



**NOMOPHOBIA, PERCEIVED SOCIAL SUPPORT AND
LONELINESS IN UNIVERSITY STUDENTS**

A Research Project Presented to

Bahria School of Professional Psychology

Bahria University Islamabad Campus (E-8)

In partial fulfilment

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Of Bachelor of Sciences

BS Psychology

By

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&

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Submitted to

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Approval Sheet

SUBMISSION OF RESEARCH PROJECT

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I hereby certify that the above candidates work including the research project has been completed to my satisfaction and that the research project is in a format of an editorial standard recognized by the faculty/department as appropriate for examination.

Signature (S):

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Date:

The undersigned signifies that:

1. The candidate presented at a pre-completion seminar, an overview, and synthesis of major findings of the thesis and that this research is of a standard and extent appropriate for submission as a research project.
2. I have checked the candidates research project and its scope and formal. Editorial standards are recognized by the faculty/department as appropriate.

Signature(s):

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DECLARATION OF AUTHENTICATION

We certify that the research work presented in this research project, to the best of our knowledge, is our own. All the sources used, and any help received in the preparation of this thesis have been acknowledged. We hereby declare that we have not submitted this material, either in whole or in part, for any other degree at this or any institution.

Signature(s):

DEDICATION

*This thesis is dedicated to our respected parents,
For their unconditional love, endless support, and constant encouragement.*

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Last but not the least we would like to express our gratitude to participants of the study because without their contribution none of this would be possible.

Aisha Ali and Javeria Ilyas

THESIS REVISION CERTIFICATE

It is to clarify that Aisha Ali and Javeria Ilyas, Enrolment No. 01-171202-006 and 01-171202-031 respectively, session Fall 2024 from School of Professional Psychology, Bahria University Islamabad conducted their undergraduate thesis entitled “Nomophobia, Perceived Social Support and Loneliness in University students” under my supervision. They have revised their thesis in the light of the examiners’ suggestions, and to my satisfaction and to the best of my belief, its standard is appropriate for acceptance. Moreover, this thesis is an excellent work in terms of scope and quality for the award of the degree of BS psychology.

Supervisor

Dated

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ABBREVIATIONS

NMP	Nomophobia
NMP-Q	Nomophobia Questionnaire
PSS	Perceived social support
MSPSS	Multi-dimensional scale of perceived social support

ABSTRACT

The study aimed to investigate the relationship and gender differences between nomophobia (NMP), perceived social support (PSS) and loneliness in university students and to figure out the predictive role of NMP and PSS on loneliness. A sample of 324 university students of Islamabad amongst which were 50% males and 50% females with the age range from 18-28 years were selected by using convenience sampling. To assess the study variables, three instruments were used: Nomophobia questionnaire (NMP-Q), Multi-Dimensional scale of perceived social support (MSPSS) and UCLA Loneliness scale (version 3). The research findings demonstrated that NMP was found to be significant positive correlated with PSS and its subscales (significant others, family, friends). On the other hand PSS and its subscales (friends, family, significant others) were found to be significant negative correlated with loneliness. Moreover, no significant correlation was observed between NMP and loneliness. Regression analysis indicated NMP and PSS significantly predicted loneliness. Additionally, gender differences were observed that demonstrated significant gender differences in correspondence to NMP and PSS in which females scored higher as compared to males, whereas in loneliness no significant gender differences were observed. The findings of the study can be used to develop focused interventions and services that reduce the negative effects of NMP, improve individual's perceptions of their social support systems, and lessen their feelings of loneliness.

Keywords: Nomophobia, Perceived social support, Loneliness

INTRODUCTION

In the twenty-first century, technology has become an essential component of our daily life. The rapid advancement of technology, particularly the widespread use of smart phones, has transformed the way we communicate, study and connect with the world. These mobile devices have transformed into extensions of ourselves, storing our contacts, memories and entire digital lives. With an estimated 5 billion people using smart phones globally, the dependency on these gadgets has grown significantly, changing societal standards and behavioral patterns. University students, as the vanguards of future, are at the forefront of this technological transformation (Henderson et al., 2015).

The unbreakable bond between students and their smartphones is deeply rooted in the devices multifunctional capabilities. Smartphones are more than just communication tools; they also serve as portable hubs for obtaining information, pursuing academic goals and maintaining connections with other people. Beyond academics, mobile phones are essential tools for social connection. They enable students to maintain relationships and stay connected with the broader university community (Hossain & Ahmed 2016).

Smartphones and digital devices have transformed the human experience by enabling instant access to information, social networks and a wide range of digital experiences. As technology advances, so does our reliance on it, blurring the distinction between the physical and digital worlds. This convergence has profound impact on mental health, social interactions and the fundamental nature of human connection. However, within this hyper connected landscape lies a disturbing reality; people are becoming increasingly afraid of detachment from their mobile phones (nomophobia). As a result, the concept of Nomophobia (NMP) emerges as a present-day issue that demands attention and investigation (Pavithra et al., 2015).

NMP is a word that has become a modern-day phobia as a result of the growing usage of mobile phones, specifically cell phones. NMP is an abbreviation for 'No-Mobile-Phone Phobia' (King et al., 2013; Yildirim & Correa., 2015). King et al. (2010) identified one of its early definitions as the fear of becoming disconnected from a mobile phone, unconnected to the Internet or technologically incommunicable.

NMP or the fear of being without one's mobile device, has become more common in today's society. With the advancement of mobile technology, it has emerged as a genuine concern affecting a sizable percentage of the population. King et al. (2010) recognized NMP as a contemporary form of phobia stemming from the interaction between individuals and emerging technologies.

NMP symptoms may include preoccupation with the mobile device, use in inappropriate social settings, poor consequences on relationships and the emergence of withdrawal symptoms, such as feelings of anger, anxiety or depression when phone is not reachable (Nikhita et al., 2015). Scholars classify NMP as a kind of situational phobia, and there have been numerous calls to include it in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (Brazggazi et al., 2014).

People with severe NMP are more likely to frequently check their phones for notifications and status updates (Bhattachrya et al., 2019). According to emerging data, nomophobia is linked to fear, anger disorders, lower productivity and performance (Rodriguez et al., 2020). Individuals with NMP have psychosocial, behavioral and anxiety problems that impair their life while they are distant from their cell phones (Dixit et al., 2010).

In 2008, UK Post Office carried out a survey that revealed that 53% of people in the UK experienced unjustified anxiety and fear when their mobile phones are out of reach. The prevalence of NMP in both industrialized and developing countries ranges between 77% and 99%, with young adults being the most affected (Ozdemir et al., 2018). Individuals with NMP share characteristics such as the usage of multiple cell phones and chargers, frequent monitoring of screen for notifications and keeping mobile close by when sleeping. People with NMP appear to escape from face-to-face interaction and instead opted for a world of virtual connections (Bhattachrya et al., 2019). Furthermore, despite smartphones perceived connectivity and quick interaction, the fear of being without a cell phone is frequently associated with feelings of loneliness.

As a consequence of their overreliance on mobile phones, university students frequently find themselves trapped in a paradoxical loneliness. Technology-enabled virtual connections usually fail to fulfill students' natural desire for genuine human interaction and emotional support, leaving them alone in a sea of superficial relationships (Dehghanian & Bordbar 2023).

According to Tan et al. (2013), relying excessively on mobile phones may intensify the feelings of loneliness because they provide a superficial connection that does not always address the underlying emotional needs for actual human interaction and companionship. Loneliness can be characterized as the subjective perception of an unpleasant or unacceptable loss of (quality of) certain social connections (Ozdemir & Tuncay 2008).

Loneliness arises when individuals struggle to fulfill social and emotional needs in their relationships, leading to feelings of isolation and disconnect (Russell et al., 2012). Factors such as poor social communication, lack of belonging to a group or absence of close emotional connections can contribute to experiencing loneliness (Duy, 2003).

According to Peplau and Perlman (1982) loneliness is the unpleasant experience that people have when they are unable to obtain satisfaction (qualitative or quantitative) from their social connections. Loneliness is not the same as being alone. Someone alone refers to someone who is by himself, so this person may or not feel lonely. Loneliness is an emotional reaction to not feeling fulfilled with one's need to connect with other people (Svendsen, 2017).

