

The Level of Nomophobia Among a Sample of University Students (A Field Study at Ziane Achour University in Djelfa)

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Abstract ;

This study aims to identify the level of Nomophobia among a sample of university students at the University of Djelfa. It seeks to investigate the statistical significance of differences in Nomophobia levels based on gender, academic level (Bachelor's vs. Master's), and specialization (Scientific vs. Literary). To achieve these objectives, a descriptive research design is employed. The sample consists of 279 male and female students, selected through purposive sampling. The Nomophobia Scale—adapted into Arabic by Hafiza Al-Barashdi and Said Al-Dhafri (2022)—is administered after verifying its psychometric properties. The parametric statistical analysis reveals a high level of Nomophobia among university students. The results indicate no statistically significant differences in Nomophobia levels attributable to gender, academic level, or specialization.

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1. Introduction:

Our modern world is witnessing rapid technological development, accompanied by a significant and tangible digital transformation that is making its mark across various scientific disciplines and age groups, particularly with the widespread use of smartphones and the ease of their acquisition, which has made them an integral part of people's daily lives.

A report by the International Telecommunication Union (ITU, 2025) indicates that, globally, 82% of individuals aged 10 or over own a mobile phone, with this penetration rate exceeding 95% in high-income economies, whilst upper-middle-income economies have already surpassed the 90% threshold. This contrasts with low-income economies, where only 53% of the population aged 10 or over own a mobile phone.

These statistics reflect the role of the smartphone in people's daily lives; its function is no longer limited to communication alone, but has evolved into a multifunctional tool relied upon to meet various demands of daily life, such as socialising, entertainment and leisure, monitoring health and fitness, and carrying out work and professional tasks, as well as study, research, education and learning. Despite the different benefits these devices offer their users, they are not without risks and problems, particularly when used

excessively. In this context, a study by Soni and Vinod (2025) indicated that excessive smartphone use is linked to a range of mental health issues, and social media plays a significant role in exacerbating these issues, particularly through cyberbullying, social comparison and addiction, as well as deeper psychological issues such as self-esteem, depression, sleep disorders and heightened anxiety.

This impact is no longer limited to general anxiety but has taken forms more closely linked to technology itself (specifically smartphones), with the emergence of new behavioural and emotional patterns reflecting a growing psychological dependence on smartphones; this is known as Nomophobia.

The term 'Nomophobia' is an abbreviation of 'fear of being without a mobile phone' and refers to the state of tension and anxiety caused by the loss of the ability to use a mobile phone; the British organisation YouGov first coined this term in 2008.

This condition describes the feeling of unease when disconnected from the digital world, whether due to a flat battery or being in places where its use is prohibited. Psychologically, this behaviour is linked to what is known as 'checking obsession' or the fear of missing out (Ren et al., 2025).

The danger of this phenomenon lies in its association with psychological disorders such as anxiety and depression, as it is classified as a form of separation anxiety that manifests in

four ways: difficulty communicating, a loss of connection, inability to access information, and stress caused by the absence of a smartphone (Packham, 2015, as cited in (Bin Issa, 2025, 104)

Numerous psychological theories have offered various explanations for nomophobia. Attachment theory explains it as an individual's attachment to their smartphone, stemming from a sense of security and psychological comfort, which is counterbalanced by a feeling of unease when separated from it. This theory has likened nomophobia to other forms of addiction, whereby every time an individual receives a new notification, there is a slight surge in the neurotransmitter dopamine, compelling the individual to open the notification and respond to it immediately (Qadouri, 339, 2021).

The behavioural theory explains nomophobia based on Skinner's concepts in learning theory, the most well-known of which is reinforcement, which is considered a powerful mechanism that aids in understanding human behaviour and analysing the factors that govern it. Nomophobia results from the repetitive behaviour of using a smartphone, and the services provided by the phone—such as mobile games, social media and the internet—are positive reinforcers that drive the individual to use the phone for long periods, sometimes at the expense of their

commitments and responsibilities (Qadouri, 2021, p. 339).

Based on available statistics regarding the prevalence of 'Nomophobia', we find that the United Kingdom has seen a remarkable increase; in 2008, the figure stood at 53%, with men (58%) outnumbering women (48%). However, this rate rose to 66% by 2012, according to a report by Secure Voy, with a clear shift in the figures, showing that women (70%) were more likely to be affected than men (61%). As for age groups in the same year, young people in the 18–24 age group topped the list with a prevalence rate of 77%, followed by the 25–34 age group at 68%, and finally the older age group (55 and over).

