



RELATIONSHIP BETWEEN MOBILE PHONE ABUSE, ACADEMIC PERFORMANCE AND ANXIETY AMONG COLLEGE STUDENTS

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ABSTRACT Mobile phones are a requisite part of our daily life and favor personal autonomy and provide an identity and status for an individual. However prolonged use of these smartphones has lead to social isolation and symptoms of excessive dependency. This not only interferes with their personal and professional life but also takes a toll on their academic performance and mental health in general. Present study aims to investigate the relationship between mobile phone abuse, academic performance (GPA), and anxiety in college students. The sample consisted of a total of 160 college students from colleges of Delhi and NCR (N=160). This sample was selected using a purposive random sampling technique. For data collection, questionnaires of The Mobile Phone Abuse (ATeMO) and Beck's Anxiety Inventory were used. Besides, academic performance was measured using each participant's minimum of 2 years of actual cumulative grade point average (GPA). The quantitative analysis was done using t-test and Pearsons product- moment correlation. The findings revealed no significant difference across gender in dimensions of mobile phone abuse. In addition to this, there is no significant gender difference in anxiety in the sample of 160 college students. We also found that, there is a significant positive correlation between all the dimensions of mobile phone abuse with anxiety among college students. Lastly, there is no correlation between anxiety and academic performance (GPA) of college students. These findings add to the debate about student's mobile phone use, and how increased use may negatively impact their academic performance and mental health.

KEYWORDS : Mobile Phone Abuse, Academic Performance, Anxiety, College Students

INTRODUCTION

Mobile Phone Abuse

The advancement of innovation has indeed prompted numerous comforts in our reality, it has likewise conveyed different issues to us. Mobile phone abuse is one of the alarming concern today, and how technology has impacted people's lives.

In contrast to customary thoughts of the computer, the mobile quality of the cell phone enables this assistance to be accessed almost anytime and almost anywhere. Considering that smartphones and their developing suite of applications are typically within arm's reach of almost everybody, it is worth considering what impact they may have on users' beliefs, attitudes, behaviours, and behavioural outcomes. It might be that mobile phone use has suggestions for human conduct that extend beyond the realm of communication. The explosion of recent smart devices of Androids, iPhones, and other comparative devices like the tablets, has caused the mobile phone dependence issue to ascend to an exasperating rate. There are a few unique purposes they are being utilized for instead of talking or informing, for example, live visiting, amusement, versatile saving money, scan for data, and so forth. The utilization has turned out to be high to the point that it is turning into an enslavement by and large.

According to an analysis done by the Mobile Technology Fact Sheet in the United States more than 90% of the adults own a mobile phone. Though having a mobile phone is not something bad, however, majority of the people who use these devices have developed what we call the 'mobile phone addiction' syndrome, an impulsivity disorder similar to the behavioural addiction of gambling, shopping, gaming, etc. Today, mobile phones are continually being enhanced by building upon their functionalities, which in turn escalates the probability of overuse and addiction. It was found out in the PEW Research Centre, 67% of mobile phone holders have confessed to checking their phone for calls or messages when their phone didn't even vibrate or ring. This is one noteworthy sign showing dependency towards mobile phones which one should serve as a warning. Mobile phone abuse is an overall scourge that is presently influencing a huge number of men, ladies, and youngsters, with not a single alleviation to be seen.

Academic Performance & Anxiety

Research exploring mobile phone use and scholastic execution is restricted and techniques fluctuate generously from concentrate to examine. In any case, results recommend a relationship exists. Jacobsen and Forste (2011) recognized a negative connection between the use of a variety of electronic media including smartphones (calling and messaging) and scholastic execution (self-announced GPA) among first year college going students in the United States. Utilizing information gathered from an example of Taiwanese teenagers, Yen et

al. (2009) found a relationship between mobile phone use (calling and messaging) and members' self-evaluation of whether they had permitted mobile phone use to interfere with "imperative social, scholarly, or recreational exercises" amid the earlier year. Hong, Chiu, and Hong (2012) discovered day by day mobile phone use (calling and messaging) to be related with a self-announced proportion of scholarly trouble among an example of female, Taiwanese college going students. Even though these examinations used a variety of self-reported measures, academic performance was reliably and contrarily connected with mobile phone use (calling and messaging). Also the academic performance of a college student is connected to the levels of anxiety they feel in their daily life.

