



UNDERSTANDING THE RELATION BETWEEN NOMOPHOBIA AND ACADEMIC PROCRASTINATION AMONG UNDERGRADUATE STUDENTS OF ASSAM UNIVERSITY, SILCHAR

Chaitali Sarkar¹, Prof. Sima Pal²

¹Research Scholar, Department of Education, Assam University, Silchar

²Professor, Department of Education, Assam University, Silchar

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ABSTRACT

The current research endeavour the relationship between Nomophobia and Academic Procrastination among undergraduate students and to examine whether the frequency of checking mobile phones plays a mediating role in this relationship. This present study was implemented across 120 undergraduate students of Assam University, Silchar, belonging to Integrated Degree Courses, BBA, and B.Tech programmes. A descriptive survey method was used, and data were collected using the Nomophobia Questionnaire (NMP-Q) and the Academic Procrastination Scale. Since the data were not normally distributed, non-parametric statistical tests were used for analysis. The findings showed that male students reported significantly higher levels of both Nomophobia and Academic Procrastination than female students. However, no significant differences were found between students from various disciplines. A Significant differences were observed across groups based on previous-semester SGPA. The results also showed a substantial positive correlation between Nomophobia and Academic Procrastination (Spearman's $r_s = .752, p < 0.05$). Although Nomophobia had a significant direct effect on Academic Procrastination ($\beta = .817, p < 0.05$), the mediating effect through the frequency of mobile phone checking was not significant ($\beta = .035, p = 0.05$). Therefore, the frequency of mobile-phone checking did not serve a significant mediator of relation between Nomophobia and Academic Procrastination. Overall, the study highlights that greater Nomophobia is associated with higher Academic Procrastination among undergraduate students.

KEYWORDS: Nomophobia, Academic Procrastination, Undergraduate Students, Frequency of checking mobile phone, Smartphone addiction

INTRODUCTION

In the advanced era of digital technology, smartphones have become an important part of students' everyday lives. They are used not only for communication and social and interpersonal engagement alongside for accessing study materials, attending online classes, searching for information, and completing academic activities. Although the excessive dependence on smartphones may influence problematic or addictive patterns of use. Students may find themselves checking their phones repeatedly, engage a long period of time on social media, watching videos, playing games even when they are expected to study (Hasmati, Samiha, Razzaq, & Ansari, 2020). This kind of excessive and difficult-to-control use is commonly associated with smartphone addictive behaviour. Nomophobia, a term is quietly related to this, which refers to the anxiety, discomfort, or nervousness experienced when a person is unable to access or use their mobile phone. A student who feels uncomfortable without a phone may constantly check notifications or social networking applications simply to remain connected (Kara, Baytemir, & Kara, 2021). Hence, the smartphone may gradually become a source of distraction rather than only a useful academic tool.

This pattern of smartphone use may lead to Academic Procrastination. Academic procrastination occurs when students delay or postpone academic activities such as studying, reading, writing assignments, or preparing for examinations

even they aware of that the delay may create problems later. Smartphone activities has drawn their attention because they provide immediate pleasure and satisfaction, whereas academic tasks often require effort and provide their rewards only in the future. For instance, a student may plan to study for an examination but decide to check social media "for a few minutes." Those few minutes may gradually turn into a much longer period of scrolling, chatting, watching videos, or browsing online content. Consequently, the academic task is postponed until later (Grunschel, Patrzek, & Eries, 2013) When this happens repeatedly, students may lose valuable study time and eventually experience stress, guilt, pressure, or fear of failure as the deadline approaches. In this way, smartphone addictive behaviour can become major factors that encourages academic procrastination.

