Turkish Online Journal of Educational Technology*, 11(3), 14-19.
- Chen, B., Liu, F., Ding, S., Ying, X., Wang, L., & Wen, Y. (2017). Gender differences in factors associated with smartphone addiction: a cross-sectional study among medical college students. *BMC psychiatry*, 17(1), 1-9.
- Chen, C., Zhang, K. Z., Gong, X., Zhao, S. J., Lee, M. K., & Liang, L. (2017). Examining the effects of motives and gender differences on smartphone addiction. *Computers in Human Behavior*, 75, 891-902.
- Dailey, S. L., Howard, K., Roming, S. M., Ceballos, N., & Grimes, T. (2020). A biopsychosocial approach to understanding social media addiction. *Human Behavior and Emerging Technologies*, 2(2), 158-167.
- Demirci K, Akgönül M, Akpınar A. Relationship of smartphone use severity with sleep quality, depression, and anxiety in university students. *J Behav Addict*. 2015;4(2):85–92.
- De-Sola Gutiérrez J, Rodríguez De Fonseca F, Rubio G. Cell-phone addiction: a review. *Front Psychiatry*. 2016; 7:175
- Durak, H. Y. (2019). Investigation of nomophobia and smartphone addiction predictors among adolescents in Turkey: Demographic variables and academic performance. *The Social Science Journal*, 56(4), 492-517.
- Gezgin, D. M., Hamutoglu, N. B., Sezen-Gultekin, G., & Ayas, T. (2018). The relationship between nomophobia and loneliness among turkish adolescents. *International Journal of Research in Education and Science*, 4(2), 358-374. <https://doi.org/10.21890/ijres.409265>
- Gezgin, D. M., Hamutoğlu, N. B., Sezen-Gültekin, G., & Yildirim, S. (2019). Pre-service teachers' metaphorical perceptions on smartphone, no mobile phone phobia (nomophobia) and fear of missing out (fomo). *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 8(2), 733-783. <https://doi.org/10.14686/buefad.516540>
- Gezgin, D. M., Şahin, Y. L., & Yildirim, S. (2017). Sosyal ağ kullanıcıları arasında nomofobi yaygınlığının çeşitli faktörleri açısından incelenmesi. *Eğitim Teknolojisi Kuram ve Uygulama*, 7(1), 1-15. <https://doi.org/10.17943/etku.288485>
- Gonçalves, S., Dias, P., & Correia, A. P. (2020). Nomophobia and lifestyle: Smartphone use and its relationship to psychopathologies. *Computers in Human Behavior Reports*, 2, 100025.

## Relationship between Social Media Usage and Nomophobia during the Covid-19 Pandemic

- Hawi, N. S., & Samaha, M. (2017). The relations among social media addiction, self-esteem, and life satisfaction in university students. *Social Science Computer Review*, 35(5), 576-586.
- Khattak, F. A., Ahmad, S., & Mohammad, H. (2017). Facebook addiction and depression: A comparative study of gender differences. *PUTAJ-Humanities and Social Sciences*, 25(1-2), 55-62.
- Kumar, A. R., & Thomas, S. (2020). Study on nomophobia and anger among undergraduates during COVID-19 pandemic.
- Kwon M, Lee JY, Won WY, Park JW, Min JA, Hahn C, Gu X, Choi JH, Kim DJ. Development and validation of a smartphone addiction scale (SAS). *PLoS One*. 2013;8(2):e56936
- Lee KE, Kim SH, Ha TY, Yoo YM, Han JJ, Jung JH, Jang JY. Dependency on Smartphone use and its association with anxiety in Korea. *Public Health Rep*. 2016;131(3):411–9.
- Louragli, I., Ahami, A., Khadmaoui, A., Mammad, K., & Lamrani, A. C. (2018). Evaluation of the nomophobia's prevalence and its impact on schools performance among adolescents in Morocco. *Problems of Psychology in the 21st Century*, 12(2), 84-94.
- Mastrodicasa, J., & Metellus, P. (2013). The impact of social media on college students. *Journal of College and Character*, 14(1), 21-30
- Moreno-Guerrero, A. J., Aznar-Díaz, I., Cáceres-Reche, P., & Rodríguez-García, A. M. (2020). Do age, gender and poor diet influence the higher prevalence of nomophobia among young people?. *International journal of environmental research and public health*, 17(10), 3697.
- Radtke, T., Apel, T., Schenkel, K., Keller, J., & von Lindern, E. (2021). Digital detox: An effective solution in the smartphone era? A systematic literature review. *Mobile Media & Communication*, 20501579211028647.
- Roberts J, Yaya L, Manolis C. The invisible addiction: cell-phone activities and addiction among male and female college students. *J Behav Addict*. 2014;3(4):254–65.
- Sagita, D. D., & Santika, F. (2020). Nomophobia in adolescents based on gender: a case study of East Jakarta, Indonesia. *International Journal of Research in Counseling and Education*, 4(2), 92-97.
- Samaha, M., & Hawi, N. S. (2016). Relationships among smartphone addiction, stress, academic performance and satisfaction with life. *Computers in Human Behaviour*, 57, 321–325.
- Su, W., Han, X., Yu, H., Wu, Y., & Potenza, M. N. (2020). Do men become addicted to internet gaming and women to social media? A meta-analysis examining gender-related differences in specific internet addiction. *Computers in Human Behavior*, 113, 106480.
- Talaue, G. M., AlSaad, A., AlRushaidan, N., AlHugail, A., & AlFahhad, S. (2018). The impact of social media on academic performance of selected college students. *International Journal of Advanced Information Technology*, 8(4/5), 27-35.
- Tavakolizadeh J, Atarodi A, Ahmadpour S, Pourgheisar A. The prevalence of excessive mobile phone use and its relation with mental health status and demographic factors among the students of Gonabad University of Medical Sciences in 2011-2012. *Razavi Int J Med*. 2014;2(1):59–72
- Weiser, E. B. (2000). Gender differences in Internet use patterns and Internet application preferences: A two-sample comparison. *Cyberpsychology and behavior*, 3(2), 167-178.
- Weiser, E. B. (2000). Gender differences in internet use patterns and internet application preferences: A two-sample comparison. *CyberPsychology and Behavior*, 3(2), 167–178. <https://doi.org/10.1089/109493100316012>.

## Relationship between Social Media Usage and Nomophobia during the Covid-19 Pandemic

YıldızDurak, H. (2018). What would you do without your smartphone? Adolescents' social media usage, locus of control, and loneliness as a predictor of nomophobia.

Zheng, P., & Lionel, N. (2010). *Smart phone and next generation mobile computing*. San Francisco, CA: Morgan Kaufmann.

### ***Acknowledgement***

I express gratitude to Gangadhar Meher University, Amruta Vihar, Sambalpur for providing encouragement to my research.

### ***Conflict of Interest***

The author declared no conflict of interest.

***How to cite this article:*** Sahoo S. & Kumari R. B. (2022). Relationship between Social Media Usage and Nomophobia during the Covid-19 Pandemic. *International Journal of Indian Psychology*, 10(3), 315-326. DIP:18.01.030.20221003, DOI:10.25215/1003.030