Impact of Smartphone Addiction on Study Skills and Psychological Well-being among the Young Adults

Medieno Zhasa[1], Prince CP[2], Temsusenla Jamir[3]

1 Ph.D Research Scholar, Department of Psychology, Royal Global University, Guwahati.

2 Associate Professor Department of Psychology, Royal Global University, Guwahati.

3 Assistant Professor and HOD, Department of Psychology Dimapur Government College, Dimapur, Nagaland.

Email: zhasamedieno@gmail.com; cpprincepsw@gmail.com
asenlajamir1317@gmail.com

Abstract

The present study aimed to examine the impact of Smartphone Addiction on Study Skills and Psychological Well-Being among the young Adults in Kohima, Nagaland. Employing a quantitative research design on 170 samples using convenience sampling techniques, out of which ----89 are males and 81 are females. The Smartphone Addiction Scale- Short Version, Study Skills Assessment Tool and Psychological Well-being Scale were used for the data collection. Data were analyzed using Independent Sample T-Test, Pearson's Product-Moment Correlation and Multiple Linear Regression. The findings revealed no statistical significant difference between male and female in Smartphone Addiction, Study Skills and Psychological Well-being among the undergraduate students. While Smartphone Addiction was no significantly correlated to Study Skills, a significant negative correlation was found between Smartphone Addiction and Psychological Well-being among young adults. Furthermore, Smartphone Addiction did not significantly impact study skills, however significantly impact psychological well-being among young adults in Kohima, Nagaland.

Keywords: *Smartphone Addiction, Study Skills, Psychological Well-being.*

Introduction

In today's technology world, Smartphone have become effective tools, offering numerous benefits and allows student to easily access to a large amount of

information (Punir, 2021). However, with their widespread use, Smartphone Addiction has emerged as a silent epidemic which is stealthily affecting the young adults. People immerse themselves in endless scrolling and constant connectivity, advertently sacrifice precious moments of real-world interaction and self-care (Gupta et al., 2024). Many individuals might not be aware; however, Smartphone Addiction have become a significant problem that can have a negative impact on a person's mental and behavioural health (Kokkaparambil and James, 2023) and also negatively impacted the Study skills and cognitive abilities of students' academic success (Sunday et al. 2021). Ng et al., (2017) and Sapci et al., (2020) found that students who utilized their Smartphone for university learning activities more have lower CGPA.

According to Oxford living dictionaries, (2017) a Smartphone is a " mobile phone that performs many of the functions of a computer, typically having a touch screen interface, internet access, and an operating system capable of running downloaded apps" (as cited in Whyte, 2019). Despite of the numerous benefits and the productive applications offered by smartphone, their overuse can cause a wide range of problems (Yoon et al., 2021). According to Kim, excessive use of smartphone can be the sign of Smartphone Addiction, which is defines as the inability to control the use of Smartphone (as cited in Yoon et al., 2021).

According to Vijayabanu and Sri, (2017) Study skills are strategies or approaches implemented to enhance learning. These strategies include various tactics that learners use to acquire, retain and apply knowledge effectively. However, excessive Smartphone use can impair academic performance by causing distractions, diminished focus, and procrastination (Punir, 2021). Chen and Lyu (2024) also found significant positive correlation between Smartphone Addiction and Procrastination among students. Another study done by Behzad, (2021) found that there is a relationship between Smartphone Addiction and procrastination.

Psychological well-being is the subjective feeling of contentment, happiness, satisfaction with life's experiences and of one's role in the word of work, in which individuals as well as societies are striving for (Sisoda and Choudhary, 1971). However, Kaya (2024), found that Smartphone Addiction is a risk factor for adolescents' psychological well-being and that their academic procrastination and school burnout also increase this risk.

Kokkaparambil and James (2023) conducted a study on the impact of Smartphone Addiction on Psychological Well-being among young adults on 180 participants of age group 18-40 years and found that there was a significant relationship between Smartphone addiction and psychological well-being and that Smartphone Addiction significantly impact psychological well-being among the young adults. Kumar et al. 2020, and Susmitha et al. 2023, found a negative impact of excessive Smartphone Addiction on the Psychological well-being.

Gosh et al. (2023) conduct a study on impact of Smartphone Addiction on the Study Habit and Mental Health of Higher Secondary School Students on 257 higher secondary school students in the district of Pura Bardhaman in West Bengal using simple random sampling technique and found that there is a positive correlation between Smartphone Addiction and Mental Health whereas there is a negative correlation between Smartphone Addiction and Study Habits.