Anxiety is a typical and frequently healthy emotion. Nevertheless, when an individual normally feels inappropriate levels of tension, it may turn into a medical disorder. Anxiety issue structure a classification of mental health diagnoses that lead to unnecessary nervousness, fear, apprehension, and worry.

Progressively, a decent variety of media-related advancements are available through the modern smartphones. Hence, while investigating the behavioural effects of mobile phone use there is a need to consider other smartphone uses, for example, Facebook, Whatsapp, surfing the Internet, and playing games. Research has investigated a large number of these exercises in connection to academic performance and anxiety of mobile phone use. Increased levels of Internet use have been related with uneasiness/anxiety (Beranuy et al., 2009; Jenaro et al., 2007) and low dimensions of Internet use have been related with improved scholastic execution (Chen and Peng, 2008). Nonetheless, there is research to recommend that it isn't the measure of time that a college student spends online yet rather what the student does online which influences these factors (Chen and Tzeng, 2010).

While utilitarian contrasts between the present mobile phones and conventional personal computers are ending up less clear, one distinction stays plain – smartphones are quite often close by and enable an individual to associate with a variety of services and networks at practically whenever and wherever. This overuse of mobile phone is disturbing and degrading the academic performance (GPA) of college students. To stay active and updated as to what is happening around, these college students do not realise that they are getting addicted to these smartphones. This not only affects their GPA but also affect their mental health, it has been observed in previous research work that Anxiety and Mobile phone dependency have correlations along with disturbed or enhanced academic performance in college students (Beranuy et al., 2009; Jenaro et al., 2007, Hong, Chiu, et al., 2012).

Works highlighting the connections between Mobile Phone Abuse,

Academic Performance (GPA) and Anxiety has been scarcely done. A research by Lepp, Barkley & Karpinsk (2015) focused on the association between actual college grade point and mobile phone use wherein significant correlations were found in a sample of U.S. college students. There have been very few studies in India on the topic, and a significant research gap was observed for Indian Young Adults.

Review Of Literature

Grant, Lust, & Chamberlain (2019) conducted a research on the problematic smartphone use related with greater alcohol consumption, psychological well-being, poorer academic performance, and impulsivity. An anonymous online survey of 156-item was distributed via e-mail to a sample of 9,449 university students. An aggregate of 31,425 participants were included in the analysis, of whom 20.1% reported problematic smartphone use. Hazardous utilization of mobile phones was related with lower grade point averages and with alcohol use disorder symptoms. It was additionally altogether connected with impulsivity (Barratt scale and ADHD) and elevated occurrence of PTSD, anxiety, and depression. At last, those with current issues with smartphone use were essentially more sexually active.

Nayak (2018) conducted with 429 higher education students from India administered a questionnaire to check the smartphone addiction on student's academic performance, the effect of gender and the relationship status on smartphone usage and addiction. Where monthly bills and the amount of time spent on the smartphone were asked to measure the usage. In the results, it was found out that the usage is more in the case of females than male students and also higher usage was observed from the students who were involved in a relationship. However, male students were found to be severely affected in their academic performance by smart phone addiction. Female students were observed with behavioral changes and hardly showed any smartphone addiction on them, unlike the male students who were found to neglect their work, feeling anxious and losing control of themselves.

