

“Effect of Mobile Addiction on Quality of Life and Self-Confidence among Nashik City College Students”

Dr. Vilas J. Kamble

Assistant Professor and Head, Department of Psychology, R.N.C. Arts, J.D.B. Commerce and N.S.C. Science College, Nashik-Road, Nashik. (MS, India). Mob. No. 9822819715 Email Id: kamble.vilas54@gmail.com

ABSTRACT

This study examines the impact of mobile addiction on the quality of life and self confidence among college students in Nashik City, Maharashtra. A total of 50 highly mobile-addicted and 50 low mobile-addicted students were selected using stratified random sampling and screened through the Mobile Addiction Scale (MAS). The Quality of Life Scale (QOLS) and the Self-Confidence Inventory (SCI) were used to measure the dependent variables. A quantitative, cross-sectional survey design was adopted, and data were analyzed using SPSS. Independent samples t-tests revealed significant differences between the two groups. High mobile-addicted students reported significantly lower quality of life ($M = 69.82$, $SD = 5.67$) compared to low mobile-addicted students ($M = 81.67$, $SD = 5.31$), $t(98) = 10.78$, $p < .01$. Similarly, self-confidence scores were significantly lower among highly addicted students ($M = 33.10$, $SD = 4.77$) than among low-addicted peers ($M = 41.59$, $SD = 5.01$), $t(98) = 8.67$, $p < .01$. These findings support the hypotheses that mobile addiction adversely affects both life satisfaction and self-perception. The results are consistent with earlier research indicating that excessive smart phone usage is associated with diminished psychological well-being and reduced self-efficacy. This study underscores the need for awareness and intervention programs aimed at managing mobile addiction among students, with a view to enhancing their overall well-being and academic performance.

Keyword: -

Mobile addiction, quality of life, self-confidence, college students, psychological well-being, behavioral addiction, smart phone use, mental health.

1. Introduction: -

Mobile phones have emerged as an indispensable aspect of modern life, significantly transforming communication, education, and social interactions among youth. However, this technological advancement is accompanied by rising concerns about mobile addiction, particularly among college students who represent a vulnerable demographic. Mobile addiction, also referred to as smart phone addiction, is characterized by excessive or uncontrolled use of mobile phones, which negatively impacts individuals' daily functioning and psychological well-being (Kwon et al., 2013).

In recent years, researchers have increasingly focused on the adverse effects of excessive smart phone usage, recognizing it as a behavioral addiction similar to other substance and behavioral addictions (Billieux, Maurage, Lopez-Fernandez, Kuss, & Griffiths, 2015). College students, who extensively use smart phones for both academic and recreational purposes, often exhibit dependency patterns that disrupt their daily routines, academic responsibilities, and interpersonal relationships (Al-Barashdi, Bouazza, & Jabur, 2015).

Quality of life is a multidimensional construct that encompasses emotional, physical, social, and academic well-being, reflecting overall life satisfaction and functioning (WHOQOL Group, 1998). Emerging studies suggest that mobile addiction significantly diminishes the quality of life among students by causing sleep disturbances, increasing anxiety, reducing academic performance, and impairing interpersonal relationships (Demirci, Akgönül, & Akpınar, 2015). Moreover, prolonged smart phone use is associated with reduced physical activity and increased sedentary behavior, contributing to poorer health outcomes and diminished life satisfaction among youth (Lepp, Barkley, & Karpinski, 2015).

Self-confidence, defined as the belief in one's abilities to successfully perform tasks and handle challenges, is another crucial psychological aspect influenced by mobile addiction (Bandura, 1997). Excessive reliance on smartphones and continuous online engagement can negatively impact students' self-confidence by reducing their face-to-face communication skills and increasing their dependence on virtual validation through social media (Andreassen et al., 2012). Consequently, students may experience lowered self-efficacy, diminished academic achievements, and difficulties in navigating real-world social interactions, further exacerbating feelings of inadequacy and insecurity.

In the context of Nashik city, a rapidly urbanizing region in Maharashtra, India, college students are increasingly susceptible to mobile addiction due to the proliferation of affordable smartphones, widespread internet access, and growing peer influence. Given the paucity of localized research focusing specifically on Nashik city, it becomes crucial to explore the extent and implications of mobile addiction on students' quality of life and self-confidence within this demographic. Such a study is essential for understanding regional variations in mobile usage patterns and devising tailored interventions to mitigate negative outcomes associated with excessive smartphone usage.