Meanwhile, statistics from the United States in 2015 indicate that 40% of Americans suffer from 'Nomophobia', with a notable prevalence among men (58%) compared to women (47%). The severity of this link is evident in daily usage behaviours; 91% of young Americans use their phones in the bathroom, a practice shared by 76% of women and 74% of men. Behaviours associated with this disorder also show that 95% of users browse their phones or view content immediately before going to sleep, whilst 72% of them cannot bear to have their phones more than 5 feet away from them (Ozdemir et al., 2018).

Looking at the highest prevalence rates of Nomophobia, we find that young people lead the way across all age groups, with a significant proportion of them being

university students, in both the US and UK. However, data and statistics in the Arab world are very limited – to the best of our knowledge – at both the Arab and local levels. Recently, some Arab and local studies have endeavored to investigate the phenomenon of Nomophobia by exploring its dimensions and its relationship with various psychological and educational factors.

In this context, Heba Mahmoud's study (2019) focuses on the role of psychological well-being, subjective happiness and impulsivity in predicting this disorder. The results reveal that impulsivity is the psychological variable most capable of predicting Nomophobia, whilst mobile phone usage patterns and academic specialisation are more predictive than gender and age. There are statistically significant differences in the level of Nomophobia in favour of younger students and those in Literary faculties. Meanwhile, a study by Qadouri (2021) examines the nature of the relationship between Nomophobia and emotional stability among university students. The results indicate the presence of a level of Nomophobia, statistically significant differences in the level of Nomophobia according to gender (in favour of females), no differences in the field of study variable, and a correlation between psychological Nomophobia and emotional stability among university students.

The studies also cover academic and social aspects, with Othman (2022) examining the relationship between Nomophobia and

academic achievement. The results indicate a high prevalence of Nomophobia and a correlation between Nomophobia and academic achievement, and that there are statistically significant differences in favour of males in terms of the level of Nomophobia, whilst no differences are found attributable to the age variable, with a significant interaction between gender and Nomophobia in their effect on academic achievement.

Meanwhile, Suleiman (2026) links it to mental alertness, anxiety and academic performance. The results show a statistically significant correlation between the variables, and significant differences in all variables in favour of females, with the possibility of predicting Nomophobia through anxiety, mental alertness, and academic performance. Al-Mohsen (2025) examines its association with thinking styles among students at Imam Muhammad bin Saud Islamic University in Riyadh. The key findings indicate that students' levels of Nomophobia were moderate, practical thinking is the most prevalent style among them, and that there is a statistically significant correlation between Nomophobia and thinking styles; it also demonstrates Nomophobia's ability to predict students' thinking styles.

On the social front, a study by Boumjan (2024) seeks to uncover the relationship between the phenomenon and social anxiety, and the results indicate an average level of both Nomophobia and social anxiety among the sample participants. It also shows that there is no statistically significant correlation

between the two variables in general, with the exception of significant correlations between some of their sub-dimensions. In the context of therapeutic programmes, a study by Ben Issa (2025) is set out to test the effectiveness of therapeutic program using Acceptance and Commitment Therapy (ACT) techniques to reduce the prevalence of this phenomenon among first-year social sciences students. The results of the comparison between pre- and post-tests confirm the effectiveness of this program in reducing the level of Nomophobia among the sample group.

Although some Arab and local studies have attempted to address this phenomenon—Nomophobia among university students—further field studies are required. Consequently, this study seeks to fill a research gap, particularly within the Algerian university environment, by posing the following questions:

1. What is the level of Nomophobia among a sample of students at the University of Djelfa?
2. Are there any statistically significant differences in the level of Nomophobia attributable to the gender variable among a sample of students at the University of Djelfa?
3. Are there statistically significant differences in Nomophobia attributable to the variable of field of study (science-

Literary) among a sample of students at the University of Djelfa?

4. Are there statistically significant differences in the level of Nomophobia attributable to the variable of academic level (Bachelor's-Master's) among a sample of students at the University of Djelfa?

1.2 Research hypotheses:

1. The level of Nomophobia among a sample of students at the University of Djelfa is high.
2. There are no statistically significant differences in the level of Nomophobia attributable to the gender variable among a sample of students at the University of Djelfa.
3. There are no statistically significant differences in Nomophobia attributable to the variable of field of study (science-Literary) in a sample of students at the University of Djelfa.
4. There are no statistically significant differences in the level of Nomophobia attributable to the academic level variable (Bachelor's-Master's) in a sample of students at the University of Djelfa.