Mendoza, Pody, Lee, et al (2018) conducted on the effect of cellphones on attention and learning, and influence of time, distraction, and nomophobia on them. In two experiments, participants were observed in a 20-min lecture under different cellphone conditions (keep or remove). Distracting text messages were sent during the lecture to the ones who kept cellphones with them, and later participants were quizzed on the lecture. Lastly, participants' fear of being without access to one's cellphone—was assessed which is also known as nomophobia. Findings indicated that having cell phones during lectures impairs attention and subsequent memory, as participants who had their phones with them during lecture, distracted participants and the ones who showed high nomophobia performed worse. Largest impact on attention and learning is observed in 10-15mins of a short lecture. This study definitely helps educators and students optimize learning as it provides insight into the interaction between learning and technology

Cao, Masood, et al (2018) conducted a research to see the relevance between excessive use of mobile networking sites and poor academic performance. Stressor strain outcome perspective was applied to inspect problematic use of social networking sites. Data was collected from 505 mobile social networking sites and after its statistical analysis it was found out that immoderate social networking sites uses bring about cognitive-emotional preoccupation. To overcome negative outcomes cognitive-behavioural control weakens this relationship. This analysis provided vital theoretical and sensible implications. Also found out that academic performance is influenced by life, techno-exhaustion and privacy violation.

Samha (2016) conducted a research to know the relationship between risk of smart phone addiction and life satisfaction arbitrated by stress and academic performance. There was another aim which was to explore whether life satisfaction arbitrated by stress and academic performance encourage smartphone addiction. Systematic random sampling was implemented, to identify test subjects. An online survey questionnaire was posted to a total of 300 university students. Analysis of the data included multivariate analysis of variances and Pearson correlations between the main variables. The outcomes displayed that cell phone addiction risk was fairly related to perceived stress, but was inversely related to life satisfaction. Besides that, a risk of smart phone addiction was inversely related to academic performance, but was fairly related to life satisfaction.

Lepp, Barkley & Karpinsk (2015) conducted a study in a sample of U.S. college students, to find out the association between actual college grade point and cellphone use. 536 undergraduate students participated and it was found out after controlling demographic variables, self-efficacy for self-regulated learning, self-efficacy for academic achievement, and actual high school GPA, which were all significant predictors; cell phone use was inversely and significantly related to college grade point. This indicated that there is decrease in academic performance when associated with increase cell phone use.

Methodology

Aim: To study the relationship between mobile phone abuse, academic performance and anxiety among college students.

Objective:

- To examine gender differences in the dimensions of mobile phone abuse among college students.
- To examine gender differences in anxiety among college students.
- To study the relationship between the dimensions of mobile phone abuse and anxiety among college students.
- To study the relationship between academic performance (GPA) and anxiety among college students.

Hypothesis:

- H1. There will be no significant gender difference in the dimensions of mobile phone abuse among college students.
- H2. There will be no significant gender difference in anxiety among college students.
- H3. There will be no significant relationship between the dimensions of mobile phone abuse and anxiety among college students.
- H4. There will be no significant correlation between academic performance (GPA) and anxiety among college students.

Locale of Study: Delhi and NCR.

Sample: A sample of 160 college going students as participants was recruited by the method of purposive random sampling. All the participants resided in Delhi and NCR. The mean age was 20.075 which included;

- 80 Male - 18 to 24 years
- 80 Female - 18 to 24 years

-Inclusion Criteria

1. Provide valid informed consent prior to any study procedure
2. All the voluntary participants must be using smartphones (Android or IOS)
3. Participants minimum CGPA should 6 and not less
4. Male and Female college-going subjects within the age range of 18 to 24 years were considered.

-Exclusion Criteria

Subjects will be excluded from the study if they are suffering from any physical ailment/differently abled or, with any mental health comorbidity or clinical condition, as the treatment might interfere with the results of the study.

Statistical Tools:

After conducting the research t-test and Pearson Correlation were performed using SPSS-18.