2. Review of Literature: -

Demirci, Akgönül, & Akpınar (2015) investigated the link between smartphone addiction and mental health in undergraduate students, focusing on sleep quality, anxiety, and depression. They found that higher smartphone dependency was significantly associated with poorer sleep, elevated anxiety, and depression levels. Through validated scales and regression analyses, the study revealed that these psychological factors mediated the relationship between phone overuse and reduced academic functioning. Their findings underscore the importance of addressing not only usage patterns but also emotional well-being when devising interventions for smartphone-addicted students.

Park & Choi (2022) explored smartphone overdependence and its impact on college students' quality of life in South Korea, emphasizing social withdrawal as a mediator. Surveying 125 undergraduates, they found that excessive smartphone use led to increased social isolation, which fully

explained the decrease in life satisfaction. Their regression models and Sobel tests confirmed that social withdrawal was the key pathway linking overdependence to poorer well-being. The study recommends university-based programs encouraging social engagement and early psychological interventions to mitigate digital addiction effects.

Rustamov et al. (2023) examined the mediating role of self-control in the connection between self-esteem and smart phone addiction across 1,118 Azerbaijani adults. They reported that higher self-esteem predicted stronger self-control, which in turn reduced addictive smartphone behaviors. Structural equation modeling confirmed that selfcontrol fully mediated this relationship, highlighting psychological regulation as a pivotal mechanism. The authors suggest self-control-focused interventions (e.g., mindfulness, goal-setting) could effectively curb mobile dependency by strengthening self-esteem foundations.

Chen, Hedman, Distler, & Koenig (2021) conducted a mixed-methods study in China to assess how persuasive app designs contribute to addictive smart phone use among university students. Their quantitative survey (n=183) and qualitative interviews (n=10) identified features like infinite scrolling and intermittent notifications as drivers of habitual 4checking behaviors. About 25% exhibited multiple addictive tendencies tied to design elements of short-video, social media, and gaming apps. The study concluded that mitigating problematic use requires both design ethics reform and user awareness initiatives.

Zhang et al. (2025) investigated self-esteem's indirect effects on mobile phone addiction among Chinese college students (n=789), focusing on online upward social comparison and social anxiety as serial mediators. They found that lower self-esteem led to more frequent upward comparisons and heightened social anxiety, which sequentially increased addictive behaviors. Statistical mediation analyses demonstrated significant indirect pathways, structuring a detailed psychological model. The study calls for multifaceted interventions targeting social comparison tendencies and anxiety relief to effectively reduce addiction risk

3. Objectives of the Study:-

- 1) To examine and compare the Quality of Life among high and low mobile-addicted college students in Nashik City.
- 2) To investigate and compare Self-Confidence levels among high and low mobileaddicted college students in Nashik City.

Hypotheses:-

- 1. H1:** High mobile-addicted students will report significantly lower Quality of Life compared to low mobile-addicted students.
- 2. H2:** High mobile-addicted students will exhibit significantly lower Self-Confidence compared to low mobile-addicted students.

Research Methodology:-**Research Design:-**

A quantitative, comparative, cross-sectional survey design was employed.

Population and Sample:-

Population: College students studying in various colleges within Nashik city, Maharashtra.

Sampling Method: A Stratified random sampling technique was used. The strata were based on gender (male, female, others) and stream of education (Arts, Commerce, Science, etc.).

Sample Size: A total sample of 100 students (50 identified as highly addicted to mobiles and 50 as low addicted) was selected using a standardized mobile addiction screening tool.

Variables:-

Independent Variable (IV): 1) Level of Mobile Addiction (High and Low).

Dependent Variables (DV):

- 1) Quality of Life
- 2) Self-Confidence

Research Tools for Data Collection:**Mobile Addiction Scale (MAS):**

Md. Ghazi Shah Nawaz, Dr. Nivedita Ganguli, and Mr. Manchong Limlunthang Zou constructed and standardized the “Social Networking Addiction Scale” inventory. It has 32 items and is in the usual Likert format.

Quality of Life Scale (QOLS):

The Quality of Life Scale (QOLS) is a standardized psychometric tool developed to assess the psychological determinants of individuals' perceived well-being across multiple life domains. The final version of the scale comprises 42 items divided into areas such as life satisfaction, goals and motivation, spirituality, happiness, hopes and wishes, emotional regulation, stress reduction, physical health, personal development, and self-care. The scale uses a 3-point Likert format and includes both positively and negatively worded items to ensure content balance. Initial item analysis was conducted on a sample of 250 individuals, and the final standardized version was tested on 1,000 teachers to establish reliability and norms. The scale demonstrated strong internal consistency with a Cronbach's alpha value, indicating high reliability. Both face and construct validity were confirmed through expert evaluations and conceptual clarity. Norms are provided using z-scores to categorize levels of Quality of Life from extremely low to extremely high across populations.