1.3 Objectives of the study:

1. To reveal that the level of Nomophobia among a sample of students at the University of Djelfa is high.

2. To investigate the statistical significance of differences in the level of Nomophobia attributable to the gender variable among a sample of students at the University of Djelfa.
3. To investigate the statistical significance of differences in the level of Nomophobia attributable to the variable of field of study (science-Literary) among a sample of students at the University of Djelfa.
4. To investigate the statistical significance of differences in the level of Nomophobia attributed to the academic level variable (Bachelor's–Master's) in a sample of students at the University of Djelfa.

1.4 Significance of the study:

1. This study provides a descriptive scientific basis to assist in the development and design of preventive, therapeutic and counselling interventions aimed at mitigating the negative effects of Nomophobia on mental health (in general), particularly by university mental health support centres.
2. The topic of Nomophobia is one of the issues arising from rapid digital transformation, which has become particularly prevalent with the development of smartphones. This highlights the need to examine students' relationship with their phones, especially as ownership of such devices has become accessible to most of them.

3. Such a study helps to understand certain behavioural, cognitive and social changes associated with the digital age, such as concentration, attention, self-control, self-regulation, sleep disorders, academic performance and social relationships.
4. The importance of this study is further highlighted by the significance of the university student demographic and the sensitivity of this age group, as it is a transitional period during which lifestyles and behaviours—ranging from positive to negative—are formed, and identity and independence are established.

1.5 Study Limitations:

Temporally: The exploratory and main study were conducted during the period September–November of the 2025/2026 academic year.

Geographically: The faculties of the University of Djelfa.

Demographically: Students at the University of Djelfa across various disciplines and levels; specifically, a sample of 279 male and female students was selected.

Subject: The variable of Nomophobia, or the fear of losing one's mobile phone, among university students.

1.6 Operational definition of the study concept:

Nomophobia (fear of losing one's mobile phone) operationally: the total score obtained by the student after answering the items of the

Nomophobia scale translated to Arabic by Hafiza Al-Barashidiya and Saeed Al-Dhafri (2022), which consists of 18 items; this score ranges from 18 to 72.

2. Methodological Procedures of the Study:

2.1 Research Approach:

A descriptive approach is adopted for this field study, as it is considered the most appropriate for achieving its objectives.

2.2 Pilot study:

Prior to the final application of the study scale to the main study sample, a pilot study was conducted to ensure the clarity of the item wording and its suitability for university students, as well as to test the psychometric properties of the scale.

-To achieve these objectives, the pilot study was conducted on a sample of 30 university students, selected purposively from the same population as the main study.

Table 1: Characteristics of the exploratory sample

Characteristics of the exploratory sample N=30		Percentages
Gender	Male	50%
	Female	50%

-The results of the pilot study showed that the psychometric properties of the Nomophobia Scale (both reliability and validity) indicated that the scale possessed highly acceptable statistical indices and

coefficients, thereby supporting its suitability for use in the main field study.

The main study sample and its characteristics: The sample was selected using a purposive sampling method from students at the University of Djelfa enrolled in the 2025/2026 academic year, comprising 279 male and female students. Table 2 details the characteristics of this sample.

Table 2: Basic Sample Characteristics

Basic sample characteristics. N=279		Percentages
Gender	Male	20.4%
	Female	79.6%
Level	Bachelor's degree	61.6%
	Master's	38.4%
Specialisation	Science	20.1%
	Literary	79.9%

The figures in the table detail the characteristics of the main study sample and show that the study includes 279 university students, with a clear predominance of females (79.6%) over males (20.4%). It also indicates that the majority of the sample were at undergraduate level (61.6%) compared to postgraduate students (38.4%). As for the fields of study, we find that the highest proportion is in the humanities (79.9%) compared to a very small proportion of students in the sciences (20.1%).

2.3 Research tool:

In this study, the researcher employs a scale to collect data, as this is essential to achieving the study's objectives. This is the Numophobia Scale adapted by Hafiza Al-

Barashidiya and Saeed Al-Dhafri (2020), comprising 18 statements formulated in a declarative manner. Students respond to these items using a four-point Likert scale: Strongly agree: 4; Agree: 3; Disagree: 2; Strongly disagree: 1 (Othman, 2022).