The connection of the mentioned factors affect the focus of one's attention, emotions, impulses, and behaviour rather to move towards the desired goal. However, students who is facing problem monitoring their behaviour may find it harder to resist the immediate attraction of their smartphones. They may respond to every notification, repeatedly check their phones, or move from academic activities to entertainment without realisation of the importance of academic career. Therefore, the students getting more susceptible for both excessive smartphone use and academic procrastination. In contrast, students with stronger self-regulation may be better



able to control their smartphone use and give greater priority to their academic responsibilities (Madjid, Sutoyo, & Shodiq, 2021)

Nomophobia can increase a student's psychological dependence on the smartphone, while this dependence may contribute to excessive or addictive smartphone use (Bhattacharya, S., Basar, Srivastava, & Singh, 2019). Frequent smartphone use can interrupt concentration and encourage students to avoid or postpone academic tasks. Once academic work is delayed, students may experience stress, guilt, or anxiety, which can further encourage them to seek distraction through their smartphones (Santayasa, Rapin, & Sara, 2020). Nomophobia will necessarily procrastinate academically. Rather, the relationship may depend on how strongly the student is attached to the smartphone and how effectively the student can regulate attention, emotions, and behaviour (Kara, M., 2021).

There is an observation that use of smartphone are not always affected in a negative manner. They can be highly useful for enhancing learning experiences such as access to digital libraries, academic communication, and online learning opportunities. The problem arises when the use of the smartphone becomes excessive, compulsive, or difficult to control. In such circumstances, the same device that supports learning may also become a means of avoiding academic responsibilities (Svartadal, F., 2020). Therefore, the issue is not simply time span of using smartphone students spend with smartphones, but the nature of their relationship with the device and their potentiality to control its use.

Overall, Nomophobia, smartphone addictive behaviour, Academic Procrastination, and Self-Regulation can be viewed as interconnected aspects of students' digital and academic behaviour. Nomophobia reflects the emotional dependence on being connected through the smartphone, smartphone addictive behaviour reflects the difficulty in controlling its use, and academic procrastination reflects the tendency to delay important academic responsibilities. The connection of these two variables can provide a matter of concern the pattern of using smartphones productively while others become distracted and increasingly postpone their academic responsibilities. Thus, the central concern is not the presence of smartphones in students' lives, but whether smartphone use remains under the student's control or gradually begins to control the student's attention, time, and behaviour (Ferrari, Johnson & McCown, 1995).

REVIEW OF RELATED LITERATURE

The reviewed literature suggests that Nomophobia, Smartphone Addictive Behaviour, Academic Procrastination, are closely connected with students' psychological and academic lives. Previous studies on Nomophobia mainly show that excessive dependence on smartphones is associated with FOMO, anxiety, social networking, loneliness, and addictive behaviour. Narula et al. (2020) found a strong relationship between FOMO and Nomophobia, reflecting fear of missing information or opportunities may increase dependence on mobile phones. Ramos et al. (2021) reported a moderate level of Nomophobia among teenagers, while Bariston Essel et al. (2022) also found moderate Nomophobic behaviour among pre-service teachers and a positive relationship between smartphone use and Nomophobia. Similarly, Mustaq et al.

(2022) found that Nomophobia was concerned with anxiety, social networking, loneliness, low self-esteem, and addictive behaviour. These previous literature proven addiction of smartphone dependence may influence not only students' technology-use patterns but also their emotional and social well-being.

Studies related to Academic Procrastination indicate that students often delay academic tasks because of anxiety, fear of failure, lack of confidence, and difficulties in managing their behaviour. Mudra et al. (2021) found a relationship between Academic Procrastination and research anxiety, suggesting that anxiety towards academic tasks may encourage students to postpone them. Cahyani (2022) found that academic resilience and social support were negatively related to Academic Procrastination, indicating that students with greater resilience and support may be less likely to procrastinate. Chatrakumollathas et al. (2022) highlighted the importance of self-efficacy for self-regulated learning and academic self-efficacy in understanding Academic Procrastination. Yi Tan-Wan and Prihald (2022) further reported that Fear of Failure significantly predicted Academic Procrastination among university students.

Nomophobia and Academic Procrastination may be connected through common psychological processes such as anxiety, distraction, immediate gratification, and poor behavioural control. Smartphone addictive behaviour may make pupils are greater risk to spend time on non-academic activities, while academic stress and fear of failure may further encourage them to escape into smartphone use. In this context, Self-Regulation becomes an important factor, as it helps students control their attention, emotions, impulses, and smartphone use while maintaining focus on academic goals. Students with stronger self-regulation may therefore be better able to resist digital distractions and avoid unnecessary delays in academic work.

