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EXPLORING THE INFLUENCE OF SOCIAL SUPPORT AND SELF-CONTROL ON NOMOPHOBIA IN UNDERGRADUATES

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Abstract: Exploring The Influence of Social Support and Self-Control on Nomophobia in University Students. *Nomophobia, a modern psychological issue characterized by fear or anxiety when unable to access mobile phones, has become increasingly prevalent among university students. This study aims to examine the relationship between social support and self-control with nomophobia among undergraduate students. The research employed a quantitative correlational design with incidental sampling, involving 150 undergraduate students enrolled between 2021 and 2024. Data were collected through online questionnaires using three measurement scales, the Nomophobia Scale, the Social Support Scale, and the Self-Control Scale. Data were analyzed using multiple linear regression. The results showed that the overall model was significant ($p = 0.00$), indicating that social support and self-control jointly influence nomophobia. However, social support was not a significant predictor of nomophobia ($t = 1.074$; $p = 0.285$), whereas self-control demonstrated a significant negative relationship with nomophobia ($t = -3.965$; $p = 0.000$). In terms of effective contribution, self-control accounted for 9.5% of the variance in nomophobia, and social support contributed only 0.6%. In conclusion, the findings suggest that students with higher self-control tend to experience lower levels of nomophobia. These results imply the importance of developing self-regulation skills in educational settings to mitigate the risks associated with excessive mobile phone dependence.*

Keywords: S*ocial support, self-control, nomophobia, college students*

Abstrak: Eksplorasi Pengaruh Dukungan Sosial dan Kontrol Diri terhadap Nomophobia pada Mahasiswa. Nomofobia merupakan masalah psikologis modern yang ditandai dengan rasa takut atau cemas ketika tidak dapat mengakses ponsel, telah menjadi semakin umum di kalangan mahasiswa. Penelitian ini bertujuan untuk menguji hubungan antara dukungan sosial dan kontrol diri dengan nomofobia di kalangan mahasiswa. Penelitian ini menggunakan desain korelasional

kuantitatif dengan pengambilan sampel insidental, yang melibatkan 150 mahasiswa sarjana yang terdaftar antara tahun 2021 dan 2024. Data dikumpulkan melalui kuesioner daring menggunakan tiga skala pengukuran, skala nomofobia, skala dukungan sosial, dan skala kontrol diri. Data dianalisis menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa model keseluruhan signifikan (p = 0,00), yang menunjukkan bahwa dukungan sosial dan kontrol diri secara bersama-sama memengaruhi nomofobia. Namun, dukungan sosial bukanlah prediktor nomofobia yang signifikan (t = 1,074; p = 0,285), sedangkan kontrol diri menunjukkan hubungan negatif yang signifikan dengan nomofobia (t = −3,965; p = 0,000). Kontrol diri menyumbang 9,5% varians nomofobia, dan dukungan sosial hanya berkontribusi 0,6%. Kesimpulannya, temuan penelitian ini menunjukkan bahwa mahasiswa dengan tingkat kontrol diri yang lebih baik cenderung memiliki tingkat nomofobia yang lebih rendah. Implikasi dari hasil ini menegaskan pentingnya pengembangan keterampilan regulasi diri dalam lingkungan pendidikan guna meminimalkan risiko yang muncul akibat ketergantungan berlebihan terhadap penggunaan ponsel.

Kata Kunci: Dukungan sosial, pengendalian diri, nomofobia, mahasiswa

INTRODUCTION

The increasingly rapid development of technology in the current era of globalization has encouraged the birth of various innovations that provide great benefits to human life. Technological advances have caused various changes in people's lives, one of which is marked by the increasingly sophisticated development of *smartphones* (Damayanti, A., & Sinring, 2025). According to a survey conducted by Lestari and Rahmawan (2023), smartphone use in Indonesia has increased almost every year. The exception occurred in 2020, when the increase in smartphone uses only reached 62.84%, with an average annual increase ranging from 1-3%. However, in 2021 smartphone use increased again to reach 65.87% in the last decade. However, excessive use poses psychological health risks such as nomophobia, which is excessive fear when unable to access a mobile phone so that it can cause anxiety, stress, and reduce productivity (Hestia, 2021).

