Impact of nomophobia among Nursing students

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Abstract: Abuse of technological devices can be seen as a type of addiction known as nomophobia in the literature. The condition appears to be rather frequent among nurses and nursing students; nomophobia behaviours of professionals can lead to an impoverishment of the service delivered. The Yildrim and Correia Nomophobia Questionnaire (NMP-Q) is the most widely utilized assessment tool. Furthermore, the research indicates that nomophobia negatively affects personality, self-esteem, anxiety, stress, academic performance, and other mental and physical health difficulties. As per the study findings, kids with health problems encounter not only physical and behavioral irregularities but also adverse psychological consequences.

Keywords: Nomophobia, Nursing students

INTRODUCTION

A world without smartphones is hard to envisage. According to Gallup et al. (2019), smartphones are widely used and, for some, an essential travel companion. Smartphones are useful tools in the healthcare industry for accessing professional recommendations, prescription information, and the ability to share visual data with colleagues, such as radiography or wound photos (Ventola, 2014). Real-time internet access is another essential feature of smartphones that helps with evidence-based therapy. Because they are frequently separated from other medical professionals, nurses who operate in community settings find smartphones to be very helpful (Blake, 2013). Few health professionals would be without them because they are compact enough to fit in a pocket and have the adaptability to access applications like a calculator or evaluation aids.(1)

Smartphones have the potential to improve student learning in clinical healthcare settings and nursing education curricula (Beauregard et al., 2017). Smartphones have been integrated into regular teaching and learning activities in nursing education (Phillippi and Wyatt, 2011). Students can access learning management systems and textbooks via phone applications, giving them mobile access to pharmacology resources, practice standards, and interactive tests. However, there aren't many studies that address how students use their smartphones in theoretical and clinical learning environments.(2)

Digital diseases of the modern day include nomophobia, internet addiction, smartphone or mobile phone addiction, and FOMO (fear of missing out). Nomophobia may result from a smartphone or mobile device addiction. The term "nomophobia" was first used in the expression "no-mobile-phone phobia." An individual's addiction to or dependence on their smartphone or other mobile device is what defines this phobia. The intense fear of leaving the house without a smartphone or of losing contact with one is known as nomophobia. In developed nations, this fear has become increasingly concerning in recent times. On the nomophobia scale, Spanish and Portuguese nursing students performed better. Pupils who are prohibited from using cell phones in class report being more attentive and utilizing them inappropriately.(3)

The dynamics of physical settings, relationships, communication, and behavior are all being altered by mobile phones. As a result, using the device for routine tasks has become more necessary. As a result, a new phobia known as "nomophobia," which is the fear of being without one's cell phone, has surfaced. Although the impacts of social media use have been the subject of many conflicting studies, nomophobia is known to negatively affect students' academic and clinical performance. To excel academically, nursing students must demonstrate effective study strategies and learning approaches. The term "self-regulated learning" refers to the deliberate behaviors and mindsets associated with successful academic outcomes. This type of learning is a multidimensional, intricate phenomena. In general, a self-regulated learner may control their motivation and knowledge and use new strategies to improve those skills. (4)

IMPACT OF NOMOPHOBIA

Increased productivity is by far the cell phone's biggest social benefit. When people are linked, they behave more effectively—especially when they can connect to anybody, anywhere, and at any time. Apart from that, a mobile phone is a really useful device that may make our life more convenient, safer, and entertaining. Like any innovative invention, mobile phones are not without drawbacks. Maybe when cell phones started ringing in movie theatres in 1989, that's

when we first discovered this. We were shocked, but some people might have been irritated or incensed. We were oblivious to the ways in which a mobile phone could be antisocial because of our steadfast faith in its potential. Of course, there were other annoyances besides ringing in a movie theatre or concert hall.(5)