Although research on Smartphone Addiction is steadily increasing, it is still relatively young compared to studies on other forms of addictive behaviour (Gupta et al., 2024). While many researchers have explored the relationship between Smartphone Addiction and Psychological well-being, as well as Smartphone Addiction and Study Skills, few have examined these aspects collectively. Therefore, the present study aims to investigate the impact of Smartphone Addiction on both Study Skills and Psychological well-being among young adults in Kohima, Nagaland.

Objectives of the Study

1. To assess the gender differences in Smartphone Addiction, Study Skills and Psychological Well-being among young adults.
2. To analyze the relationship between Smartphone Addiction, Study Skills and Psychological Well-being among young adults.
3. To determine the impact of Smartphone Addiction on Study Skills and Psychological Well-being among young adults.

Hypothesis

1. There is no significant gender difference in Smartphone Addiction, Study Skills and Psychological Well-being among young adult.
2. There is no significant relationship between Smartphone Addiction, Study Skills and Psychological Well-being among young adult.

3. Smartphone Addiction does not significantly impact Study Skills and Psychological Well-being among young adult.

Methodology

A quantitative, cross-sectional and correlation was employed to collect data on Smartphone Addiction, Study Skills and Psychological among young adults from Kohima, Nagaland. A sample of 170 (N=170, where Male= 89 and female= 81), between the age range of 16-17 were taken were taken for the study. Convenience sampling method was used for the study.

Description of the tools used

For data collection, Smartphone Addiction Scale- Short Version by Kwon et al., 2013, Study Skills Assessment tool by Vijayabanu and Sri, 2017 and Psychological well-being by Sisoda and Choudhary, 2005 were used to measure and correlate the Smartphone Addiction as an impact of Study Skills and Psychological well-being among the young adults in Kohima, Nagaland.

1. The Smartphone Addiction Scale-Short Version (SAS-SV) by Kwon et. al (2013) consist of 10-items with 6-point Likert scale answers, Viz., Strongly disagree, Disagree, weakly disagree, Weakly agree, Agree, Strongly agree. Total scores typically range from 10-60, with higher score indicating problematic smartphone usage.

2. Study Skills Assessment tool consist of 35 items on a 5-point Likert Scale answers, Viz., Never-1, Rarely-2, Occasionally-3, Frequently-4 and Always-5, developed and standardized by Vijayabano and Sri (2017). It has seven dimensions specifically Reading, taking notes, studying, memorization, exam preparation, time management, and Comprehension. The final scoring norms have been set to 5-12 Poor, 13-20 Average and 21-25 Good for the dimension. The minimum score is 35 and maximum score possible is 175, with higher the score higher the study skills.

3. Psychological Well-being by Dr. Devendra Singh Sisoda and Ms Pooja Choudhary (2005), there are 50 items with five alternate answers, viz., Strongly Agree, Agree, undecided, Disagree and strongly Disagree. Each question is scored on a five point scale (i.e 5, 4, 3, 2, 1). It has 5 areas: Satisfaction, efficiency, sociability Mental Health and Interpersonal Relations with an interpretation of Extremely High, High, Above Average, Average, Below Average, Low and Extremely Low.

Statistical Analysis

Using SPSS-V27, T-Test, Pearson's Product-Moment Correlation and Multivariate Linear Regression were used to analyze the variables.

Ethical Consideration

The participants are fully informed and Consent was obtained from every participant. Personal data, including participant's smartphone usage habits, study skills and psychological well-being was kept confidential. Participation was voluntary, and students should not feel pressured or obligated to participate and have the right to withdraw at any time.

Results

The present study was computed by using Statistical Package for the Social Science (SPSS) 27 Version Software.

In order to find out the mean difference in Smartphone Addiction, Study Skills and psychological well-being with respect to gender, T- Test was used and was given in the table below.

Table 1: Table showing the T-Test of Smartphone Addiction between Male and Female of young adults.

	Gender	N	Mean	Mean Difference (md)	S.D	T.Value	Sig. (2-tailed)
Smartphone Addiction.	Male	89	34.89	1.294	8.514	-1.294	0.197
	Female	81	36.54		8.127		

(P>0.05)

As shown in the table 1, the mean score of Smartphone Addiction for male is 34.89 and female is 36.54, the mean difference for male and female is 1.294, the S.D of the male is 8.514 and female is 8.127, the T.Value of male and female is -1.294 and the Significant value of male and female is 0.197. Since the p-value (0.0.197) is greater than 0.05, there is no statistically significant difference between Male and Female in Smartphone Addiction among young adults (P>0.05). Therefore, fail to reject the null hypothesis, stating there is no significant gender difference in Smartphone Addiction among young adults in Kohima, Nagaland.