In line with the research of Achmad *et al.* (2025), showing that 51.8% of students experience "smartphone addiction" (quite high dependence). According to Hindriyastuti *et al.* (2025), nomophobia is a form of anxiety disorder that arises when a person does not have access or loses a cell phone. Nomophobia includes four aspects,

namely the feeling of being unable to communicate, loss of connection with social identity through digital media, inability to access information, and dependence on comfort and entertainment provided by smartphones, these aspects describe a form of anxiety that arises when individuals are unable to use or access their mobile phones (Hatami *et al.,* 2025).

Nomophobia can be triggered by several factors related to nomophobia. Aulia et al. (2024), explain that nomophobia is influenced by genetic, behavioral, cognitive-affective, and social support factors. Social support is help provided by others in the form of advice, motivation, attention, and a sense of appreciation when someone faces a problem (Yuan *et al.,* 2025). There are several forms of social support, namely emotional support such as empathy and concern, instrumental support in the form of direct assistance, information support in the form of advice or advice, and friendship support provided by close friends (Indriani et al., 2025).

Psychological factors such as self-control are also believed to affect nomophobia. Self-control is the ability of individuals to regulate behavior, emotions, and impulses in the face of internal impulses and environmental influences (Putri & Setyawati, 2025). This ability allows a person to make wise decisions and manage emotional responses or impulses that can influence their actions. The following aspects are explained by Mirasandi (2019), namely behavioral control, cognitive control and decision control, if the score recorded on this scale is high, then the level of self-control of the individual will also increase. Conversely, the lower the score on the scale, the lower the level of self-control. Based on the theory above, it can be concluded that self-control is a fundamental ability possessed by an individual to regulate and direct actions so as to form a positive behavior pattern.

In a study conducted by Jannah, (2023), it was found that 25 students (86.21%) who generally felt dependence on mobile phones as shown by the feelings that emerged when not carrying *a* mobile phone When traveling, namely with the appearance of feelings of confusion, anxiety, panic, and worry. In addition, research conducted by Pasongli *et al* (2020) on Faculty students Public Health Sam Ratulangi University Manado with 160 female respondents, 156 respondents experienced *nomophobia,* Meanwhile, of a number of male respondents, 50 respondents showed that 38 of them experienced nomophobia. The

results showed that out of a total of 149 respondents with high intensity of smartphone use, all of them experienced nomophobia. Meanwhile, of the 61 respondents with moderate and low intensity of use categories, 45 of them experienced nomophobia. The conclusion is that the majority of college students (50.01%) have a high level of nomophobia.

Nomophobia can be explained through a theoretical perspective that emphasizes the psychological mechanisms underlying an individual's dependence on smartphones. Nomophobia is a state of distress caused by the absence of access to a smartphone. According to Stress and Coping Theory (Lazarus and Folkman, 1984) individuals tend to utilize external resources, such as social support, to manage stress and anxiety. When the social support obtained is low or inadequate, individuals may seek alternative coping mechanisms, one of which is excessive smartphone use, which can ultimately increase the tendency toward nomophobia. Additionally, the Self-Regulation Theory popularized by Baumeister et al (2007) explains that self-control plays a crucial role in regulating individual behavior, including technology use. Individuals with low self-control tend to struggle with limiting their smartphone use, thereby increasing the risk of dependency and the emergence of nomophobia symptoms. Thus, theoretically, social support and self-control are key factors that can explain the emergence of nomophobia among college students.

College students are a group at high risk of experiencing nomophobia because they are in the early adult developmental stage, characterized by high social needs, complex demands, and heavy smartphone use in daily life. These conditions make college students more prone to using smartphones as a maladaptive coping mechanism, particularly when they lack adequate social support and have low self-control. However, empirical evidence specifically examining the interaction of these two factors among college students remains limited. Thus, this study is important not only for enriching theoretical research through the integration of coping and self-regulation perspectives but also for providing practical implications for the development of interventions focused on enhancing social support and strengthening self-control to reduce the risk of nomophobia among college students.

Several studies have shown that nomophobia is influenced by various factors, ranging from genetics, behavior, cognitive-affective factors, to social and

environmental factors (Aulia et al., 2024). Research by Khan et al (2025) found that social support is associated with nomophobia symptoms. Zubaidi & Saidah (2025) explained that nomophobia is influenced not only by the environment but also by personal factors, such as how an individual responds to stress, social needs, and dependence on technology, all of which are related to self-control. Sipayung & Simarmata (2023) also showed that excessive smartphone use can trigger anxiety due to poor impulse control and a lack of self-regulation skills. Similarly, Safaria et al. (2025), found that self-control is related to nomophobia.