Human beings have a fundamental need for social connections. If this need is not fulfilled, it may lead to the development of loneliness, a painful emotional state resulting from a gap between an individual's desired and existing social relationships (Mellor et al., 2008).

In the hectic environment of university life, the support of family and friends is critical in shaping a student's experience. Academic halls echoes not just with the pursuit of knowledge, but also with the resonance of emotional attachments formed through familial relationships and friendships. Within this rich tapestry, the concept of perceived social support (PSS) takes the form of consistent parental support and valued interpersonal bonds (Adam et al., 2000).

Students in universities, especially those who are away from home, can feel homesick and alone. Perceived support from friends, roommates and family can reduce these feelings and contribute to a positive adjustment to university life (Prezza & Giuseppina 2002). The level of PSS among university students is heavily influenced by the quality of connections among roommates, classmates, family and friends.

As Social groups are an essential part of human life since socializing is a key aspect of development in humans, and the support provided by these groups enhances psychological

dynamics. Social support is essential for improving one's quality of life. It emerges as an important component in the complex tapestry of human interactions, influencing our experiences, emotions and resilience in the face of life challenges (Helgeson, 2003). At its core lies PSS, a concept based on people's subjective perceptions of the availability of assistance, understanding and care from their social relationships. PSS is described as a person's overall perception of whether or not their social network is supportive enough (Sorias, 1988).

PSS is a subjective belief of an individual about the availability and efficacy of assistance provided by their social network. It has a major impact on both mental health and overall well-being. This perception is not solely based on the actual support available but is subjective, varying from person to person even within identical social environments (Gulacti, 2010). In addition to providing great motivation, the interactions that an individual has with his family, peers and other individuals can also have detrimental impacts (Lakey et al., 1994).

Cotterell (2013) defines PSS as a person's belief that friends, family, and other people are there to support them. An individual's health and adaptation process are greatly impacted by being a part of a social network (Barrera et al., 1981). PSS can be defined as an individual's belief that his or her needs for support, information, and feedback have been fulfilled (Procidano & Smith 1997). People with more closely interconnected (dense) social networks and more frequent interactions with network members had higher expectations for the quality of social support they would receive in an emergence (Wellman, 1979; Wellman et al., 1971).

Loneliness emerges as the negative side of social interconnectedness—a subjective feeling of isolation or a lack of meaningful social relationships (Rook, 1985). Loneliness exists not just in the lack of companionship, but also in the absence of meaningful and helpful connections.

Loneliness is a serious social issue during adulthood, and it is becoming a hidden problem in modern society. It can be worsened by a lack of friendship and support. The UK Mental Health Foundation has implied that loneliness will affect young people more than the elderly. Young individuals aged 18 to 34 reported feeling lonely because they feared being alone and depressed (Rai, 2016).

The relationship between PSS and loneliness is particularly noticeable in the realm of emotional support. PSS offers people the assurance that they have a support system to turn to

during challenging times. Whether in times of distress or happiness, knowing you have empathic ears and shoulders to lean on reduce loneliness. Social support protects against the isolating consequences of life's challenges, promoting resilience and emotional well-being.

Literature Review

A comprehensive analysis of the connection between NMP, PSS and loneliness is provided in this literature review. This review examines the existing researches.

Nomophobia and Loneliness

Kılınç et al. (2020) carried out a cross-sectional study using the UCLA Loneliness Scale (Russell et al., 1996) and the Nomophobia Questionnaire (Yildirim & Correia 2015) to assess the students' degrees of loneliness and NMP. Subsequent study revealed that NMP was more common in females, those who had used a smartphone for the first time before the age of 13, and those who had a greater number of virtual friends than actual friends. Additionally, it was discovered that the more time students spend on their smartphones and the more often they check their phones, the more nomophobic they become. The levels of loneliness and NMP were positively correlated.

The aim of the Nelliyanil and Anil (2020) study was to evaluate the prevalence and severity of NMP among undergraduate medical students in relation to their usage of smartphones, as well as the relationship between NMP and their feelings of loneliness, self-happiness, and self-esteem. It was observed that, all of the participants had NMP. There was a statistically significant correlation found between the severity of NMP and the amount of time spent using a smartphone each day and the frequency of checking it. It was discovered that there is a negative correlation between NMP and self-happiness and self-esteem, and a positive correlation with loneliness. This study highlights the high prevalence of NMP amongst medical students and reflects the connection between NMP and psychological well-being.

Hussien (2022) conducted a study to determine the relationship between loneliness and NMP in general population of Saudi Arabia. The study population's NMP levels show that the highest percentage of participants has moderate levels of NMP. They experience a moderate level of loneliness as well. The results showed a strong positive correlation between total loneliness score and total NMP score. Additionally, there are negative relationships with education level and age. The study also implies that psychoeducation is necessary, as are techniques that can cut down on time spent online for random purposes and help people find interesting new ways to interact with one another.

Gezgin and Ümmet (2021) investigated the impact of social and emotional loneliness among students of university on NMP. The result of this study showed significant correlation between NMP and loneliness in familial relationships. Furthermore, no significant correlation was found between NMP and loneliness in social and emotional relationships. In conclusion, risk of NMP increases with an increase in loneliness experienced by university students in familial ties. There was a weak positive correlation between NMP and loneliness in familial relationships. Furthermore, no statistically significant relationship was found between NMP and loneliness in romantic and social relationships.

Kılınç et al. (2022) studied NMP and loneliness levels among students of high school in rural areas. Multivariate analysis revealed that being female, using a smartphone for the first time before the age of 13, using a smartphone on a daily basis, having more friends on social media than in real life and frequently checking phones were linked with increased NMP. There was a positive although weak correlation between NMP and loneliness levels. Key determinants of NMP among high school children include things like phone usage patterns and loneliness, which can be improved by education and creating suitable school environments. This suggests that NMP can be prevented through interventions.

The study conducted by Hosseinitabaghdehi (2021) aimed to evaluate the relation between loneliness, depressive symptoms with NMP among students. The research methodology was descriptive-correlational. The findings revealed a significant relation between loneliness and depressed symptoms with NMP. The findings additionally indicate that loneliness and depressive symptoms played the most significant role in predicting students' NMP.

The research conducted by Arpacı (2022) aimed to find the gender differences between NMP and problematic Internet use, as well as its four factors such as diminished impulse control, loneliness, social comfort, and distraction. Findings of the result showed that loneliness, distraction, and diminished impulse control were all significantly correlated with NMP. For women, the results showed that loneliness, diminished impulse control, and distraction all have a positive and significant relation with NMP whereas among men only distraction and loneliness were found to be significantly related with NMP. The results showed a statistically significant difference, with female individuals scoring higher than males.

Çelebi et al. (2020) carried out a research to examine the relationship between NMP and loneliness in university students. The study group was determined via two-stage random sampling. The correlation study of the individuals' NMP and loneliness levels revealed no significant correlation. On comparing participants' NMP and loneliness levels by gender, it was found that females had higher NMP levels than males. According to the findings, no significant correlation was observed between NMP and loneliness, which contrasts with past research. As a result, further research is required to determine the relationship between NMP and loneliness.

Tuco (2023) conducted a study to investigate the prevalence of NMP among university students. To conduct a proportion-based meta-analysis random-effect model was used. Heterogeneity was evaluated using sensitivity analysis based on the possibility of bias, with subgrouping by country, gender, and major. A total of 11,300 participants from nine nations were acquired, including India, Turkey, Oman, the United States, Pakistan, Saudi Arabia, Indonesia, Germany, and Kuwait. Indonesia had the highest frequency of severe NMP, while Germany had the lowest (3%). In Pakistan, 11.6% of people experience mild NMP, 59.4% have moderate symptoms, and 26.1% have severe NMP. The frequency was similar across sex and major. There was a high occurrence of mild and severe NMP in university students. Interventions are required in order to reduce and cure this issue in educational settings.