The previous mentioned literature examined these variables separately or have focused on only two or three related factors. The issue remain unexplored about understanding Nomophobia, Smartphone Addictive Behaviour, Academic Procrastination, and Self-Regulation within one integrated framework. Therefore, the existing literature provides a clear foundation for investigating how smartphone dependence and addictive use may contribute to academic procrastination and how self-regulation may influence this relationship. Such an investigation can provide an in-depth view of students' digital behaviour and its effect on their academic responsibilities.

OBJECTIVES OF THE STUDY

1. To assess the differences in the level of Nomophobia among undergraduate students based on gender and academic course.
2. To assess the differences in the level of Academic Procrastination among undergraduate students based on gender and academic course.
3. To assess the correlation between Nomophobia and Academic Procrastination among undergraduate students.
4. To assess the mediating role of frequency of mobile-phone checking in the relationship between Nomophobia and Academic



RESEARCH QUESTIONS

RQ1 Is there any significant difference in the level of Nomophobia among undergraduate students based on their gender and academic course?

RQ2 Is there any significant difference in the level of Academic Procrastination among undergraduate students based on their gender and academic course?

RQ3 Is there a significant relationship between Nomophobia and Academic Procrastination among undergraduate students?

RQ4 Does the frequency of mobile-phone checking mediate the relationship between Nomophobia and Academic Procrastination among undergraduate students?

METHODOLOGY OF THE STUDY

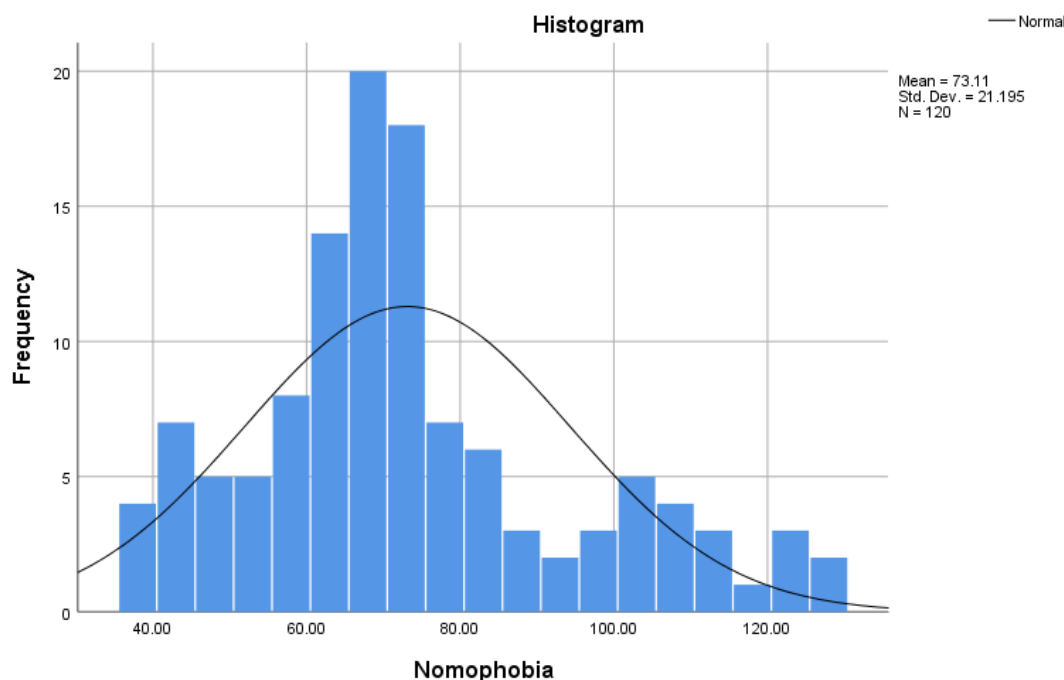
This present research is followed the descriptive survey by nature, The researcher has collected the data from the undergraduate students of Assam University, Silchar situated in Cachar district of Assam in various streams as Integrated degree courses, BBA and B.Tech of different department. The researcher had chosen the department randomly and collected the data by using convenient sampling techniques. The total sample was collected 126, but due to the incompleteness nature of data the total number of 120 had been included for final data analysis. The research had used Nomophobia scale consisted by 20 items (4 dimensions) with 7 point Likert scale developed by Yildirim, Cand Correia, P(NMPQ) with established Cronbach