2.4 Psychometric properties of the scale:

The validity and reliability of a measurement instrument in any field study are established only after its psychometric properties have been verified. Therefore, the Nomophobia scale adopted in this study is subjected to psychometric testing to assess its accuracy in measuring the study variable and its validity in the current research setting, namely the university environment. The results are presented below.

-Validity:

Discriminant validity:

The results of the test for the significance of differences between the mean scores of the lower and upper samples on the Nomophobia Scale indicate that the p-value was statistically significant at the significance level ($\alpha = 0.01$). This means that the scale can distinguish between the two extreme groups, which accurately demonstrates the scale's validity.

Internal consistency validity:

The results of the correlation coefficients between each item of the Nomophobia scale and the total score of the scale confirms that all these coefficients are positive and

statistically significant at the significance level ($\alpha = 0.01$). This clearly highlights the presence of a high level of internal consistency, meaning that the items do indeed measure the variable among university students.

-Reliability

Cronbach's alpha method:

Following statistical analysis of the data and based on Cronbach's alpha, the value is found to be 0.92, indicating a high degree of internal consistency among the scale items, which reflects a very high level of reliability.

Split-half method:

It is well known that the split-half method is based on Pearson's correlation coefficient between the two halves of the scale. In this study, the result yielded a value of 0.842, in addition to Spearman's and Brown's longitudinal correlation coefficients of 0.914 and Gottman's coefficient of 0.913, all of which are highly acceptable for judging the reliability to be of a high degree.

Based on the findings regarding both the validity and reliability of the Nomophobia Scale, it can be concluded that it is highly suitable for application in the main study on the target sample.

3.Results and Discussion

3.1 Presentation, discussion and interpretation of the study results:

Testing the normality of the score distribution:

Before commencing the statistical analysis of the data collected to test the study's hypotheses and derive the results, it is statistically essential to first verify the normality of this data. The normality of the scale's score distribution is verified using a set of descriptive statistics, and the results are shown in the table below.

Table 3: Test of normality of distribution.

Variable	N	Skewness	Std. Error	Kurtosis	Std. Error
Total score for the scale	279	0.169	0.146	0.323	0.291

On examining the results presented in the table, we find that the distribution of scores is statistically normal, with a skewness coefficient of 0.169 and the kurtosis coefficient (Kurtosis = 0.323) are within statistically acceptable limits, justifying the use of parametric statistical methods to test the study's hypotheses.

3.2 Testing the first hypothesis:

It is hypothesised that: the level of Nomophobia among a sample of students at the University of Djelfa is high.

To test this hypothesis, a one-sample t-test was used to compare the arithmetic mean of the sample members' scores on the Nomophobia scale with the scale's hypothesised mean.

Table 4: One-sample t-test

Nomophobia	Arithmetic mean	Standard deviation	Hypothesised mean	Difference between the means	T-value	Degrees of freedom	Significance
	47.41	9.04	45	2.41	4.45	278	.000

The results showed that the arithmetic mean was 47.41 with a standard deviation of 9.04, which is higher than the hypothesised mean of 45 by a margin of 2.41. The calculated t-value is $t = 4.45$ at a degree of freedom of 278, and the statistical significance at the $\alpha = 0.05$ level is 0.000, which is statistically significant. Consequently, the hypothesis that the level of nomophobia among a sample of students at the University of Djelfa is high is accepted.

Discussion:

The finding of a high level of Nomophobia among the sample of university students was consistent with the results of Othman's (2022) study, which examined Nomophobia and its relationship with academic achievement among a sample of students at the Faculty of Literary, King Abdulaziz University; whereas the results of this study differ from those of Nadia Boumjan's (2024) study on Nomophobia and its relationship with social anxiety among a sample of first-year students in the Social Sciences core curriculum, which

found a moderate level of Nomophobia in the sample.

Interpretation:

This finding can be interpreted to mean that university students in particular, and young people in general, use mobile smartphones as a means of regulating their emotions, as they help them to reduce feelings of loneliness, escape academic and social pressures, and avoid anxiety through their attachment and excessive reliance on their phones; when students lose this means of regulating their emotions, their anxiety levels rise, and consequently, their levels of Nomophobia increase.

According to attachment theory, this suggests that university students' strong emotional bond with their smartphones provides them with psychological comfort and a sense of security, particularly as these devices offer privacy and storage for information and files, granting students a sense of confidentiality by preventing others from accessing them. Consequently, the loss of a student's mobile phone is perceived as the loss of a source of security, which directly increases their level of Nomophobia.