Tools:

S. No.	Name of Tool	Author	Year	No. of items	Reliability	Validity
1	Beck Anxiety Inventory	Beck, A.T., Epstein, N., Brown, G., & Steer, R.A.	1988	21	Internal consistency = Cronbach's Alpha=0.92	Good Convergent and Discriminant Validity
2	The Mobile Phone Abuse Questionnaire (ATeMo)	Olivencia-Carrion MA, Ramirez-Uclés I, Holgado-Tello P and López-Torrecillas F	2018	25	Cronbach's Alpha (total score) = 0.91; Craving= 0.74; Loss of Control= 0.70;	Good Convergent Validity

					Negative Life Consequences=0.77; Withdrawal Syndrome=0.77	
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DESCRIPTION OF TOOLS :

The survey was constructed of 3 separate sections:

- (1) Demographic Information,
- (2) The Beck Anxiety Inventory (BAI; Beck, Epstein, Brown, & Steer, 1988), and
- (3) The Mobile Phone Abuse Questionnaire (ATeMo; Olivencia-Carrión, et al., 2018).

In addition, academic performance was measured using each participant's minimum 2 years of actual cumulative grade point average (GPA).

Analysis And Result

Table 1 Represents The Group Statistics Of Dimensions Of Mobile Phone Abuse- Craving, Loss Of Control, Negative Life Consequences And Withdrawal Syndrome Across Gender.

Variables	Gender	N	Mean	Std. Deviation
Craving	Male	80	15.81	6.61
	Female	80	16.28	5.70
Loss Of Control	Male	80	9.72	3.78
	Female	80	10.67	3.43
Negative Life Consequences	Male	80	11.93	7.12
	Female	80	11.96	5.77
Withdrawal Syndrome	Male	80	7.43	5.70
	Female	80	8.22	3.84

Table 2 Represents 't' And 'p' Values For Craving Dimension Of Mobile Phone Abuse Among College Students

DIMENSION	t-value	Df	Sig.(2-tailed)	Mean Differences	Std. Error Difference
Craving	-0.486	158	0.62	-0.47	0.976

It shows no significant difference in craving of mobile phone abuse across gender. This is supported by a small difference in mean values (15.81 and 16.28) of this dimension in the male and female sample in table 1. Hence, hypothesis 1 is partially accepted in case of craving. NOTE: (alpha=0.05)

Table 3 Represents 't' Value And 'p' Values For Loss Of Control Dimension Of Mobile Phone Abuse.

DIMENSION	t-value	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference
Loss of Control	-1.66	156.58	0.098	-0.95	0.57

It shows no significant difference in loss of control dimension of mobile phone abuse across gender. As p value is less than the value of alpha 0.05, it fails to reject the true hypothesis, that there is no difference in between male and female sample in loss of control dimension of mobile phone abuse. This is supported by a small difference in mean values (9.72 and 10.67) of this dimension in the male and female sample in table 1. Therefore, hypothesis 1 is partially accepted in this case. NOTE: (alpha=0.05)

Table 4 Represents 't' And 'p' Values For Negative Life Consequences Dimension Of Mobile Phone Abuse.

DIMENSION	t-value	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference
Negative Life Consequences	-0.024	158	0.981	-0.025	1.024

It shows no significant gender difference in negative life consequences dimension of mobile phone abuse across gender. This is also supported by table 1.1 showing insignificant difference in mean values of male and female sample in negative life consequences dimension (11.93 and 11.96). Since, p value (0.981) is much greater than 0.05, it fails to reject the hypothesis. Therefore, hypothesis 1 is partially accepted in this case. NOTE: (alpha=0.05)

Table 5 Represents 't' And 'p' Values For Withdrawal Syndrome Dimension Of Mobile Phone Abuse.