alpha value is .918. The researcher purchased Academic Procrastination Scale for undergraduate students developed by Dr, Gupta, S and Basir, L from National Psychological Corporation, Agra. This scale (APS-GSBL) consists of 30 items (4 dimensions) with five point Likert scale with established Cronbach alpha value is 0.76. The researcher has used Jamovi to conduct the path analysis model for analysing mediation effect between the independent variable (Nomophobia) and dependent variable (Academic Procrastination)

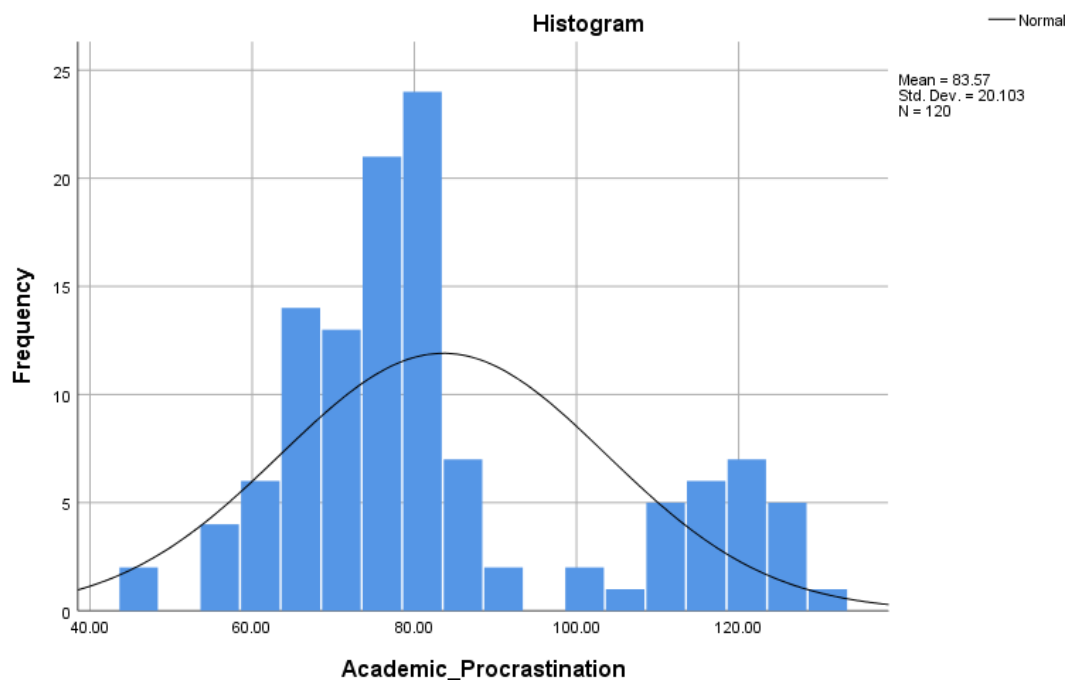
Name of Scale	Name of different dimensions
Nomophobia	1. Not being able to access information 2 Not being able to communicate, 3 Losing connectedness 4 Giving up convenience
Academic Procrastination	1 Time management, 2 Task aversiveness 3 Sincerity 4 Personal initiatives

The researcher had established the normality distribution of data by using SPSS.26 and Shapiro-Wilk significance value shows <0.05 level, which determined the data is not normally distributed so the researcher used the non parametric statistical test equivalent form of parametric statistics to conduct the data analysis. The evidence normality distribution of data is given below

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nomophobia	.160	120	.000	.941	120	.000



Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Academic_Procrastination	.211	120	.000	.882	120	.000



Analysis of data mentioned with relevant Research

Questions : RQ1 Is there any significant difference in the

level of Nomophobia among undergraduate students based on their gender and academic course?

