



Name : Gazalabanu I Malek

Student ID : 2237359

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TO ANALYSE THE EFFECT OF NOMOPHOBIA ON ACADEMIC PERFORMANCE, SUCH AS CONCENTRATION, STUDY HABITS AND TIME MANAGEMENT OF UK TEENAGERS



MS.GAZALA MALEK



Overview

- Introduction/ background of study
- Rationale of study
- Aim of the study
- Research Question
- Objectives of study
- Research methodology
- Data analysis technique
- Implication of the study
- Plan of Work and Time Schedule
- References



Introduction/ Literature **Background**

- In today era characterized by the rapid expansion of the digital landscape , the ubiquity of smartphones and the constant connectivity have indispensable to individuals of all age groups, especially teenager aged 13-18 (Adnan,2016; García et al, 2020).
- “Nomophobia” derived from “no mobile phone phobia”, it’s mean unease and anxiety experienced when one is separated from or unable to use their mobile device (Bahl and Deluliis, 2019; Adnan,2016;Bhattacharya et al,2019).

BACKGROUND OF STUDY:

- The smartphone addiction has negative effect on student's academic performance (Tülübaş et al, 2023)
- Adolescents are more use their smartphone for social networking rather than study (Sadiq et al,2022).
- Impact of smartphone utilization in educational settings and how to mitigate the negative consequences (Leidall, 2023).
- Nomophobia leads to the severe mental illness (Devi, and Dutta, 2022).



Rationale of study

- **Prevalence of Nomophobia-** According to Sharma and his colleagues(2019) study, 41.05% adolescent have nomophobia. In this severe nomophobia (5.1%) and moderate nomophobia (21.8%).

In UK- 53% adolescent (Jamshidifar et al,2023)

- **Academic success and Future Possibilities:** (Gezgin and Çakır, 2016; Durak 2018)
- **Key aspect of Study:** Concentration, Study routines and time management are the crucial component of achieving academic success.(Mendoza et al,2018; Sagar, 2019)
- **Practical Outcomes:** The findings of this research carry real-world importance for educators, policymakers, and parents (Essel et al,2021; Nasab et al,2021).



Aim of the Research

- This research aims to examine the potential influence of nomophobia on the academic performance of teenagers aged 13-18 years, with a specific focus on aspects such as concentration, study habits, and time management in UK.

(NIH,PMC,2021)

Research Question

- What is the prevalence of nomophobia among teenagers
Which strategies or coping mechanisms do teenagers employ to reduce the impacts of nomophobia on their academic performance?



Objectives of Research study

- To evaluate the prevalence of Nomophobia of teenagers (Rezki et al, 2018; Gezgin et al, 2018).
- Examine the influence on concentration and study habits because of Nomophobia (Gezgin et al, 2018).
- Evaluate the impact on time management due to nomophobia (Gezgin et al, 2018).

RESEARCH METHEDODOLOGY

➡ RESEARCH DESIGN:

In this study will use a quantitative data collection method (Rezki et al,2018; Menon et al,2021).

➡ SAMPLING

1) Non- probability snowball sampling method



(Simatupang, and Ivanna, 2023).



Some questionnaires for teenagers.....

- How would you rate your level of Nomophobia? (1 to 10- 1 is “not at all” and 10 is “extremely”)
- How often do you find it difficult to concentrate on academic tasks due to your smartphone? (e.g., Rarely, Occasionally, frequently, always)
- Approximately, How many hours do you spend on your smartphone everyday for non-academic activities ?
- What was your average academic performance in the last academic year? (grade, percentage etc.)



➡ **STUDY PARTICIPANTS: N=4**

- 1) Data collection
- 2) Privacy and confidentiality
- 3) Management of data
- 4) Respectful Communication
- 5) Data analysis

(Kazem et al,2021; Tung,2022)

Data analysis technique

➤ QUANTITATIVE DATA ANALYSIS:

Analyse the data collected through survey questionnaires using quantitative method.

Descriptive statistics (Buctot et al , 2021; Kazem et al , 2021).



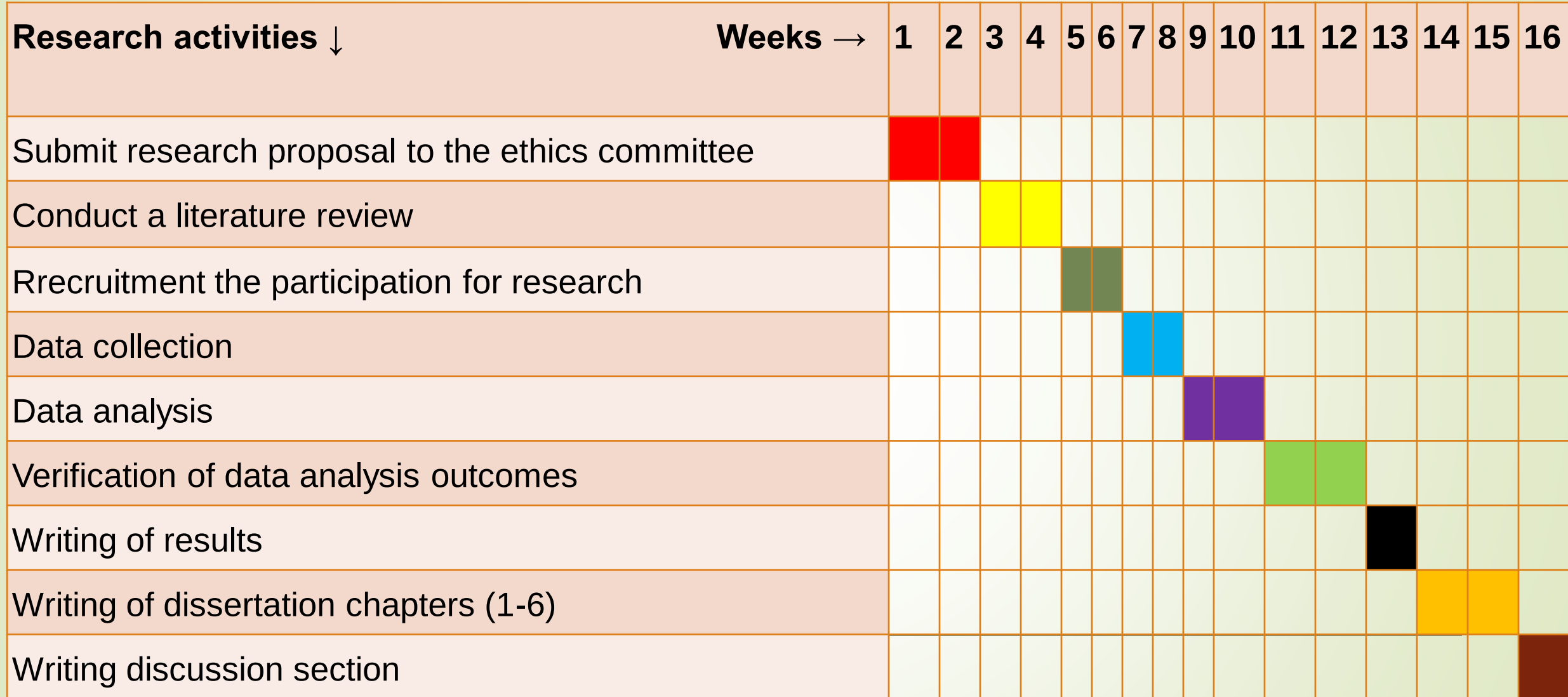
Implication of Research

- Educational implication
- Policy making
- Parental awareness
- Teenagers well-being
- Academic research



(Kazem et al,2021)

Gantt chart



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