DIMENSION	t-value	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference
Withdrawal Syndrome	-1.023	158	0.308	-0.78	0.769

It shows no significant difference in withdrawal syndrome dimension of mobile phone abuse across gender. Since, p value (0.308) is greater than (alpha level) 0.05, it fails to reject the hypothesis. Hence, Hypothesis 1 is partially accepted. The data given in table 1 shows insubstantial difference in mean values (7.43 and 8.22) of withdrawal syndrome across gender supports this. Hence, the first hypothesis is accepted. NOTE: (alpha=0.05)

Table 6 Represents The Group Statistics Of Anxiety Across Gender

Dimensions	Gender	N	Mean	Std. Deviation
Anxiety	Male	80	18.60	12.24
	Female	80	21.58	16.78

It shows the mean and standard deviation scores of anxiety across gender in college students

Table 7 Represents 't' Value And 'p' Values For Anxiety Across Gender Among College Students

Dimension	t-value	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference
Anxiety	-1.286	158	0.200	-2.98	2.32

It shows no significant difference in anxiety across gender. As p value is less than our value of alpha 0.05, it fails to reject the true hypothesis, that there is no difference between male and female sample in anxiety. This is supported by a small difference in mean values (18.60 and 21.58) of this dimension in the male and female sample in table 6. Therefore, the second hypothesis is accepted. NOTE: (alpha=0.05)

Table 8 Depicts The Relationship Between The Different Dimensions Of Mobile Phone Abuse With Anxiety Among College Students.

Dimensions of Mobile Phone Use	Pearson's Correlation with Anxiety	N	Sig.(2-Tailed)
Craving	.243**	160	0.002
Loss of Control	.201*	160	0.011
Negative Life Consequences	.316**	160	0.000
Withdrawal Syndrome	.268**	160	0.001

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

It represents correlation of mobile phone abuse (dimensions) with anxiety. The findings show-There is a significant positive correlation between craving (C) and anxiety in college students ($r=0.243^{**}$). This means that when C increases in the mobile phone abuse of these college students, their level of anxiety would also increase. The second finding showed a significant positive correlation between loss of control and anxiety ($r=0.201^{*}$). This would mean that as the feeling of control over your mobile phone is absent one starts feeling anxious/worried, the individual would also experience higher anxiety. The third finding highlighted a significant positive correlation between negative life consequences and anxiety of college students ($r=0.316^{**}$). Here, the value of $p=0.00$ which means that negative life consequences dimension of mobile phone abuse is highly correlated with anxiety and which also means that the anxiety would increase with an increase during the negative life consequences.

The fourth finding showed a significant positive correlation between withdrawal syndrome and anxiety ($r=0.268^{**}$). This would mean that a person would start feeling uneasy, worried or anxious at the time of withdrawal from his/her mobile phone, the individual would experience higher anxiety. Although there is a weak positive correlation of all the 4 dimensions, but the p values of the dimensions of mobile phone abuse lies below 0.01 and 0.05. Therefore, it is statistically significant association. For negative life consequences, $r=0.316^{**}$ and $p=0.00$, here even though there is observed weak positive correlation, we accept this as a statistically significant association p is less than 0.01. Therefore, hypothesis 3 is rejected.

Table 9 Represents Correlation Scores For Anxiety With Academic

Performance In College Students

Variables	Pearson's Correlation with Anxiety	N	Sig.(2-Tailed)
Academic Performance (GPA)	-0.039	160	0.626

It depicts no correlation between anxiety and academic performance (GPA). Therefore, hypothesis 4 is accepted.

DISCUSSION

The aim of this study was to investigate the relationship between mobile phone abuse, academic performance (GPA) and anxiety in college students. This relationship was evaluated by studying each dimension of mobile phone abuse carefully with the knack to anxiety. The objectives of the research were to evaluate anxiety, academic performance (GPA), gender differences, their association with each other and with the dimensions of mobile phone abuse. For the study, a sample of 160 college going students (80 Females and 80 Males) was selected using purposive sampling. A questionnaire was created which consisted of 2 different standardized tests which were the Mobile Phone Abuse Questionnaire (ATeMO) and Beck's Anxiety Inventory. In addition, academic performance was measured using each participant's minimum 2 years of actual cumulative grade point average (GPA). Along with these, demographic information was collected. The questionnaire was administered in person and using Google forms.