In the research carried out by Pavithra et al. (2015) it was found that medical students' usage of social media and mobile phones resulted in addictive behavior, with the majority of them appearing to be so obsessed with using a mobile phone that they kept their gadgets with them even when sleeping. It also demonstrated that medical students' dependence on mobile phones was a key driver of their NMP.

Perceived Social Support (PSS) and Loneliness

Suri et al. (2019) conducted a study comparing male and female attachment styles, PSS, and loneliness. The authors additionally examined at how attachment style and PSS predicted loneliness among college students. The study's findings revealed that both ambivalent and avoidant attachment styles were predictive of loneliness. Males experienced more loneliness than their female counterparts.

Adamczyk (2016) conducted a study to investigate the emotional and social loneliness, as well as PSS. The study aimed to evaluate potential differences between single individuals and those in non-marital romantic relationships. Single individuals experience loneliness in

certain areas (i.e. romantic partners and family) but not in others (i.e., social relationships). Similarly, when it comes to PSS, single people have a lower perception of selected sources of social support (i.e. support from family and significant others), but they may have similar subjectively perceived support from friends as those in relationship. Women reported less social loneliness and more PSS in comparison to men.

Pamukçu and Meydan (2010) investigated the role of empathic tendencies and PSS in predicting loneliness among college students. Overall, the study found that empathic tendency was a significant and statistically extremely powerful predictor of loneliness among college students. Furthermore, in this study, PSS was identified as another predictor of loneliness among college students.

Sadoughi and Hesampour (2017) conducted a correlational study to investigate the relationship between loneliness and PSS in university students. The study found that loneliness among students can be predicted by social support from family, significant others and friends. Overall, they can account for 21% of the variance in loneliness. As a result, students with higher social support scores are less likely to experience loneliness.

Ozsaker et al. (2015) conducted a study to investigate the impact of depression, PSS and loneliness on problematic Internet use (PIU) in university students. PIU was found to have a significant positive correlate with PSS and loneliness, as well as a significant negative correlation with depression. Higher PIUS scores were found in female students. The findings revealed that total PIUS scores based on having a social network account has statistically significant difference. It was discovered that people without social network accounts were more likely to engage in PIU behaviors. A negative weak correlation was found between PIU and PSS, but a positive correlation with loneliness.

Loneliness has been studied in the social sciences, yet there has been little research on indicators of loneliness on college and university campuses. Henninger (2016) explored how PSS, gender roommate status and year of college impact self-reported loneliness. The data showed that students who experienced more social support from their families were lonelier than those who reported less family support. Students reporting higher social support from significant others and friends were less lonely than those reporting less help from significant others and friends. Furthermore, men reported feeling more lonely than women. Finally, students without roommates reported feeling more lonely than students with roommates.

The study done by Shahini et al. (2013) aimed to determine the relationship between PSS and loneliness with life satisfaction. Life satisfaction and loneliness are significantly correlated. Higher social support from friends and family was correlated with and less loneliness more life satisfaction. The findings suggest that adequate social support can reduce loneliness and increase life satisfaction. It also predicts overall well-being. As a result, institutions must develop strategies to encourage social support from significant others and family.

Hutten et al. (2021) conducted a research with a sample of Dutch individuals to evaluate the mediating function of social support in the link between mental health and loneliness. The SCL-90 was used to assess depression, anxiety, and somatic symptoms, and the health variables included in this research were the DSM-5 diagnosis of somatic symptom disorder. The findings revealed that social support had a role in mediating the relationship between loneliness and somatic symptoms, anxiety, and depression. These data imply that social support contributes to the relationship between loneliness and mental health problems and physical. Social support did not serve as a mediator in the relationship between being diagnosed with somatic symptom disorder and loneliness. This implies that there are distinct mechanisms by which loneliness is related to somatic symptoms or somatic symptom disorder.

Wang et al. (2018) carried out the research aimed to investigate whether poor outcomes among adults with mental health disorders are predicted by loneliness and related concepts. Low PSS, baseline loneliness measurements, and follow-up outcomes were examined using six databases and reference lists for longitudinal quantitative studies. A total of 34 eligible documents were obtained. A narrative synthesis was carried out because the included studies varied widely in terms of their clinical populations, predictor measures, and outcomes. Significant evidence from future studies indicates that patients with depression who receive less social support have worse outcomes in terms of their social functioning and recovery. Loneliness has received far less attention than PSS; however, there is some evidence that increased loneliness predicts poor depression results. Potential areas for intervention development and testing include depression-related loneliness and the quality of social support received, although more data is needed for other factors to determine correlations with outcomes.

The study of Ren and Ji (2019) aimed to explore how psychological capital affected adolescents' feelings of loneliness and how PSS acted as a moderator. There was a significant

correlation between teenagers' perception of psychological capital, social support and loneliness. Loneliness has a significant negative relationship with PSS and PSS has a significant positive correlation with psychological capital. Moreover psychological capital has a strong negative correlation with loneliness. The relationship between loneliness and PSS shows that psychological capital plays a statistically significant mediation effect. Adolescent loneliness can be lessened by PSS and psychological capital, and loneliness can be lessened by PSS through the development of psychological capital.

The study carried out by Benoit and DiTommaso (2020) examined the role of online PSS as a mediator in the relationship between loneliness and attachment. The results showed that online PSS acted as a mediator in the relationship between attachment and loneliness. Higher levels of loneliness were predicted by lower online PSS, which was predicted by greater attachment insecurity. Regression analysis also showed that while online PSS did not significantly contribute to loneliness over offline PSS, offline PSS predicted loneliness more than online PSS. The latter results demonstrate that offline perceptions and relationships are still important in predicting loneliness.

The study conducted by Nicpon et al. (2006) examined how living arrangements, social support, and loneliness affected students' academic persistence decisions. Social support had a positive correlation with academic persistence decisions and a negative correlation with loneliness. Positive persistence decisions were predicted by reduced loneliness and increased social support. Women reported feeling more socially supported by friends and family than men.

Beyrami et al. (2015) conducted research to examine the relationship between PSS components and feelings of emotional-social loneliness with internet addiction in students. According to the findings, there were significant correlation between PSS and the Feeling of Social-Emotional Loneliness and Internet addiction.

Hussin et al. (2021) investigated the phenomenon among students trapped on campus due to mobility control orders. The findings from the responses indicated that most of the students experienced moderate levels of loneliness and often utilized coping strategies like acceptance, positive thinking, actively dealing with problems, and spending time alone. When feeling lonely, students found comfort in the support of their friends. The data revealed that having access to social support was linked to lower levels of loneliness and increased use of

coping methods among students. Particularly, receiving support from friends and important individuals was found to decrease feelings of loneliness.

The research carried out by Adamczy and Segrin (2015) aimed to investigate the relationship status's indirect effects (single vs. on life satisfaction through social and emotional isolation in a relationship, as well as PSS from friends, family, and significant others. According to the research, singles reported higher levels of familial support, social and romantic loneliness, and life satisfaction than couples, but also significantly lower levels of life satisfaction and social support from a significant other. However, there was a noteworthy indirect impact of relationship status on life satisfaction, including social, familial, and romantic loneliness in addition to PSS from family and significant others. As a result, due to the increased loneliness and decreased social support from significant others, being single may be harmful to life satisfaction.

In conclusion, this literature review highlights the complex interplay between NMP, PSS as independent variables and loneliness as a dependent variable. The findings highlight the importance of technology-induced fear and perceived social support in determining people's perceptions of loneliness. More research into the relationships between these variables is needed to offer comprehensive solutions for addressing nomophobia's problems and influence on social connectivity and psychological wellbeing.

Theoretical Framework

To understand relationship between nomophobia (NMP), perceived social support (PSS), and loneliness, following theories are adopted in order to explain them.

Social Disconnection Theory

This theory was given by Hewitt et al. (2006) that posits that excessive mobile phone usage, especially in the context of NMP, can contribute to feelings of loneliness and social disconnection. NMP often leads to an over-reliance on mobile phones for social interaction, communication and validation. When individuals excessively rely on their phones for social connections, they might substitute in-person interactions with virtual ones. This over-reliance might contribute to a lack of meaningful, face-to-face connections, leading to increased feelings of loneliness.