Table 1

Nomophobia among undergraduate students based on gender

Variable	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp Sig
Nomophobia	Male	55	84.01	4620.50	494.500	.000
	Female	65	40.61	2639.50		
	Total	120				

**Mann -Whitney U test*

Table No 1 shows that the total number of undergraduate students is (N=120) whereas the number of males is (N=55), M=84.01. The total number of females is (N=65) (M=40.61).

The value of Mann Whitney U test is (U=495.500). The significance level is $p < .05$ reveals that the Nomophobia level is higher among the male than the female students

Table 2

Nomophobia among undergraduate students based on different courses

Variable	Course	N	Mean Rank	Kruskal-Wallis H	df	Asymp Sig
Nomophobia	Integrated Degree Course	49	55.93	4.974	2	.083
	B.B.A.	20	51.25			
	B.Tech.	51	68.52			
	Total	120				

**Kruskal Wallis H test*

Table No 2 shows that among the 120 undergraduate students there are different courses as Integrated degree courses (N=49,M=55.93),BBA(N=20,M=51.25),B.Tech(N=51,M=68.52) ,The value of Kruskal Wallis H is 4.974 ,the significance level reveal that $p > 0.05$,it denotes that there is no significance

differences exists of Nomophobia between the different courses of undergraduate level students

RQ2 Is there any significant difference in the level of Academic Procrastination among undergraduate students based on their gender and academic course?



Table 3

Academic Procrastination among undergraduate students based on gender

Variable	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp Sig
Academic_Procrastination	Male	55	85.39	4696.50	418.500	0.00
	Female	65	39.44	2563.50		
	Total	120				

***Mann-Whitney U test**

Table No 3 shows that the total number of undergraduate students is (N=120) whereas the number of males is (N=55), M=85.39. The total number of females is (N=65) (M=39.44). The value of Mann Whitney U test is (U=418.500). The

significance level is $p < .05$ reveals that the Academic Procrastination level is higher among the male than the female students

Table 4

Academic Procrastination among undergraduate students based on different courses

Variable	Course	N	Mean Rank	Kruskal Wallis H	df	Asymp Sig
Academic_Procrastination	Integrated Degree Course	49	56.68	1.158	2	.561
	B.B.A.	20	60.50			
	B.Tech.	51	64.17			
	Total	120				

***Kruskal-Wallis H test**

Table No 4 shows that among the 120 undergraduate students there are different courses as Integrated degree courses (N=49,M=56.68),BBA (N=49,M=60.50),B.Tech (N=51,M=64.17) ,The value of Kruskal Wallis H is 1.158 ,whereas the $p > 0.05$,it denotes that there is no significance

differences exists of Academic Procrastination between the different courses of undergraduate level students

RQ3 Is there a significant relationship between Nomophobia and Academic Procrastination among undergraduate students?

Table 5

Relation between Nomophobia and Academic Procrastination of undergraduate students

Correlation					
	Mean	Std. Deviation	N	Spearman rho	Sig 2 tailed
Academic_Procrastination	83.5750	20.10295	120	.752	.000
Nomophobia	73.1083	21.19529	120		

***Spearman Rank Order Correlation test**

Table No 5 reveals that Spearman Rank Order Correlation between Academic Procrastination and Nomophobia among Undergraduate students were found to be high positive correlation and statistically significant ($p = .752, p < 0.05$

level),hence shows that Academic Procrastination would lead to increase the level of Nomophobia and vice-versa

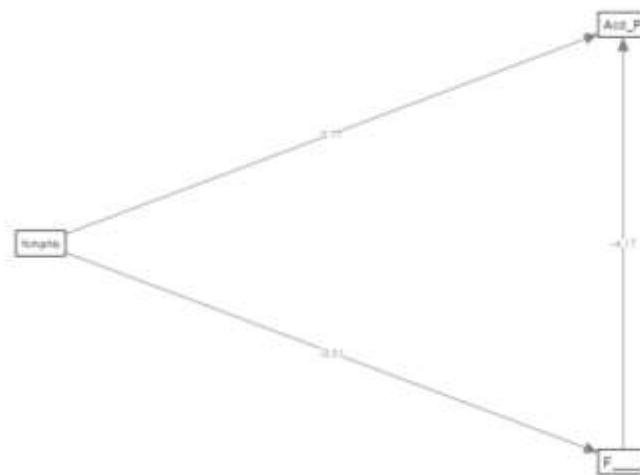
RQ4 Does the frequency of mobile-phone checking mediate the relationship between Nomophobia and Academic Procrastination among undergraduate students?