Previous research has not simultaneously examined the effects of social support (X1) and self-control (X2) on nomophobia (Y). Most studies have only investigated one of these variables, leaving the combined relationship between both factors and nomophobia insufficiently explored. Furthermore, the study populations used in prior research differ from the present study. This research focuses on students from the 2021–2024 cohort at a university in Surakarta. The primary research question is whether social support and self-control are related to students' levels of nomophobia.

Based on theoretical reviews and previous findings, this study hypothesizes that social support and self-control jointly influence nomophobia, with minor hypotheses proposing a negative relationship between social support and nomophobia and a negative relationship between self-control and nomophobia. These hypotheses are grounded in the assumption that social support provides a sense of security and reduces dependence on mobile phones, thereby lowering the likelihood of nomophobia. Meanwhile, self-control enables individuals to regulate their urges to use mobile phones and reduces anxiety when separated from their devices.

RESEARCH METHODS

The research method used in this study is a quantitative method with a correlational design. Quantitative methods are used to obtain numerical data, while correlational designs are used to analyze the relationship between two or more variables, namely social support and self-control as independent variables and nomophobia as the dependent variable. The sampling technique used was incidental sampling, with the participant criteria being active undergraduate of university X in Surakarta, class of 2021–2024 who own mobile phones and use them for 4-8 hours per day.

The sample size was determined based on the formula of Barclay et al. (in Hair et al., 2021), namely a minimum of 144 respondents, and this study involved 150 students, which exceeds the minimum requirement. According to Hair et al. (2021), minimum sample requirements are crucial for ensuring the robustness, generalizability, and reliability of research findings. Too small a sample can produce statistically insignificant results or false-negative results. An adequate sample size balances the need for high statistical power, typically 80% or more, with the practical constraints of time and budget.

To minimize potential sampling bias inherent in incidental sampling, researcher used several strategies, specifically by sharing the survey link in cohort-based student group chats and through student organizations within University X. This approach helped ensure that participants were drawn from multiple academic cohorts, thereby increasing heterogeneity within the sample.

The data collection technique used a Likert-based questionnaire with 4 scale (strongly agree - strongly disagree. The Nomophobia Scale used in this study was modified from Rizaldi (2024) with reliability with alpha cronbach 0.871, and validity score Aiken score 0.85 - 1.00. The validity of the nomophobia scale was assessed using construct validity with the table r, the result value above 0.3.

The Social Support Scale (Kadek, 2024) has reliability score with alpha cronbach= 0,871. Content validity on the social support scale was assessed by having raters evaluate and provide feedback on each item on the self-control scale. The raters' evaluations were then analyzed using Aiken's V formula, which yielded a validity coefficient of 0.85 – 0.90. The Self-Control Scale (Rizaldi, 2024) cronbach alpha 0.847. The validity of the self-control scale was assessed using content validity by asking 5 raters to evaluate and provide feedback on the items of the self-control scale. The raters' scores were then calculated using Aiken's formula, yielding a score of 0.89–0.90. Data analysis used multiple linear regression with SPSS. The analysis included classical assumption tests, regression model testing, and calculations of the simultaneous and partial effects of independent variables on the dependent variable.

RESULTS AND DISCUSSION

RESULTS

The respondents in this study are 150 undergraduate students with an average of 2021-2024. Based on the number of questionnaire distributions carried out by

researchers using google forms, there were 150 respondents who filled it out.

Table 1. Respondent Demographic Data

Category		Frequency	%
Gender	Woman	127	85
	Man	23	15
Age	17	1	1
	18	11	7
	19	26	17
	20	39	26
	21	41	27
	22	20	13
	23	7	5
	24	3	2
	25	2	1
Year of enrollment	2021	37	25
	2022	36	24
	2023	38	25
	2024	39	26
Current residence	Boarding House (Kost)	80	53
	Living With Parents	68	45
	Relatives' house	2	2

In this study, the majority of the filling is women at 85%, the majority age is 21 years old at 27%, the majority of the class of 2024 is 26% and the majority lives in boarding houses at 53%.

Table 2. Normality Test

Variable	Result	Conclusion
Social Support, Self-Control & Nomophobia	0,200	Normally distributed

The normality test in this study used *SPSS 25.0 for windows*. The results of the residual normality test were carried out using *the test of one sample Kolmogorov Smirnov test.* In this study, a residual significance value of $p = 0.200$ was obtained so that it can be interpreted that the data is distributed normally.