NMP can lead individuals to spend more time on their phones. As a result, social skills might deteriorate, making it harder for individuals to engage in and sustain meaningful relationships, thereby perpetuating feelings of loneliness (Hussien, 2022).

For some individuals, excessive phone use might serve as an escape or coping mechanism for dealing with loneliness. However, the more they immerse themselves in their phones, the more isolated they might become in the physical world, leading to a cycle of increased loneliness.

Cognitive Appraisal Theory

Cognitive Appraisal Theory was given by Lazarus and Folkman (1984). It gives an understanding of how individuals evaluate and cope with stressors. In the context of university students, PSS acts as a critical factor in this process. Students may appraise their social situations positively if they feel that they have strong support from friends, family and peers, seeing them as opportunities for connection and emotional support.

Higher levels of PSS can act as a protective factor against loneliness. Students who believe they have the support necessary to navigate difficulties may experience lower levels of loneliness as they feel better equipped to cope with stressors (Ren & Ji, 2019).

Continuous experiences of social support contribute to positive reappraisals of social situations, fostering a sense of belonging and reducing loneliness (Sorias, 1988). Conversely, a lack of PSS or negative social experiences can influence the feelings of loneliness.

In university students, the quality of social support can influence how individuals appraise and cope with social situations. Individual differences in how students perceive and utilize social support can impact the degree to which it influences loneliness. For example, students with a more positive view of their support networks may experience a greater reduction in loneliness compared to those who are more skeptical or have experienced unreliable support in the past (McLean et al., 2023).

In summary, the Cognitive Appraisal Theory provides a valuable lens through which to understand how PSS influences the appraisal and coping processes of university students, ultimately shaping their experience of loneliness in the academic environment.

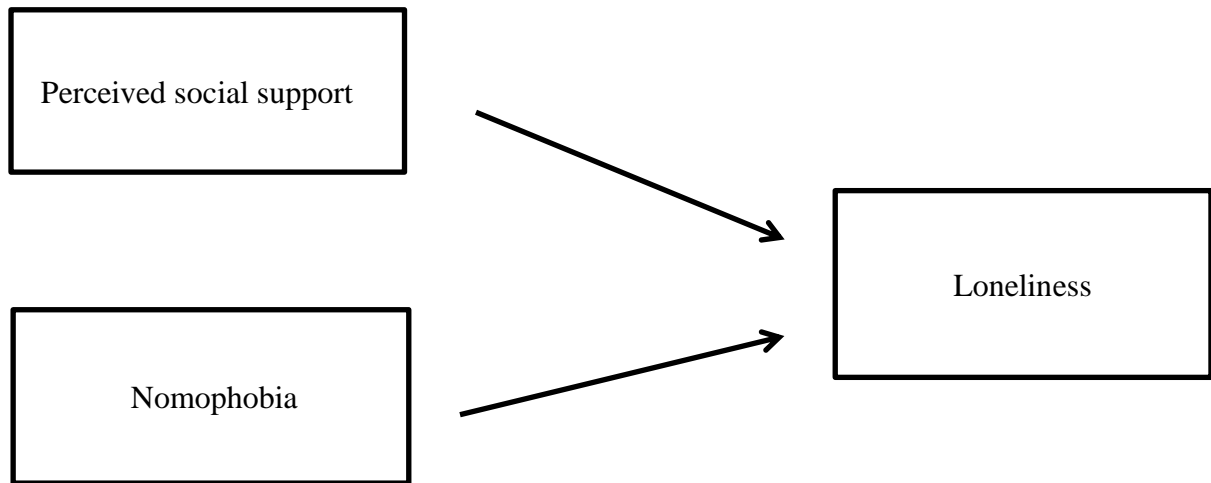
Conceptual Framework

Fig.1: The Aforementioned Figure Depicts The Study's Conceptual Framework.

Rationale/ Significance of the Study

In contemporary society, where digital connectivity is pervasive and academic pressures mount, understanding the impacts of nomophobia, PSS and loneliness becomes imperative. The effect of nomophobia, PSS and loneliness has been analyzed in various research studies to check how it influences different areas of one's life. Prevalence of these three factors among university students underscores the importance of studying their inter-relationship.

With the increasing use of mobile phones in daily life, a term known as nomophobia (NMP) has entered people's lives as a modern-age phobia (King et al., 2013; Yildirim & Correia 2015) particularly in university setting where social interactions are integral to the overall experience. Extensive researches have been conducted on NMP and its impact on social interaction and overall well-being. However, NMP and loneliness together has received relatively less attention in literature. Moreover, filling this gap can foster better understanding of the complex relationship of humans and technology that will help to reduce NMP's impact.

University life is a demanding phase of students across different cultures including Pakistan during which students may experience increased feeling of loneliness. Although loneliness affects people of all ages, adolescents and university students are the most likely to experience it (Ponzetti, 1990). According to McWhirter (2002), 30% of college students struggle with loneliness. Understanding how PSS influences the feeling of loneliness will provide the valuable insights for alleviating loneliness.

To the best of our knowledge, relatively few comprehensive studies have been conducted in Pakistan on the intersection of NMP, PSS, and loneliness, particularly in university students of Islamabad. Considering the limited research, the current research aims to determine the relationship between the aforementioned constructs in a sample of university students.

Through this investigation, the research aims to support mechanisms that directly address the challenges posed by NMP, enhance PSS, and mitigate feelings of loneliness in university students.

Research Objectives

1. To identify the relationship between nomophobia, PSS and loneliness in university students.
2. To investigate the predictive role of NMP and PSS on loneliness in university students.
3. To investigate gender differences between NMP, PSS and loneliness in university students.

Research Hypotheses

1. There will be positive significant relationship between NMP and loneliness.
2. There will be negative significant relationship between PSS and loneliness.
3. Nomophobia will positively predict loneliness.
4. PSS will negatively predict loneliness.
5. Female students have higher level of NMP, PSS and loneliness.

METHOD

Research Design

Quantitative research was carried out in this study using a correlational research design and survey method was employed to gather data by using questionnaires.

Sample

Convenience sampling method was used to collect data from designated participants which were university students from Islamabad. G* Power's latest version 3.1.9.7 was used to determine the sample size, according to which required sample size for the study was approximately 324.

Inclusion Criteria

Students of university with the age range from 18 to 28 years were selected. Both male and female were selected.

Exclusion Criteria

Foreign students were not included in this study. Also, students with any diagnosed physical and mental disability were also excluded.

Operational Definitions

Nomophobia (NMP)

NMP is an abbreviated version of No-mobile-phone phobia. It refers to a fear or anxiety that emerges when someone is unable to use or does not have access to their smartphone. It includes the assessing of individual's fear when separated from their mobile phones, including factors such as dependence on mobile phone for communication, losing connectedness, not being able to access information and giving up convenience (Yildirim & Correia 2015).

Perceived Social Support (PSS)

PSS refers to the perception an individual's perception of support from 3 sources: family, friends and a significant other (Zimet et al., 1988).

Loneliness

Loneliness is operationally defined as the lack of meaningful connections with others. It refers to a subjective feeling of being disconnected, separated, distanced, or apart from others, which has been defined as discrepancy between desired and actual social contact (Russel et al., 1980).

Instruments

The Questionnaire employed in this study to collect data from participants consists of the following forms and questionnaires.

Informed Consent Form

Prior to administering the questionnaire, participants were briefed about the goal of the research. Participants were assured about the confidentiality of data and information they provided that will only be used for research purpose.

Demographic Sheet

The demographic sheet included information regarding age, gender, education, family system, marital status, living situation and nationality.

Nomophobia Questionnaire (NMP-Q)

The NMP-Q will be used in assessing young adults' NMP levels. Yildirim and Correia (2015) developed and validated NMP-Q that consists of 20-item questionnaire with four factors: losing connectedness, giving up convenience, not being able to communicate and not being able to access information.