Self-Confidence Inventory (SCI):

The Self-Confidence Inventory (SCI), developed by Dr. Rekha Agnihotri, is a standardized tool designed to assess the level of self-confidence among adolescents and adults. The inventory consists of 56 true-false type items and was developed through item analysis based on responses from a sample of 200 individuals. Items with validity indices of 0.25 and above were retained. The final standardization was conducted on a large sample of 2,074 individuals from different regions in Uttar Pradesh. The inventory demonstrated a high validity coefficient of 0.82 and strong reliability. It evaluates various traits linked to self confidence such as optimism, independence, assertiveness, and leadership qualities. The scoring is inverse-higher scores indicate lower self-confidence and vice versa. Norms for interpretation are provided using z-scores, with levels ranging from extremely low to extremely high self-confidence. The SCI is self administering and typically takes 20 minutes to complete, making it efficient for educational and psychological assessment settings.

Procedure:-

Prior to data collection, ethical approval was obtained from the Institutional Ethics Committee to ensure compliance with ethical research standards. Participants were informed about the objectives of the study, and their voluntary participation and confidentiality were assured. After obtaining informed consent, standardized tools including the Mobile Addiction Scale (MAS), Quality of Life Scale (QOLS), and Self-Confidence Inventory (SCI) were administered either online or in person, depending on participants' accessibility and convenience. The MAS was used as a screening tool to assess the level of mobile addiction and to classify participants into high and low mobile-addicted groups based on their scores. This categorization facilitated comparative analysis of the impact of mobile addiction on quality of life and self-confidence. All data collected during the study were handled with strict confidentiality and securely stored for statistical analysis. This procedure ensured ethical integrity, systematic participant selection, and the validity of the study outcomes.

Statistical Techniques for Data Analysis:-

- Descriptive statistics (mean, SD, frequency) for demographic data and variable distribution.
- Independent samples t-test to compare Quality of Life and Self-Confidence between high and low mobile-addicted groups.

Ethical Considerations:-

The study adhered to APA ethical guidelines. Participation was voluntary, and participants had the right to withdraw at any stage. No identifying personal data was collected.

Statistical Analysis and Discussion

Table No-1

Mean, standard deviation, t-value of Quality of Life and Self-Confidence among high and low Mobile Addiction College Students.

Dimension	High Mobile Addiction (N=50)		Low Mobile Addiction (N=50)		df	“t”
	Mean	SD	Mean	SD		
Quality of Life	69.82	5.67	81.67	5.31	98	10.78**
Self-Confidence	33.10	4.77	41.59	5.01	98	8.67**

Sig – 0.05* = 1.96, 0.01=2.62**

Dimension High Mobile Addiction (N=50) Low Mobile Addiction (N=50) df ‘t’ Mean SD Mean SD
 Quality of Life 69.82 5.67 81.67 5.31 98 10.78**Self-Confidence 33.10 4.77 41.59 5.01 98 8.67**Sig –
 0.05* = 1.96, 0.01**=2.62

To examine the impact of mobile addiction on quality of life and self-confidence among college students, an independent samples t-test was conducted comparing students with high mobile addiction (n = 50) and those with low mobile addiction (n = 50). It was hypothesized that students with high mobile addiction would report significantly lower quality of life and self-confidence than their low addiction counterparts.

As shown in Table 1, a significant difference was found in quality of life scores between the two groups. Students with high mobile addiction had a mean score of 69.82 (SD = 5.67), while those with low addiction scored significantly higher, with a mean of 81.67 (SD = 5.31). The obtained t-value was 10.78, which exceeds the critical value at both 0.05 and 0.01 significance levels (df = 98, $p < .01$), confirming a statistically significant difference. This supports Hypothesis 1, indicating that high mobile addiction is associated with reduced quality of life.

Similarly, for self-confidence, the high mobile addiction group had a mean score of 33.10 (SD = 4.77), whereas the low addiction group had a mean of 41.59 (SD = 5.01). The calculated t-value of 8.67 (df = 98, $p < .01$) also exceeds the critical value, providing strong evidence in favor of Hypothesis 2-that students with higher mobile addiction demonstrate significantly lower self-confidence.

These findings suggest that excessive mobile phone use negatively impacts not only students’ perceived well-being but also their self-efficacy beliefs. This result is consistent with prior studies (Demirci et al., 2015; Andreassen et al., 2012) showing that behavioral addiction, such as smartphone overuse, is linked to decreased psychological health. Targeted intervention programs aimed at reducing mobile dependency may therefore improve students’ holistic development and mental wellbeing.

4. Conclusions:-

1) College students with high mobile addiction exhibit significantly lower quality of life compared to those with low mobile addiction.

2) Self-confidence levels are significantly reduced among high mobile-addicted students in comparison to their low mobile-addicted peers.

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