Table 3. Linearity Test

Variable	Deviation	Conclusion
Social Support with Nomophobia	0,372	Linear
Self-Control with Nomophobia	0,660	Linear

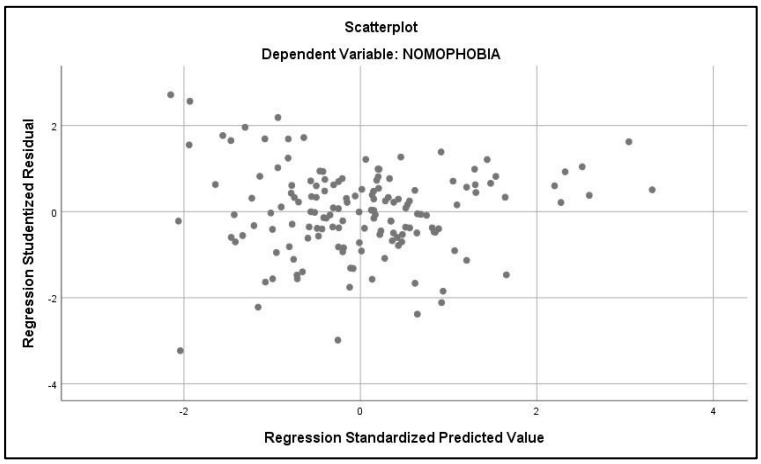
The table above shows the results of the test of the linearity assumption of the social support variable with nomophobia obtained *a Deviation from linearity sig* value of 0.372 (p > 0.05) which is seen in the *Anova table* which means that the social support variable and the nomophobia variable have a linear relationship. Then in the self-control variable with nomophobia, the *Deviation from linearity sig* value of 0.660 (p > 0.05) was obtained, which means that it is also There is a linear relationship between the self-control variable and the nomophobia variable

Table 4. Multicoleniarity Test

Variabel	Result	Conclusion
Social Support and Self-Control with Nomophobia	VIF = 1,004 < 10 with *Tolerance value* 0,996 > 0,1	No Multicollinearity

The results of the multicollinearity test of the variables of Social Support and Self-Control with Nomophobia, obtained n ilai VIF= 1.004 < 10 with *a Tolerance value* of 0.996 > 0.1, meaning that the variables of Social Support and Self-Control with Nomophobia did not occur multicollinearity.

Picture 1. Heteroscedasticity Test



The figure above shows that there is no heteroscedasticity in this research model, as evidenced by randomly scattered points above and below around the number 0, does not form a wavy pattern or a narrowing and widening pattern, does not accumulate only at the top or bottom, and the image shows unpatterned points. Thus, it can be concluded that heteroscedasticity does not occur.

The F test is used to test a major hypothesis to find out whether variable X simultaneously/together has an effect on variable Y. If the significance value is <0.05, then the hypothesis is accepted or significant, and if the significance value is

Table 5. Test F

Variable	F	Sig	Conclusion
Social Support and Self-Control with Nomophobia	8.210	0,000	Hypothesis is accepted

<0.01, then the hypothesis is accepted or very significant, meaning that there is an influence between variable X on variable Y.

Social Support (X1) and Self-Control (X2) simultaneously had a very significant effect on nomophobia (Y) (F=8,210; p=0.000; p<0.01) then it can be concluded that the hypothesis is accepted

Table 6. T Test

Variable	t	Sig two tailed	Conclusion
(X1) Social Support with (Y) Nomophobia	1,074	0,285	Insignificant (Hypothesis Not Accepted)
(X2) Self-Control with (Y) Nomophobia	-3,965	0,000	Very Significant or (Hypothesis Accepted)

The t-test is used to test a minor hypothesis to find out whether variable X partially or individually affects variable Y if the significance value is <0.05, then there is an influence between variable X on variable Y

Social Support (X1) had no effect on Nomophobia (Y) (t = 1,074; p = 0.285; p>0.05) so the first hypothesis was not accepted. Self-Control (X2) had a very significant negative effect on Nomophobia (Y) (t= -3.965; p=0.000; p<0.01), so it can be concluded that the second hypothesis is accepted.