Table No 6

Relation between Nomophobia and Academic Procrastination mediated by frequency of checking mobile phone

Intercepts						
			95% Confidence Intervals			
Variable	Intercept	SE	Lower	Upper	z	p
Frequency_of_checking_mobile_phone	3.449	0.170	3.116	3.781	20.344	<.001
Academic_Procrastination	38.942	7.140	24.948	52.937	5.454	<.001
Nomophobia	73.108	1.927	69.332	76.885	37.943	<.001

Effect	Path	Estimate	SE	95% CI Lower	95% CI Upper	β	z	p
Indirect	Nomophobia → Frequency of Checking Mobile Phone → Academic Procrastination	0.033	0.017	-0.001	0.066	0.035	1.919	.055
Direct	Nomophobia → Academic Procrastination	0.775	0.047	0.683	0.866	0.817	16.575	<.001
Total	Nomophobia → Academic Procrastination (Direct + Indirect)	0.807	0.045	0.718	0.896	0.851	17.763	<.001



*Path diagram of mediation analysis

Table No 6 indicates the path diagram that depict the higher level of Nomophobic students tend to procrastinate more in their academic activities. This relationship is quite strong and statistically significant ($\beta = 0.817, p < .001$).

Frequency of checking mobile phones could explain this relationship. Although there was a small indirect effect, it was not statistically significant ($\beta = 0.035, p = .055$). There is no direct mediating effect confirmed the relation between Nomophobia and Academic Procrastination, thus it can conclude there is no mediating effect supported the results between this two mentioned variables.

Major findings of the study

- The male students is highly Nomophobic than the female students of undergraduate level
- There is no significance difference exists between the different courses students of undergraduate level in accordance to Nomophobia level
- The male students of undergraduate level has higher level of Academic Procrastination than the female students
- There is no significance difference exists between the different courses students of undergraduate level in accordance to Academic Procrastination level
- There is a higher level of positive correlation exists between Nomophobia and Academic Procrastination
- There is no mediating effect of frequency of checking mobile phone between the relationship of Nomophobia and Academic Procrastination

DISCUSSION AND SUMMARY OF THE STUDY

The findings emerged from the present study indicates that nomophobia and academic procrastination vary according to certain demographic and academic characteristics, particularly gender and different disciplines. Male students reported statistically significant higher levels of nomophobia and academic procrastination than female students, while no statistical significant differences were observed between the students from different academic courses. A statistical significant relationship indicates between the level of nomophobia and academic procrastination of undergraduate students. However, frequency of checking the mobile phone did not significantly mediate the relationship between nomophobia and academic procrastination. The present result

are at variance with previous studies that have identified frequent smartphone checking as being associated with nomophobia, suggesting that phone-checking frequency alone may not represent the psychological dependence necessary to influence academic procrastination (Karagoz, 2025). However, prior research documented that broader constructs such as digital addiction and anxiety may serve as more meaningful mechanisms linking nomophobia with academic and behavioural outcomes (Al-Salit, 2026). Therefore, the present findings suggest that the relationship between nomophobia and academic procrastination is complex and may depend more on psychological and self-regulatory factors than on the simple frequency of mobile-phone checking.

CONCLUSION

This present study demonstrate that Nomophobia is the outcome of digital dependency, which causes distressful behaviour and addiction towards smartphones, resulting in low self-esteem and loss of interest in Academic work, and procrastination of academic activities. Thus, the results marked a significant positive relationship between nomophobia and Academic Procrastination. The study confirmed the generalisation among undergraduate students and was circumscribed to Assam University, Silchar. It is possible to study the result in a large population and through comparative analysis, particularly evidences of distribution, suggest that the normality assumption allows parametric statistical analysis.

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