Upon Data collection, SPSS-18 was used for analysis. Descriptive Statistics was conducted to interpret the result. Pearson Correlation coefficient was calculated to enumerate the relationships between mobile phone abuse, gender difference, anxiety and academic performance in college students. Then, t-test was conducted to enumerate the extent to which is the dimensions of mobile phone abuse and anxiety is influenced by gender difference.

The results were calculated and it was found that the mean anxiety level (20.093) of the entire sample, which falls in the category of low anxiety. It was found that there was no significant difference between the anxiety of college going males and females. The mean of academic performance (GPA) was 7.55 which is considered as an average score. Lastly, the mean scores in the dimensions of mobile phone abuse; Craving (16.05), Loss of control (10.2), Negative life consequences (11.95) and Withdrawal syndrome (7.83) implied that the individuals in the sample were as likely to carve more for their mobile phone and will showcase negative life consequences due to the dependency of mobile phone. After the results it was also observed that all the 4 dimensions have significant correlation with anxiety. Whereas, anxiety have no correlation with academic performance (GPA) among college students. In conclusion, this study proves that the first hypothesis, second hypothesis, and fourth hypothesis are accepted, whereas the third hypothesis is rejected.

MOBILE PHONE ABUSE AND ANXIETY

Based on the Pearson Correlation, it was found that the dimensions of mobile phone abuse had a statistically significant correlation with anxiety. This significant correlations proves that when a person will show greater level of Craving, Loss of control, Negative life consequences and withdrawal syndrome that individual will face higher level of anxiety/uneasiness. Whereas both of the variables in a t-test, mobile phone abuse (dimensions) and anxiety were statistically insignificant across gender differences. Which proved that mobile phone abuse is not gender biased, but it is still very contrary to say as there have been researches which observed that the usage is more in the case of females than male students. Previous studies talked about restricted relationship to problematic individuals (Jenaro et al., 2007).

In the sample of college going students, as mobile phone use increased did as well nervousness/anxiety. Information gathered through interviews by the creators amid a prior examination and introduced in this paper's introduction, just as work by Merlo (2008), recommend that some mobile phone users may encounter nervousness/anxiety because of an apparent and maybe overpowering commitment to remain continually connected to different social media sites through their smartphones. Since the mobile phone is ever-present, it might be troublesome for certain individuals to disconnect and discover the isolation important to briefly get away from these apparent commitments. Infrequent isolation can be an important part of well-being and an antidote to the stress of everyday life (Heintzman and Mannell, 2003).

ANXIETY AND ACADEMIC PERFORMANCE (GPA)

Based on the Pearson Correlation, the findings show there is no correlation between anxiety and academic performance (GPA) ($r = -0.039$). Where mobile phones gives us access to all the data in the world at the click of a button. Likewise mobile phones also enable us to interface and keep up social connections. They have turned into an essential part of our lives. However, this simple availability makes it all the more addictive in nature. Intensive use of mobile phones has led to emotional as well as psychological dependency (Ozkan and Solmaz, 2015).

In today's time mobile phones have made it difficult for us to have longer attention spans. Findings indicated that having mobile phones during lectures impairs attention and subsequent memory. This is how academic performances of children are being disturbed and they have ended up having shorter attention spans. Various researches have been conducted on mobile phone addiction and its psychological attributes, on people around the world. Conflicting results were observed by these researches, where some studies have shown positive correlation between mobile phone use and academic performance and mental health issues. On the contrary, some studies have also shown negative association between mobile phone usage and academic performance. Knowing that internet have helped us a lot, we can search anything and everything and it definitely help us increase our knowledge, and makes our work easier and faster. But its abuse in any way is harmful in both the aspects academic wise and in attention spans and in the end we observed that majorly most of the researches held true and in favor of positive correlation between the two.