Based on the hypothesis test, social support has no effect on *nomophobia.* Theoretically, when social support is higher, nomophobia is supposed to decrease, and when social support is lower, nomophobia tends to increase. However, the findings of this study are consistent with the findings of Zhafira (2025) who stated that social support has no effect on nomophobia. Wibowo (2020) who did not find a relationship between social support and nomophobia in adolescent students at Ta'miriyah High School Surabaya. Nomophobia can also be affected by anxiety and fear of missing out (FoMO).

The second hypothesis can be supported because the findings of the second minor hypothesis test show that self-control (X2) significantly lowers nomophobia (Y) (t=-3.965; p=0.000; p<0.01). This is in line with research by Noorisa & Hariyono (2022) who found that self-control significantly worsens nomophobia. In addition, research by Sapulete & Ambarwati (2021) found a strong and negative correlation between nomophobia and self-control. Self-control and nomophobia tendencies during the COVID-19 pandemic have been shown to be strongly and negatively correlated among students of SMPN 1 Cirebon City, according to research by Permatasari et al. (2022).

Table 7. Relative Contribution

Variable	Coeficient Regression (BETA)	Cohesion Correlation	SE	R Square
Social Support	0,084	0,066	0,6%	10,1%
Self Control	-0,311	-0,306	9,5%	

The relative contribution can be seen through the R square and the result in this study is 10.1 or 10.1% which means that social support and self-control together affect nomophobia. If the independent variable is viewed separately, then the self-control variable has the greatest influence on nomophobia by 9.5%, then social support by 0.6%. Then for 89.9% it is likely to be in another variable. Research by Rizal & Widiantoro (2022) shows that *nomophobia* is closely related to FoMO, young people build a lot of identities and social relationships in the digital world, as well as seek validation from others. Meanwhile, research by Permadi (2022) found that *nomophobia* can be affected by anxiety, adolescents use social media to meet information and interaction needs, while avoiding criticism or negative judgment. This condition encourages an increase in the duration of social media use in line with the high level of anxiety experience

Table 8. Categorization of Social Support, Self-Control, Nomophobia

Variable	Very low		Low		Moderate		High		Very high	
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%
Social support	1	1	1	1	26	17	**63**	**42**	59	39
Self control	2	2	6	4	49	33	**73**	**49**	20	13
Nomophobia	3	3	14	9	**60**	**40**	56	37	17	11

Based on the categorization results, the social support variable for the 2021–2024 undergraduate students show the following percentages: 63% (59 students) have very high social support, 42% (63 students) have relatively high social support.

Individuals with good self-control do not experience nomophobia (an excessive fear of being without a smartphone) due to their ability to regulate internal urges, behaviors, and emotions related to technology use. Self-control acts as a protective factor that prevents pathological dependence on smartphones. (Zuhriyah, 2024). Smartphone management, such as setting limits on the duration and frequency of smartphone use, will minimize nomophobia. Self-control also curbs a person's urge to constantly check and monitor the contents of their smartphone. When self-management is effective, students can manage their emotions and anxiety so they do not become consumed by their smartphones.

In the self-control variable has a percentage result: 49% (73 students) have relatively high self-control, 33% (49 students) have moderate self-control, 4. Therefore, majority the self-control of undergraduate students' batch 2021-2024 University in Surakarta has a high average category.

The results showed that the level of nomophobia was generally in the moderate-to-high category. Majority 60% (40 students) had moderate nomophobia, and 56% (37 students) had high nomophobia.

CONCLUSION AND SUGGESTION

CONCLUSION

The author's major hypothesis in this study is accepted, namely that there is a very significant relationship between social support and self-control and nomophobia. Then in the minor hypothesis I the author did not accept the results of the hypothesis test that Social Support had no effect on Nomophobia. Furthermore, the author's minor hypothesis II was accepted as the results of the Self-Control hypothesis test had a very significant negative effect on Nomophobia. It can be seen from the results of the data analysis that the effective contribution of the independent variable affecting the dependent variable in the study is 10.1%, thus the details of the contribution of the social support variable is 0.6% and the self-control variable is 9.5%. From these results, it was concluded that self-control has a greater influence than social support in influencing nomophobia.

SUGGESTION

This study has limitations, especially in the data collection technique carried out online so that the researcher cannot control the condition of the respondents when filling out the questionnaire. Further research is recommended to expand the population and consider other factors such as anxiety levels or *fear of missing out* (FoMO) that can affect nomophobia. Qualitative approaches or mixed methods can also be considered to provide a deeper picture of the psychological factors that influence nomophobia.

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