Reliability of NMP-Q ranges from .78 to .93. For the total scores, the total internal consistency reliability was .93 and for the sub-scales it ranged from .83 to .91. Specifically, .84 for losing connectedness, .83 for not being able to access information, .83 for giving up convenience and .91 for not being able to communicate. Thus, NMPQ is a reliable scale. Distribution of the scale was on a 7-point Likert scale, on which 1 indicates strongly disagree and 7 indicates strongly agree. The questionnaire's highest and lowest total scores are 140 and 20, respectively. A score ranging from 0-20 indicates no NMP,

however scores ranging from 21-59, 60-99, and 100-140 indicate mild, moderate, and severe NMP, respectively.

Multi-Dimensional Scale of Perceived Social Support (MSPSS)

Zimet et al. (1988) developed the MSPSS. It is a self-report questionnaire that assesses a person's perceptions of adequate social support from three sources: friends, family and a significant other. It consists of 12 items scored on a 7-point Likert scale that ranges from 'very strongly disagree' to 'very strongly agree'. The MSPSS includes three subscales: with 4 items each measuring perceived support from friends significant others and family. The Family Subscale has items no. 3, 4, 8, and 11, while the Friends Subscale contains item no 6, 7, 9, 12 and significant other subscale include item no 1, 2, 5, and 10. Mean scores on subscales and total scales are computed by adding items and dividing by 4 or 12, respectively. Greater scores indicate more PSS. MSPSS had a reliability coefficient of 0.88 for total scores and 0.85 to 0.91 for subscales. Specifically, 0.91 for significant others, 0.85 for friends and 0.87 for family.

UCLA Loneliness Scale (Version 3)

Russell (1996) developed the UCLA Loneliness Scale (version 3). It is a 20-item scale used to assess a person's subjective feelings of loneliness. The UCLA loneliness scale has a reliability ranges from .89 to .94. Participants rate each item on a scale of 1 (never) to 4 (often). 11 items on the revised UCLA Loneliness Scale have negative wording and 9 items have positive wording. Item numbers 1, 5, 6, 9, 10, 15, 16, 19 and 20 are reversed scored. Higher scores imply higher levels of loneliness.

Procedure

For this study, the permissions from the respective authors of the scales were obtained via electronic mail. A survey method was used in data collection and participants were provided with questionnaire in person to collect relevant data through convenience, targeting the population of different private, semi-government and government universities of Islamabad.

The questionnaire contained the informed consent section prior to the demographic sheet and scales. The participants were allowed to withdraw at any time. Participants were briefed about the goal of the research, and the confidentiality was ensured. Average time taken by the participant to fill in the form was approximately twenty minutes. After the collection of data, it was computed and interpreted using a statistical package for social science (SPSS-version 26.0)

Ethical Considerations

The study was completed following the ethical standards of research and approval was given by the ethical council of Bahria University Islamabad, Pakistan. The research was supervised by the research evaluation team, consisting of research supervisor and coordinator. Prior to data collection an approved permission letter was signed by the Head of department and permission from the authors of scales used in the current has been taken.

Participants were briefed about the goal of the research, and consent was obtained beforehand, along with the assurance that the information they submitted would be kept completely confidential and used solely for research purposes. In addition, participants were briefed about their right to withdraw from the research at any time without penalty.

RESULTS

Following the completion of data collection and data entry, statistical analysis was performed using the Statistical Package for Social Sciences (SPSS-IBM Version 26). Descriptive analysis was used to compute frequency, mean and percentages for demographic variables. Reliability analysis was run to determine Cronbach's α reliability of the scales and their sub scales. To measure the gender differences and their significance, independent sample t-test analysis was conducted on variables. Pearson product-moment correlation was used to measure the strength of the relationship between variables and to measure the predictive relationship between variables multiple linear regression was employed.

Table 1*Demographic characteristics of sample (N = 324)*

Characteristics of participant	<i>f</i>	(%)	<i>M</i>	<i>SD</i>
Age			20.95	1.88
Gender				
Male	162	50		
Female	162	50		
Family System				
Joint	81	25.0		
Nuclear	242	74.7		
Marital Status				
Single	312	96.3		
Married	10	3.1		
Separated	-	-		
Divorced	2	.6		
Widow/Widower	-	-		
Current Education Program				
BS	311	96		
MS	13	4		
PhD	-	-		
Semester			4.48	2.38
Living Situation				
Day scholars	234	72.2		
Hostelite	90	27.8		
Employment status				
Unemployed	257	79.3		
Part-time employed	53	16.4		
Fully employed	14	4.3		

Note. *n* = no. of participants, *M* = Mean, *SD* = Standard Deviation

Table 1 illustrates the descriptive statistics of the participants (N =324). The sample consisted of 50% males and 50% females. All the participants' age means, and standard deviation was 20.95 and 1.88 respectively. The current educational program of 96% participants were BS (undergraduate), 4% were from Masters, 0 from PhD. For marital status 96.3% were single, 3.1% married, and 0.6 % divorced. Furthermore 25% were from joint family 74.7% from nuclear family system. Moreover, 72.2% from them were day scholars and 27.8% were hostilities. The employment status of 79.3% participants was unemployed, 16.4% were part-time employed and 4.3% were full-time employed. All the participants were not having any physical or psychological illness.

Table 2*Psychometric properties of study variables (N=324)**Note. M = Mean; SD = Standard Deviation; α = Cronbach's alpha; k = no of items; NMP = Nomophobia; PSS*

Scales	<i>k</i>	<i>M</i>	<i>SD</i>	Range	α
NMP	20	83.81	24.11	20-138	0.91
PSS	12	4.83	1.39	1-7	0.90
PSS from family	4	4.95	1.62	1-7	0.85
PSS from friends	4	4.87	1.66	1-7	0.88
PSS from significant others	4	4.67	1.89	1-7	0.89
Loneliness	20	48.36	8.97	24-109	0.75

= Perceived Social Support

Table 2 illustrates the alpha statistics and alpha reliability coefficient for study variables. The reliability of Nomophobia scale is 0.91, loneliness scale reliability scale is 0.75 and perceived social support scale reliability is 0.90. The reliabilities of PSS sub scales are PSS from family is 0.85, PSS from friends is 0.88, PSS from significant others is 0.89. This table also illustrates psychometric properties of NMP, PSS and Loneliness. The mean score of NMP is 83.81($SD = 24.11$), mean for loneliness is 48.36 ($SD = 8.97$) and mean for PSS is 58.02 ($SD = 16.75$) and for PSS Subscales the mean score of PSS from family is 19.81($SD = 6.49$), mean score for PSS from friends is 19.50 ($SD = 6.65$) and mean score for PSS from significant others is 48.36 ($SD = 8.97$).

Table 3*Pearson Product Moment Correlation among NMP, PSS and Loneliness (N = 324)*

Variables	<i>M</i>	<i>SD</i>	1	2	3	4	5	6
NMP	83.81	24.11	-	.25**	.16**	.18**	.24**	.03
PSS	4.83	1.39	-	-	.73**	.83**	.85**	-.35**
PSS from family	4.95	1.62	-	-	-	.40**	.406**	-.21**
PSS from friends	4.87	1.66	-	-	-	-	.620**	-.38**
PSS from significant others	4.67	1.89	-	-	-	-	-	-.26**
Loneliness	48.36	8.97	-	-	-	-	-	-

Note. NMP = Nomophobia scale, PSS = Perceives social support scale.

** $p < 0.01$

Table 3 illustrate the correlation between variables which are Nomophobia, Perceived Social Support (PSS) including subscales i.e. family, friends and significant others with Loneliness. The result of Pearson product moment analysis showed that NMP was found to be significantly positively correlated with PSS which is (.25**) including subscales, family, friends and significant others i.e. (.16**), (.18**) and (.24**). Similarly, PSS was found to be significantly positively correlated with subscales i.e. Family, friends and significant others i.e. (.73**), (.83**) and (.85**). In like manner, family was also significantly positively correlated with friends which is (.40**) and significant others that is (.40**). Likewise, PSS from friends is also positively correlated with PSS from significant others i.e. (.62**). On the other hand, PSS was found to be significantly negatively correlated with Loneliness which is (-.35**) and PSS subscales, follows as family, friends and significant others with values (-.21**), (-.38**) and (-.26**). Moreover, non significant correlation was found between NMP and Loneliness (.03).