Table 2: Table showing the T-Test of Study Skills between Male and Female of young adults.

	Gender	N	Mean	Mean Difference (md)	S.D	T.Value	Sig. (2-tailed)
Study Skills	Male	89	108.57	-5.476	19.381	-1.705	.090
	Female	81	114.05		22.493		

(P>0.05)

As shown in the table 2, the mean score of Study Skills of the male is 108.57 and female is 114.05, the mean difference for male and female is -5.476, the S.D of the male is 19.381 and female is 22.493, the T.Value of male and female is -1.705 and the Significant value of male and female is 0.090. The negative mean difference and negative t-value indicates that female scored higher than males, however since, the p-value .090 is greater than 0.05 there is not statistically significant difference between Male and Female in Study Skills among young adults in Kohima, Nagaland (P>0.05). Therefore, the null hypothesis was not rejected.

Table 3: Table showing the T-Test of Psychological Well-being between Male and Female of young adults.

	Gender	N	Mean	Mean Difference (md)	S.D	T.Value	Sig. (2-tailed)
Psychological Well-being	Male	89	169.99	-0.308	18.890	-0.103	0.918
	Female	81	170.30		19.879		

(P>0.05)

As shown in the table 3, the mean score of Psychological well-being of the male is 169.99 and female is 170.30, the mean difference for male and female is -0.308, the S.D of the male is 18.890 and female is 19.879, the T.Value of male and female is -0.103 and the Significant value of male and female is 0.918. Since the p-value 0.918 is greater than 0.05 there is no statistically significant difference between Male and Female in Psychological

well-being among young adults in Kohima, Nagaland (P>0.05). Hence, fail to rejected the null hypothesis.

In this study, in order to find the correlation between the Smartphone Addiction, Study Skills and Psychological well-being of the young adults in Kohima, Nagaland the Pearson Correlation was used.

Table 4: Table showing the correlation between Smartphone Addiction and Study skills of young adults.

	Pearson Correlation	Significant Value
Smartphone Addiction Study Skills	-0.136	0.076

(P>0.05)

As shown in Table 4, the Pearson correlation coefficient between Smartphone Addiction and Study Skills was r = -0.136 with a significant value of p= 0.076. Since, the p-value is greater than 0.05 (p>0.05), this indicates no statistically significant negative relationship between Smartphone Addiction and Study Skills among young adults in Kohima, Nagaland. This suggested that there is a weak negative correlation, that higher Smartphone Addiction may be slightly associated with lower study skills. Therefore, the null hypothesis stating that there is no significant relationship between Smartphone Addiction and Study skills was fail to reject.

Table 5: Table showing the correlation between Smartphone Addiction and Psychological well-being of young adults.

	Pearson Correlation	Significant Value
Smartphone Addiction Psychological Well-being	-0.207	0.007

(P<0.05)

As shown in Table 5, the Pearson correlation coefficient between Smartphone Addiction and Sleep quality is r = -0.207 with a significant value of p= 0.007. Since, the p-value is less than 0.05 (p<0.05), this indicates a statistically

significant but weak negative relationship between Smartphone Addiction and Psychological well-being among young adults in Kohima, Nagaland. This suggests that higher levels of Smartphone Addiction are significantly associated with lower psychological well-being. Therefore, the null hypothesis stating that there is no significant relationship between Smartphone Addiction and Psychological well-being was not rejected.

In order to find out the impact of Smartphone addiction on Study Skills and psychological Well-being, multivariate linear regression was used.

Table 6: Table showing the Multivariate Linear Regression of Smartphone Addiction impact on Study Skills and Psychological well-being of young adults.