From a social perspective, this finding suggests that university students rely heavily on digital social interaction and communication via various social media platforms, which may lead to what is known as the fear of missing out on news, events and interactions with friends—a phenomenon

referred to as FOMO (Fear Of Missing Out); Consequently, excessive attachment to smartphones and the fear of losing contact help students avoid isolation and social exclusion; particularly as the university life students lead today relies heavily, academically, on smartphones – whether for following lectures, communicating, registering on student service platforms and digital learning platforms, and even for joining student societies. Furthermore, the university environment still lacks social, cultural, sporting and recreational activities, which may increase reliance on the smartphone as a substitute.

An explanation can be offered from a behavioural perspective, where we find that the high level of Nomophobia among students is viewed through the lens of the smartphone becoming a powerful behavioural reinforcer, as various social media platforms, messages and notifications act as strong behavioural reinforcers, and the absence of phones is a cause for concern among university students and young people in general; constant browsing of social media sites and various platforms, shopping, and keeping track of health, fitness and sports, among other things, is not merely for entertainment and filling spare time, but goes beyond that to become a source of reward.

3.3 Testing the second hypothesis:

This hypothesis states that: there are no statistically significant differences in the level of Nomophobia attributable to the gender

variable in a sample of students at the University of Djelfa.

To test this hypothesis, an independent samples t-test was used to detect differences in the level of Nomophobia according to the gender variable.

Table 5: Independent samples t-test for the gender variable

	Frequency	Arithmetic mean	Standard deviation	t-value	Degrees of freedom	Statistical significance
Males	57	48.26	10.02	.796	277	.427
Females	222	47.19	8.79			

The results show that the arithmetic mean for males is 48.26 with a standard deviation of 10.02, whilst the arithmetic mean for females is 47.19 with a standard deviation of 8.79. The calculated t-value is ($t = 0.796$) at a degree of freedom of (277), and the significance value was ($\text{Sig} = 0.427$), which is greater than the accepted significance level ($\alpha = 0.05$), indicating that there are no statistically significant differences in the level of Nomophobia attributable to the gender variable. Consequently, the null hypothesis is accepted.

Discussion:

Returning to the previous studies mentioned in the introduction to this article, we find that their results regarding differences in the level of Nomophobia according to the gender variable vary between disagreement and agreement with the results of this study. The

latter found no differences according to the gender variable in the level of Nomophobia among university students, whereas both the study by Othman Abdulsalam (2022) and that by Al-Mohsen (2025) found differences favouring male university students; conversely, the results of the study by Suleiman (2026) and that by Qadouri (2021) indicate that higher levels of Nomophobia are found among female students.

Interpretation:

Although there are differences between female and male psychology, the results obtained regarding the level of Nomophobia show that both genders have the same high level. This can be explained by the fact that this variable is not influenced by an individual's psychological makeup, particularly as there is a similarity between males and females in basic psychological needs such as security, self-actualisation, esteem, social interaction and belonging, which have taken on a digital form and become digital social interaction and digital belonging; both are influenced by and integrated into the prevailing digital culture. Furthermore, all students belong to the same university environment and are exposed to the same pressures and influences; consequently, excessive reliance on mobile phones serves to meet psychological needs—particularly security, belonging and esteem—and acts as a mechanism for adapting to the university environment and coping with its pressures. The level of Nomophobia is not linked to a

specific gender but is a general phenomenon among university students.

3.4 Testing Hypothesis three:

This hypothesis states that: there are no statistically significant differences in Nomophobia attributable to the variable of field of study (science or Literary) among a sample of students at the University of Djelfa.

To test this hypothesis, an independent samples t-test is used to detect differences in the level of Nomophobia according to the field of study variable.

Table 6: Independent samples t-test for the specialisation variable

	Frequency	Arithmetic mean	Standard deviation	t-value	Degrees of freedom	Statistical significance
Literary	223	47.53	9.09	.447	277	.655
Science	56	46.93	8.93			

The results show that the arithmetic mean of the marks for students in the Literary field is 47.53, with a standard deviation of 9.09, whilst the arithmetic mean of the marks for students in the science field is 46.93, with a standard deviation of 8.93. The calculated t-value was ($t = 0.447$) at a degree of freedom of (277), and the significance value is ($\text{Sig} = 0.655$), which is greater than the accepted significance level ($\alpha = 0.05$), indicating that there are no statistically significant differences in Nomophobia attributable to the field of study variable. Consequently, the null hypothesis is accepted.