Table 4*Regression with Dependent Variable; Loneliness (N = 324)*

Variable	<i>B</i>	β	<i>SE</i>	<i>p</i>	95%CI
Constant	56.43	-	2.08	.00	[52.32, 60.53]
NMP	.04	.12	.02	.01	[.00, .08]
PSS	-2.49	-.38	.34	.00	[-3.16, -1.81]
$R^2=.14, F=26.43***$					

Note. *CI* = Confidence Interval, *NMP* = Nomophobia, *PSS* = Perceived social support

Table 4 illustrates the regression which has computed to predict the impact of NMP, PSS on loneliness among university students. The R value of .14 indicates that the predictors explained 14% variance in the outcome variables with $F = 26.43, p < .001$. The findings reveal that nomophobia and PSS significantly predicted loneliness. Model is fit for data $F = (26.43, p < .001)$.

Table 5

Independent Sample t-test analysis between gender on the variables of Nomophobia, Perceived Social Support and Loneliness (N=324)

	Gender				t	p	95% CI		Cohen's d
	Males (n =162)		Females (n =162)				LL	UL	
	M	SD	M	SD					
NMP	81.0	23.47	86.62	24.48	2.10	.03	.37	10.86	23.98
PSS	4.60	1.39	5.06	1.36	2.98	.00	.15	.75	1.37
Loneliness	48.04	8.59	48.67	9.35	.62	.53	-1.34	2.58	

Note. M = Mean, SD= Standard deviation

Table 5 shows the independent sample t- test which indicates the gender differences on variables NMP, PSS and loneliness. The analysis demonstrated significant gender differences among males and females in correspondence to NMP and PSS in which females scored higher as compared to males, whereas in loneliness no significant gender differences were observed among males and females.

DISCUSSION

The research aimed to examine the relationship between NMP, PSS and loneliness in university students. Along with this, the study also explores the gender difference on study variables and the predictive role of NMP and PSS on loneliness. However, the purpose of the research was to determine the relationship between NMP, PSS and loneliness in university students of Islamabad.

To examine the statistical information in current research, Statistical package for social sciences (SPSS) version 26 was used. The frequency distribution and descriptive statistical findings were used to find the psychometric properties of instruments and to find the relationship between the study variables Pearson Product Moment correlation was used, Regression analysis was conducted to find the prediction between the study variables and the mean difference between genders of university students among the study variables was determined using an independent sample t-test.

The psychometric analysis yielded the Cronbach's Alpha of scales mentioned in Table 2. To assess Nomophobia, 20 item questionnaire of Nomophobia Questionnaire (NMPQ-20) was used by Yildirim and Correia (2015). Cronbach's Alpha analysis showed the reliability coefficient as 0.9 which is considered a high reliability. A recent study also shows a high reliability of the scale which is 0.97 (Yildiz, 2018). Similarly, another study also shows good reliability of NMPQ-20 which is 0.94 (Pekin et al., 2022).

To measure PSS among university students, 12 items of Multi-dimensional scale of Perceived Social Support (MSPSS) developed by Zimet et al. (1988) was used. Cronbach's Alpha analysis showed the reliability coefficient as 0.90 and the subscales i.e. friends, family, and significant others as 0.88, 0.85 and 0.89 respectively. Other studies also show significant reliability of MPSS which is 0.92 (Machado et al., 2023).

UCLA Loneliness scale (Russell, 1996) consisting of 20 items, was used in the study to assess loneliness among participants. This scale showed a good reliability coefficient of 0.75. Previous research that used this scale also shows good reliability which is 0.92 (Machado et al., 2023).

The first hypothesis according to which there will be a relationship between nomophobia, PSS and loneliness had been partially proved in this research. In order to examine the relationship between NMP, PSS, and loneliness, Pearson Product Moment Correlation was used, which revealed that PSS is significantly negatively correlated with loneliness, which is similar with a previous study carried out by Kang et al. (2018), who also found significant negative relationship between PSS and loneliness.

While non-significant correlation was found between nomophobia and loneliness, this is similar with a previous research carried out by Pekin et al. (2022), who discovered no significant correlation between NMP and loneliness in university students. For many students, cell phones are crucial tools for staying in touch with friends and family, accessing academic materials, and participating in social media. These activities can create a sense of social support and community, thereby alleviating feelings of loneliness.

Furthermore, university students frequently participate in contexts that promote regular social encounters, such as classes, clubs, and social events. These face-to-face contacts may satisfy their social requirements sufficiently, making nomophobia less influential on their overall loneliness.

Thus, the multifunctional nature of cell phones, together with the socially rich environment of university life, likely helps explain why nomophobia does not significantly correlate with loneliness in this demographic.

In addition, to all PSS subscales i.e. family, friends and significant others were negatively correlated with nomophobia as research conducted by Salimi and Bozorgpour (2012) also indicated negative correlation between family and loneliness, friends and loneliness and significant others and loneliness.

Furthermore, this study predicted the significant impact of NMP and PSS on loneliness thus proving the second hypothesis that there will be impact of NMP and PSS on loneliness. The findings prior study shows that NMP significantly predicts loneliness and similarly PSS significantly predicts loneliness as study conducted by Salimi and Bozorgpour (2012) indicated that PSS is negative predictor for loneliness, on this basis it can be stated that result is consistent with prior researches.

To test third hypothesis that is there will be gender differences in scores of NMP, PSS and loneliness. Independent sample t-test was used, that evaluated the mean difference for males and females related to study variables. A significant gender difference was observed in NMP and PSS, whereas no significant gender differences was observed in loneliness among males and females as shown in Table 5, thus partially proving the hypothesis. According to the table female students score high in NMP as compared to male students and the result is consistent with another study conducted by Sagita and Santika (2020) which concluded that women are more likely to use smartphones for social media-related entertainment, such as chatting and exploring gossip accounts. Therefore, women had a greater NMP score than men, particularly in terms of losing connection and being unable to communicate.

Similarly, females also scored higher in PSS as compared to males and the results are consistent with the prior study conducted by Mahon et al. (1994) whose findings indicated that females reported statistically significantly higher levels of PSS than males. Females scored higher on loneliness than males, although the difference was not significant. The findings are similar with a previous study carried out by Mahon et al. (1994), which found no statistically significant gender differences in loneliness.

Conclusion

This research was conducted to investigate the relationship between NMP, PSS and loneliness in university students. This section provided a complete explanation of the analyzed findings done through independent sample t-test, Pearson product moment correlation, regression and descriptive analysis related to current study. Moreover, total 324 participants were included consisted of 50% males and 50% females from different universities of Islamabad.

Pearson product moment correlation was conducted which revealed significantly negative correlation between PSS and loneliness whereas NMP and loneliness were not significantly correlated. On the other hand, significantly positive correlation was found between nomophobia and PSS including its subscales, family, friends and significant others. Similarly, PSS was also found to be positively correlated with its subscales. In like manner, family, friends and significant others were positively correlated with each other.

Furthermore, independent sample t-test revealed gender differences among the study variables. The analysis demonstrated significant gender differences among males and females in correspondence to NMP and PSS whereas in loneliness no significant gender differences were found among males and females. NMP is high in females as compared to males. Similarly, PSS is also high in females as compared to male. Also, the regression analysis revealed that NMP and PSS significantly predicted loneliness.

Suggestions

Despite its limitations, the present study has revealed compelling relationship between NMP, PSS and loneliness. But for the development of better understanding, future studies should incorporate diverse and larger groups which would help in generalizing the outcomes across country. Furthermore, this research was carried out with university students in future this study can be replicated, and other population segment can also be studied so that relationship between nomophobia, PSS and loneliness can be more defined. The variable studied in this research can also be incorporated with other variables and studied collectively to diversify its scope.

Implications

Loneliness is a pervasive issue affecting students globally. Left unaddressed, it can contribute to various negative outcomes which can lead to compromised overall well-being. When students perceive a lack of social support, they may experience heightened feelings of loneliness.