Due to the above discussed problems faced by mobile phone abuse like difficulty in maintaining longer attention span and decrease in academic performance (GPA) these college students face mental health issues like anxiety, depression, stress, etc. Anxiety, as it was found, has no relationship with academic performance, but it seems debatable. As researches have proved that increased levels of Internet use have been related with anxiety (Beranuy et al., 2009; Jenaro et al., 2007) and low dimensions of internet use have been related with improved scholastic execution (Chen and Peng, 2008).

IMPLICATIONS :

In any case, this study has important practical implications, especially for advanced education directors, well-being experts, educators and students. Approaches with respect to the suitable utilization of mobile phones in instructive settings should be deliberately considered. As the mobile phone use has turned out to be high to the point that it has transformed into addiction in many cases. Therefore, mobile phone addiction is a serious problem and should be treated like any other addiction. There is developing evidence that college going student's mobile phone use is contrarily connected with scholastic performance just as mental and physical well-being (Lepp et al., 2013). Various interventions can be introduced at an early age to avoid intensive use of mobile phone. Parents should keep an eye and regulate the amount of time their kids are spending on their smartphones. At schools and work places seminars should be conducted highlighting the problematic effects of mobile phone use. On school grounds, testing the viability of intercessions went for lessening mobile phone use in the study hall would be a sensible beginning stage.

Mobile phone abuse does not only affect an individuals academic performance (GPA) but also has a huge impact on ones physical as well as mental health. For instance, the pain and uneasiness related with viewing a digital screen for more than 2 hours, obscured vision, headaches, neck pain also called as "text neck," which alludes to neck pain coming about because of looking down at mobile phone or tablet for too long. In addition, numerous individuals trust that they can perform various tasks and utilize their phones while driving, however this causes huge impedance and puts the driver and others on road in threat. Research has uncovered that messaging and driving can be similarly as unsafe as drinking and driving.

Psychological effects of mobile phone abuse includes, sleep deprivation, depression, obsessive compulsive disorder, relationships issues with family members and friends and anxiety. Research has discovered that college going students who use their smartphones the most are bound to feel restless/anxious in the course of downtime. In order to understand this potential, there is a requirement for research that will distinguish the most suitable uses of this innovation of smartphones. However, until these connections are better comprehended, college going students should be encouraged to

monitor their mobile phone use and ponder it critically so that it is not detrimental to their academic performance, physical and mental health.

LIMITATIONS:

Even though the current research attempted to understand the relationships between the variables in questions objectively, there were some restrictions which limit the scope of the study.

Firstly, the data was collected through self-report measures which leave some room for social desirability. Had the study made use of projective measures, there would be no room for any tendency to adhere to social norms.

Secondly, no qualitative data was collected to substantiate the data collected. The data collected was purely quantitative and hence less robust. Had the study been supported with qualitative data, it would have been more in depth and concrete.

Thirdly, due to varied population from various courses, type of family, residential area, and the birth order caused hindrance for the researcher to have mixed research approach which also hindered in studying the sample in depth to find the possible factors affecting the results.

Lastly, the sample size could have been another limitation in the study. The research consisted of nearly 160 participants; a larger sample could have resulted in a more generalised form.

CONCLUSION

Mobile phone abuse is described as a physiological as well as a psychological dependency on their phones, which has been classified under addictions under DSM5. Academic performance is the extent to which a teacher, student, or institution has achieved their short or long-term education. Anxiety is a typical and frequently healthy emotion. Nevertheless, when an individual normally feels inappropriate levels of tension, it may turn into a medical disorder. Anxiety issue structure a classification of mental health diagnoses that lead to unnecessary nervousness, fear, apprehension, and worry. Hence a study was conducted to study the relationship between these three variables across a sample size of 160 voluntary college students. The results were tabulated in tabular forms which showed that there was significant difference between the dimensions of mobile phone abuse and anxiety of an individual, across both genders. However, there was no significant difference when these two variables, were across gender. Lastly, Pearson Correlation displayed no correlation between anxiety and academic performance (GPA) in college students. Hence, the first two hypotheses and fourth hypothesis were accepted and third hypothesis of this study was rejected from the data collected in this study.

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