Independent Variable	Dependent Variables	B	SE B	β	T	p	R^2	Adj. R^2	Interpretation
Smartphone Addiction	Study Skills	-0.34	0.19	-0.14	-1.79	0.076	0.019	.013	Not Statistically significant (p>0.05)
	Psychological Well-being	-0.48	0.18	-0.21	-2.74	0.007	0.043	.037	Statistically Significant negative Impact (<0.05)

As shown in table 6, the Multivariate linear regression analysis reveals that Smartphone Addiction did not significantly impact study skills, however significantly impact psychological well-being among young adults in Kohima, Nagaland. B-values are -0.34 and -0.48, SE B values are 0.19 and 0.18, µ§ values are -0.14 and -0.21,T-values are -.79 and -2.74, p-values are 0.076 and 0.007. The effect sizes (R2 Values), 0.019 and 0.043 were small, indicating that Smartphone addiction accounts for a limited but meaningful proportion of variance in Psychological well-being (R2 =4.3%.) and with an Adjusted R2 values of 0.013 and 0.037. Thus, the null hypothesis which stated that Smartphone Addiction does not significantly impact Study skills was not rejected however, the null hypothesis stating that Smartphone Addiction does not significantly impact Psychological Well-Being among young adult was rejected.

Discussion

In the present study, gender differences in Smartphone Addiction, Study Skills and Psychological Well-being among young adults were assessed. Additionally, it explores the relationship between each variable. Finally, the study assessed the impact of Smartphone Addiction on Study Skills and Psychological well-being among young adults in Kohima, Nagaland.

The first objective was to assess the gender differences in Smartphone Addiction, Study Skills and Psychological Well-being among young adult. T-Test was used to assess the gender difference and the study reveals that the T-Value of male and female of Smartphone Addiction is -1.294, Study Skills is -1.705 and Psychological well-being is -0.103. The significant value of Smartphone Addiction is 0.197, Study Skill is .090 and Psychological well-being is 0.918. Therefore, since p-values are greater than 0.05, the findings indicates that there is no statistically significant difference between male and female in Smartphone Addiction, Study Skills and Psychological well-being. Therefore, fail to reject the null hypothesis. The present study is consistent with the study done by Singh et al. (2023), which revealed that no gender difference was seen in Smartphone Addiction, however Khumbar, (2025) found that there is gender difference in respect to smartphone Addiction.

The second objective was to analyze the relationship between Smartphone Addiction, Study Skills and Psychological Well-being among young adults. Pearson's Product-Moment Correlation was applied to analyze the relationship between them and found that Smartphone Addiction and Study Skills does not statistically correlated (-0.136) at 0.05. Hence, the null hypothesis stating that there is no significant relationship between Smartphone Addiction and Study Skills was not rejected. However, the study found a weak negative correlations (-0.207) between Smartphone Addiction and Psychological well-being among young adults in Kohima, Nagaland. This suggests that higher levels of Smartphone Addiction are significantly associated with lower psychological well-being. Therefore, the null hypothesis stating that there is no significant relationship between Smartphone Addiction and Psychological well-being was also fail to reject. Similar results were reported by Kumar et al., (2020) who studied on the impact of Smartphone Addiction on psychological well-being among university student in Malaysia and found a negative impact of excessive Smartphone on the psychological well-being

among the university students. Munderia and Singh (2018), also revealed that higher mobile phone dependency negatively impact the psychological well-being. Interestingly, Khumbar, (2025) found that there was a negative association between Smartphone and academic achievement.

The third objective was to determine the impact of Smartphone Addiction on Study Skills and Psychological Well-being among young adult. Multivariate linear regression was used to determine the impact of Smartphone Addiction on Study Skills and psychological well-being and found out that Smartphone Addiction did not significantly impact study skills, however impacted psychological well being of the young adults. Therefore, the null hypothesis for Smartphone Addiction impacting Study Skills was not rejected whereas the Smartphone Addiction impacting Psychological Well-being was rejected. The present study is in line with the study done by Kokkaparambil and James (2023), which suggest that there was a significant impact of Smartphone Addiction on Psychological well-being, however Kumar et al. (2020), suggest a negative impact of excessive smartphone addiction on the psychological well-being. Sunday et al. (2021), further noted that the greater use of a phone while studying, negatively impact on learning and academic achievement, implying that Smartphone use may interfere with cognitive resources and learning efficiency.

Conclusion

Therefore, based on the findings of the present study, it can be concluded that Smartphone Addiction does not significantly affect study skills but does have a detrimental impact on the Psychological well-being among young adults in Kohima, Nagaland. Though Smartphones offer numerous benefits, excessive usage may contribute to declining mental health and emotional well-being. These results underscore the importance of promoting digital well-being and encouraging mindful Smartphone use among youth to safeguard their psychological health and academic development.

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