Therefore, the findings of the study can be used in recognizing the pivotal role of PSS in reducing the feelings of loneliness. Universities can take initiatives aimed at cultivating supportive environments. Additionally, the significant prediction of NMP and loneliness indicates that NMP is prevalent in university students, and it contribute to feelings of loneliness. However, it is necessary for educational institutions to address nomophobia as a potential concern and promote healthy technology usage and providing resources for managing digital dependency.

Furthermore, by integrating efforts to enhance social support networks and healthy technology usage findings can also be used to empower students and fostering supportive environments and promote overall well-being.

Limitations

The current study has limitations even if it produces some very significant findings about NMP, PSS and loneliness. Some of the limitations present in this research include the data sample which was obtained from semi government, government and private universities of Islamabad that does not correspond with heterogeneous sample. Hence, the exploration of phenomenon has been restricted to segment of society rather than entire Pakistani society.

This study has also incorporated small sample size which makes it difficult to generalize over larger population. Thus, larger sample size could have generated a broader and more generalizable picture. The research was correlational study it could not see the directionality, causes and effect of variables.

Lastly, as described in the method section, data has been collected using self-reported measures, which might have resulted in response bias known as social desirability. Furthermore, environmental, and situational factors may be experienced by the participants.

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ANNEXURES

ANNEXURE – A

Permission for the Nomophobia Questionnaire

Permission request for "Nomophobia Questionnaire" Inbox x



Javeria Ilyas <javariailyas883@gmail.com>

Thu, 9 Nov 2023, 19:10



to anappcorreia, correia.12 ▾

Dear Ma'am,

I, Javeria Ilyas, student of BS Psychology (7th semester) under the supervision of Ms Sana Shaheen from the Department of Professional Psychology Bahria University Islamabad, Pakistan want to conduct a research using Nomophobia as variable for my study

During research I found your scale very suitable for my current research. Therefore, I need permission to use your scale "Nomophobia Questionnaire (NMP-Q)".

The NMP-Q is free to use however, formal authorization from its author is required for inclusion in my thesis

I shall be very grateful to you if you could send me your instrument along with its scoring instructions and psychometric properties.

Regards,

Javeria Ilyas

Department of Professional Psychology

Bahria University Islamabad, Pakistan



Correia, Ana-Paula <correia.12@osu.edu>

Sat, 11 Nov 2023, 01:06



to me ▾

Thanks for your interest in my work.

You have my permission to use the "NMP-Q Nomophobia" for academic purposes. Please give credit to our work:

Yildirim, C., & Correia, A.-P. (2015). Exploring the dimensions of nomophobia: development and validation of a self-reported questionnaire. *Computers in Human Behavior*, 49 (August 2015), 130-137. <https://doi.org/10.1016/j.chb.2015.02.059>

And please send me a copy of your research manuscript when it is complete, even if it is not in English!

Best wishes,

Ana-Paula Correia

<https://www.ana-paulacorreia.com/>

<https://twitter.com/correia65>



Permission for Multi-dimensional scale of Perceived Social Support

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Permission Request for Multidimensional Scale of Perceived Social Support Inbox x ⌵ 🖨️ 📄



Javeria Ilyas <javariailyas883@gmail.com>
to gzimet ▾

Wed, 29 Nov 2023, 08:56 ☆ 😊 ↶ ⋮

Dear Sir/ Ma'am

I, Javeria Ilyas, a student of BS Psychology (7th semester) under the supervision of Ms Sana Shaheen from the Department of Professional Psychology Bahria University Islamabad, Pakistan want to conduct a research using Perceived social support in students as a variable for my study.

During research I found your scale very suitable for my current research. Therefore, I need permission to use your scale " multidimensional scale of perceived social support "

I shall be very grateful to you if you could send me your instrument along with its scoring instructions and psychometric properties.

Regards,

Javeria Ilyas

Department of Professional psychology

Bahria University Islamabad, Pakistan



Zimet, Gregory D <gzimet@iu.edu>
to me ▾

📧 Thu, 30 Nov 2023, 21:28 ☆ 😊 ↶ ⋮

Dear Javeria Ilyas,

You have my permission to use the Multidimensional Scale of Perceived Social Support (MSPSS) in your research. I have attached several documents:

1. A copy of the original English version of the scale, with scoring information on the 2nd page;
2. A document listing several articles that have reported on the reliability and validity of the MSPSS (references #19, #24, and #29 all report on Urdu versions of the scale);
3. A chapter on the MSPSS; and
4. Copies of two Urdu translations and an article on the Tonsing translation.

I hope your research goes well.

Best regards,

Greg Zimet

Permission for UCLA Loneliness Scale

Permission Request for UCLA Loneliness Scale (revised version) Inbox x



Javeria Ilyas <javariailyas883@gmail.com>
to drussell@iastate.edu, sana.buic ▾

Sun, 29 Oct 2023, 16:10 ☆ 😊 ↶ ⋮

Dear Daniel w Russell

I, Javeria Ilyas, student of BS Psychology (7th semeste) under the supervision of Ms Sana Shaheen from the Department of Professional Psychology Bahria University Islamabad, Pakistan want to conduct a research using loneliness as variable for my study

During research I found your scale very suitable for my current research. Therefore, I need permission to use your scale "UCLA loneliness scale (revised version)".

I shall be very grateful to you if you could send me your instrument along with its scoring instructions and psychometric properties.

Regards,

Javeria Ilyas

Department of Professional Psychology

Bahria University Islamabad, Pakistan



Russell, Daniel W [HS AD] <drussell@iastate.edu>
to me ▾

Mon, 30 Oct 2023, 19:45 ☆ 😊 ↶ ⋮

You have my permission to use the UCLA Loneliness Scale in your research project. I would advise you to use the most recent version of the scale, which is included in the attached paper.

Daniel W. Russell, PhD

Professor Emeritus, Department of Human

Development & Family Studies

Iowa State University

Palmer Building

2222 Osborn Drive

Ames, IA 5011-1084



One attachment • Scanned by Gmail ⓘ



ANNEXURE – B

INFORMED CONSENT

I voluntarily agree to participate in the BS Psychology research entitled “Nomophobia, Perceived Social Support and Loneliness in university student” conducted by Aisha Ali and Javeria Ilyas under the supervision of Maam Sana Shaheen, Bahria School of Professional Psychology, Islamabad Campus (E-8). The researchers have explained the purpose and procedure of the research to me. They have informed me that I may withdraw from participation at any time without prejudice and penalty. Furthermore, they have assured me that any information that I give will be used for research purpose only and will be kept confidential and anonymous.

Signature of Researcher

Signature of Participant

Date: _____

Date: _____

ANNEXURE – C

Demographic Form

1. Age _____

2. **Gender**

- a. Male b. Female

3. **Family System**

- a. Joint b. Nuclear

4. **Marital Status**

- a. Single b. Married c. Separated d. Divorced e. Widow/Widower

5. **Current Education Program**

- a. BS b. MS c. PhD

6. **Semester:** _____

7. **Living situation**

- a. Day scholars b. Hostelite

8. **Categorize Yourself as**

- a. Unemployed b. Part-time employed c. fully-employed

9. **Nationality**

- a. Pakistani b. Foreign

10. **Any diagnosed Physical Illness**

- a. Yes b. No

If yes specify _____

11. **Any diagnosed psychological Illness**

- a. Yes b. No

If yes specify _____

ANNEXURES – D

Nomophobia Questionnaire

The following page contains a number of statements. For each statement there are seven alternatives.

1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Neutral, 5 = Somewhat Agree, 6 = Agree, 7 = Strongly Agree.

Please indicate how much you agree or disagree with each statement in relation to your smart phone. There are no right or wrong answers. Please be as truthful as you can.