Discussion:

This result is consistent with the findings of a study by Qadouri conducted at the University of Tikrit in Iraq, which concluded that there are no differences in the level of Nomophobia among university students according to their field of study, whether in the sciences or the humanities.

Interpretation:

The absence of differences according to the academic field variable indicates that both groups of university students rely excessively on the smartphone as a tool for social interaction and communication, and that it aids in the learning process and the acquisition of various information, particularly regarding services aimed at students in university life, such as educational platforms and study groups, in addition to other services provided by smartphones, such as entertainment, electronic games and browsing various websites; all of this negates the difference in the level of fear of losing a mobile phone between students of scientific disciplines and students of humanities.

3.5 Testing Hypothesis four :

This hypothesis states that: there are no statistically significant differences in the level of Nomophobia attributable to the academic level variable (Bachelor's–Master's) in a sample of students at the University of Djelfa.

To test this hypothesis, an independent samples t-test is used to detect differences in

the level of Nomophobia according to the academic level variable.

Table 7: Independent samples t-test for the academic level variable.

	Frequency	Arithmetic mean	Standard deviation	t-value	Degrees of freedom	Statistical significance
Bachelor's	172	47.74	8.96	.763	277	.446
Master's	107	46.89	9.20			

The results show that the arithmetic mean of the undergraduate students' scores is 47.74 with a standard deviation of 8.96, whilst the arithmetic mean of the postgraduate students' scores is 46.89 with a standard deviation of 9.20. The calculated t-value is ($t = 0.763$) at a degree of freedom of (277), and the significance value is ($\text{Sig} = 0.446$), which is greater than the accepted significance level ($\alpha = 0.05$), indicating that there are no statistically significant differences in the level of Nomophobia attributable to the academic level variable. Consequently, the null hypothesis is accepted.

Discussion:

Based on the aforementioned studies, to the best of the researcher's knowledge, no results have been obtained regarding differences in the level of Nomophobia according to the academic level variable, i.e. between undergraduate and postgraduate students; this makes this finding a scientific contribution to the subject. This necessitates further field

studies to investigate differences between students according to their field of study.

Interpretation:

The results indicate that there are no statistically significant differences in the level of Nomophobia between undergraduate and postgraduate students. We interpret this as being due to the fact that they are at the same stage of life and development, which means their psychological and social needs—such as social and digital belonging, social interaction, and psychological and academic adaptation—are similar; This implies that smartphones fulfil the same roles for Master's students; consequently, we find that the level of Nomophobia is similar and high in both groups. This can also be explained by the fact that, despite their differing levels, all students immerse themselves in the digital environment via their smartphones, a characteristic prevalent among recent digital generations.

4.Conclusion:

This study sought to focus on the topic of Nomophobia among university students, a relatively new subject in the field of scientific research and one of great importance as a form of anxiety associated with excessive smartphone use. The study was conducted on a purposive sample of 279 male and female students at the University of Djelfa. The results indicate that the level of Nomophobia

among university students is high, and that there are no statistically significant differences in the level of Nomophobia attributable to gender, academic year, or field of study among the sample.

The high level of Nomophobia among university students reflects an increasing psychological dependence on smartphones in daily life and as a means of coping with academic and social pressures; it also, indicates a heightened fear of losing one's phone and of a disruption in virtual communication. This leads us to put forward a series of recommendations, which are outlined in detail in the following points:

1. To conduct exploratory and comparative studies between university students and school-age adolescents, as Nomophobia is not limited to a specific group, and given the differences in developmental characteristics across age groups.
2. Developing and designing guidance, prevention and treatment programs for university students regarding Nomophobia and digital addiction.
3. Conducting predictive studies on the level of Nomophobia through various variables such as mental alertness and emotional intelligence.
4. Integrating digital education into the university environment by strengthening university counselling centres to guide students towards the sensible use of mobile phones and

providing ongoing psychological and digital education in general.

5. Strengthening emotional skills such as self-control and self-regulation among university students.
6. Developing more accurate measures to assess Nomophobia among adolescents and university students.

In light of all these rapid digital transformations experienced by university students, in particular, and young people in general, and their psychological and social repercussions, a scientific understanding of these psychological phenomena remains an urgent necessity for safeguarding the mental health of young people.

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