The twenty-first century is referred to as the information era. The internet and wireless communication are amazing technologies that have completely changed the communication landscape. Smartphones, or computer-based phones, were first released in 2007. Since then, cellphones have evolved into an essential component of daily life in all nations and communities. As a result, one of the technology industry's fastest-growing segments is cellphones. Global smartphone ownership and usage have skyrocketed in the last ten years. For example, the number of smartphone users globally was estimated to reach over 2.8 billion by 2020, up from over 2.1 billion in 2017.(6)

Dependency on a substance or activity is crucial to the definition of addiction, despite the fact that the term itself is difficult to define and its use has generated controversy. The typical understanding of smartphone addiction (SA) is that it is a behavioral addiction that involves withdrawal, modification, conflict, mood tolerance, salience, and relapse. According to published research, there may be links between SA and issues with neurological function, physical health, and mental health. Furthermore, excessive smartphone use has been linked to cravings, withdrawal, salience, and tolerance. The evidence is inconclusive, though. The literature is divided on whether using a smartphone or spending a lot of screen time has a positive or bad impact on one's health. While previous research has yielded valuable information, reaching a consensus in the absence of a systematic review is challenging.(7)

The usage of communication technology (such as the internet, social media, zoom, and Google Meets) increased during the COVID-19 epidemic. Social distance, lockdowns, and isolations to stop the spread of viruses led to the quick adoption of these technologies (Gjoneska et al., 2022). During the pandemic, the number of internet users increased substantially; by 2021, there were 782 million more users globally (10.2%) (United Nations, 2021). Globally, individuals who use social media platforms such as Facebook, Twitter, Instagram, YouTube, and TikTok, access their accounts for an average of 145 minutes every day (Dixon, 2022). However, with over 92 million users (84.7% of the global population), the Philippines is frequently referred to as the global center of social media (Statista, 2022). Accordingly, the majority of people on the planet converse and access social media accounts via mobile devices or smartphones (Dixon, 2022).(8)

However, cognitive and sensory diversions may only be able to slightly postpone anxiety under stressful situations. When students are disconnected from their mobile devices in the midst of the usual cognitive and sensory distractions in academic contexts, time and nomophobia have a major negative impact on their anxiety levels. The goal of this systematic review is to gather empirical data regarding the negative effects of smartphone addiction on health among nursing students. The purpose of this study is to offer data to support suggestions or policies aimed at preventing and controlling smartphone addiction.

Globally, nursing education was not immune to the pandemic's effects. Online learning abruptly replaced in-person instruction. Students and nurse educators were ill-prepared for this sudden change. They reportedly suffered from severe anxiety, burnout, demotivation, transition shock, and pandemic fatigue. Conversely, there was a rise in social media use, internet addiction, and lack of mobile phone phobia (nomophobia) among nursing students. Research indicates that excessive use of social media and a fear of being alone can have a negative impact on nursing students' academic performance, motivation, and focus in the classroom. Still, the majority of research released their results before to the epidemic. These concepts remain underreported in a developing country like the Philippines. Therefore, additional study is required to fully comprehend this intricate phenomenon.(9)

CONCLUSION

Mobile technology is an essential part of modern life. One of the most significant technical revolutions in human history is being sparked by the mobile phone. This is not an exaggeration. Even if there are currently more mobile phones in use than people, focusing only on quantity diminishes the value of mobile phones for individuals who depend on them. According to surveys, individuals would choose to forgo eating less than give up their smartphones. When someone leaves their phone at home, they go back to collect it, but they choose to leave their wallet behind. This poll yielded several significant results, including the fact that students' levels of nomophobia are extremely high. The suggested methodology can be used by educational institutions and nursing homes to create recommendations for assessing nomophobia and controlling social media use in clinical and academic settings. These programs might help nursing students stay on track academically while easing the transition from academia to practice. Nomophobia has a beneficial impact on students' use of social media but a negative impact on their focus and drive. Three important directions are highlighted by the motivation and attention-mediated model on the impact of nomophobia on academic performance.

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