1.	I would feel uncomfortable without constant access to information through my smart phone.	1	2	3	4	5	6	7
2.	I would be annoyed if I could not look information up on my smart phone when I wanted to do so.	1	2	3	4	5	6	7
3.	Being unable to get the news (e.g., happenings, weather, etc.) on my smart phone would make me nervous.	1	2	3	4	5	6	7
4.	I would be annoyed if I could not use my smart phone and/or its capabilities when I wanted to do so.	1	2	3	4	5	6	7
5.	Running out of battery in my smart phone would scare me.	1	2	3	4	5	6	7
6.	If I were to run out of credits or hit my monthly data limit, I would panic.	1	2	3	4	5	6	7
7.	If I did not have a data signal or could not connect to Wi-Fi, then I would constantly check to see if I had a signal or could find a Wi-Fi network.	1	2	3	4	5	6	7
8.	If I could not use my smart phone, I would be afraid of getting stranded somewhere.	1	2	3	4	5	6	7
9.	If I could not check my smart phone for a while, I would feel a desire to check it.	1	2	3	4	5	6	7
10.	If I did not have my smart phone with me, I would feel anxious because I could not instantly communicate with my family and/or friends.	1	2	3	4	5	6	7
11.	If I did not have my smart phone with me, I would be worried because my family and/or friends could not reach me.	1	2	3	4	5	6	7
12.	If I did not have my smart phone with me, I would feel nervous because I would not be able to receive text messages and calls.	1	2	3	4	5	6	7

13.	If I did not have my smart phone with me, I would be anxious because I could not keep in touch with my family and/or friends.	1	2	3	4	5	6	7
14.	If I did not have my smart phone with me, I would be nervous because I could not know if someone had tried to get a hold of me.	1	2	3	4	5	6	7
15.	If I did not have my smart phone with me, I would feel anxious because my constant connection to my family and friends would be broken.	1	2	3	4	5	6	7
16.	If I did not have my smart phone with me, I would be nervous because I would be disconnected from my online identity.	1	2	3	4	5	6	7
17.	If I did not have my smart phone with me, I would be uncomfortable because I could not stay up-to-date with social media and online networks.	1	2	3	4	5	6	7
18.	If I did not have my smart phone with me, I would feel awkward because I could not check my notifications for updates from my connections and online networks.	1	2	3	4	5	6	7
19.	If I did not have my smart phone with me, I would feel anxious because I could not check my email messages.	1	2	3	4	5	6	7
20.	If I did not have my smart phone with me, I would feel weird because I would not know what to do.	1	2	3	4	5	6	7

ANNEXURES – E

Multi-dimensional Scale of Perceived Social Support

We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statements. For each item, please answer using the following scale.

1 = Very Strongly Disagree, 2 = Strongly Disagree, 3 = Mildly Disagree, 4 = Neutral, 5 = Mildly Agree, 6 = Strongly Agree, 7 = Very Strongly Agree.

Please indicate how much you relate with each statement in relation to your perceived social support. There are no right or wrong answers. Please be as truthful as you can.

1.	There is a special person who is around when I am in need.	1	2	3	4	5	6	7
2.	There is a special person with whom I can share my joys and sorrows.	1	2	3	4	5	6	7
3.	My family really tries to help me.	1	2	3	4	5	6	7
4.	I get the emotional help and support I need from my family.	1	2	3	4	5	6	7
5.	I have a special person who is a real source of comfort to me.	1	2	3	4	5	6	7
6.	My friends really try to help me.	1	2	3	4	5	6	7
7.	I can count on my friends when things go wrong.	1	2	3	4	5	6	7
8.	I can talk about my problems with my family.	1	2	3	4	5	6	7
9.	I have friends with whom I can share my joys and sorrows.	1	2	3	4	5	6	7
10.	There is a special person in my life who cares about my feelings	1	2	3	4	5	6	7
11	My family is willing to help me make decisions.	1	2	3	4	5	6	7
12	I can talk about my problems with my friends.	1	2	3	4	5	6	7

ANNEXURES – F

UCLA- Loneliness Scale (version 3)

The following statements describe how people sometimes feel. For each statement, there are four alternatives please indicate how often you feel the way described by ticking in the space provided.

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Always

There are no right or wrong answers. Please be as truthful as you can

1.	How often do you feel that you are "in tune" with the people around you?	1	2	3	4
2.	How often do you feel that you lack companionship?	1	2	3	4
3.	How often do you feel that there is no one you can turn to?	1	2	3	4
4.	How often do you feel done?	1	2	3	4
5.	How often do you feel part of a group of friends?	1	2	3	4
6..	How often do you feel that you have a lot in common with the people around you?	1	2	3	4
7.	How often do you feel that you are no longer close to anyone?	1	2	3	4
8.	How often do you feel that your interests and ideas are not shared by those around you?	1	2	3	4
9.	How often do you feel outgoing and friendly?	1	2	3	4
10.	How often do you feel close to people?	1	2	3	4
11.	How often do you feel left out?	1	2	3	4
12.	How often do you feel that your relationships with others are not meaningful?	1	2	3	4
13.	How often do you feel that no one really knows you well?	1	2	3	4
14.	How often do you feel isolated from others?	1	2	3	4
15.	How often do you feel you can find companionship when you want it?	1	2	3	4
16.	How often do you feel that there are people who really understand you?	1	2	3	4
17.	How often do you feel shy?	1	2	3	4
18.	How often do you feel that people are around you but not with you?	1	2	3	4
19.	How often do you feel that there are people you can talk to?	1	2	3	4
20.	Now often do you feel that there are people you can turn to?	1	2	3	4

ANNEXURE – G

Permission for Data Collection



Bahria University
Discovering Knowledge

18-Dec-2023

TO WHOM IT MAY CONCERN

REQUEST FOR DATA COLLECTION

It is stated that **Ms. Javeria Ilyas** Enrollment No. 01-171202-031 is a student of BS Psychology (7th Semester) Bahria University Islamabad Campus conducting research on "**Nomo-phobia, perceived social support and loneliness among University students**" under supervision of undersigned. It is requested that kindly allow her to collect the data from your esteemed institution.

Regards,

Sana Shaheen
18-Dec-23

Sana Shaheen

Lecturer
Bahria School of Professional Psychology (BSPP)
Bahria University
E-8 Islamabad

Ms. Sana Shaheen
Lecturer
Department of Professional Psychology
Bahria University, Islamabad

Allowed

Sadia Saleem
15/12/24

Dr. Sadia Saleem
Student Advisor
Female Campus
International Islamic University
Islamabad

Bahria School of Professional Psychology (BSPP) Shangrilla Road E-8 Islamabad
Tel: 051-9780007 Fax: 051-9780008 Email: 051-9780009



Bahria University
Discovering Knowledge

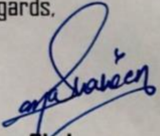
18-Dec-2023

TO WHOM IT MAY CONCERN

REQUEST FOR DATA COLLECTION

It is stated that **Ms. Aisha Ali** Enrollment No. 01-171202-006 is a student of BS Psychology (7th Semester) Bahria University Islamabad Campus conducting research on "**Nomo-phobia, perceived social support and loneliness among University students**" under supervision of undersigned. It is requested that kindly allow her to collect the data from your esteemed institution.

Regards,


Sana Shaheen
Lecturer
Bahria School of Professional Psychology (BSPP)
Bahria University
E-8 Islamabad

Bahria School of Professional Psychology (BSPP) Shangrilla Road E-8 Islamabad
Tel: 051-9260002 Ext. No. 1406 Fax: 051-9260889

ANNEXURES – H

Plagiarism Report

Aisha Javeria

ORIGINALITY REPORT

11 %	6 %	7 %	2 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Aryn Benoit, Enrico DiTommaso. "Attachment, loneliness, and online perceived social support", Personality and Individual Differences, 2020 Publication	1 %
2	Ibrahim Arpacı. "Gender differences in the relationship between problematic internet use and nomophobia", Current Psychology, 2020 Publication	1 %
3	pu.edu.pk Internet Source	1 %
4	Mehmet Kara, Kemal Baytemir, Fatma Inceman-Kara. "Duration of daily smartphone usage as an antecedent of nomophobia: exploring multiple mediation of loneliness and anxiety", Behaviour & Information Technology, 2019 Publication	1 %
5	Adamczyk, Katarzyna. "An Investigation of Loneliness and Perceived Social Support	1 %