



A descriptive study to assess the attitude towards nomophobia, autophobia and atychiphobia in online class among selected college going girl students of Patna, Bihar

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DOI- [10.5281/zenodo.14644327](https://doi.org/10.5281/zenodo.14644327)

Abstract

During the COVID-19 pandemic, education worldwide transitioned from traditional methods to various innovative teaching strategies. Recent advancements in technology have significantly altered the educational landscape, with conventional in-person classes increasingly being supplemented or replaced by online courses across various digital platforms. This study aims to explore the extent of nomophobia in the online class, explore the extent of autophobia in the online class and explore the extent of atychiphobia in the online class. Using a purposive sampling method, 500 girl students from three colleges in Patna district were selected, specifically those who had participated in both online and offline classes. A Likert scale was employed for the research design, and the findings from the data analysis revealed that 55.6% of the students were aged 17-19, with 63.4% enrolled in undergraduate programs and 36.6% in master's courses.

Most participants were students from the 2022-2024 cohort. The study concluded that a majority of students rely on mobile data for their classes, predominantly conducted via the Zoom app. Additionally, 43.3% of students disagreed that online classes provide a solid grasp of practical knowledge. Furthermore, 39% acknowledged that prolonged use of devices like mobile phones, laptops, and iPads leads to fatigue and irritability. Notably, 33.2% of students fully agreed that internet connectivity issues result in audio-visual problems, complicating their understanding of online lessons, which in turn affects their psychological health. The study identified three phobias among students: 40.60% with moderate nomophobia, 55% with mild autophobia, and 63.8% suffering from severe atychiphobia. Additionally, psychological health impacts were observed, with 56.8% of students experiencing mild anxiety, and 64.4% facing mild depression and stress.

Keywords- online, class, girl students, psychological health, health, nomophobia, autophobia, atychiphobia.

Introduction

On January 27, 2020, the first case of COVID-19 in India was reported in Kerala. As cases rose in the state, every region implemented lockdowns to curb the virus's spread. During the quarantine period, schools were closed, leading to separation between teachers and students. This pandemic has impacted around 1.2 billion students across 186 countries globally. To address the resulting educational disruption, online classes were introduced. As education systems adapted during the COVID-19 pandemic, they shifted from traditional teaching methods to various innovative strategies. In recent years, technological advancements have significantly transformed education, with in-person classes often being complemented or replaced by online courses available through different digital platforms. Following the indefinite closure of educational institutions worldwide, online education policies were created. After a nationwide lockdown

was imposed by the central government in 2020, schools transitioned to online learning, shifting from conventional classrooms to virtual meetings like Zoom and Google Meet.

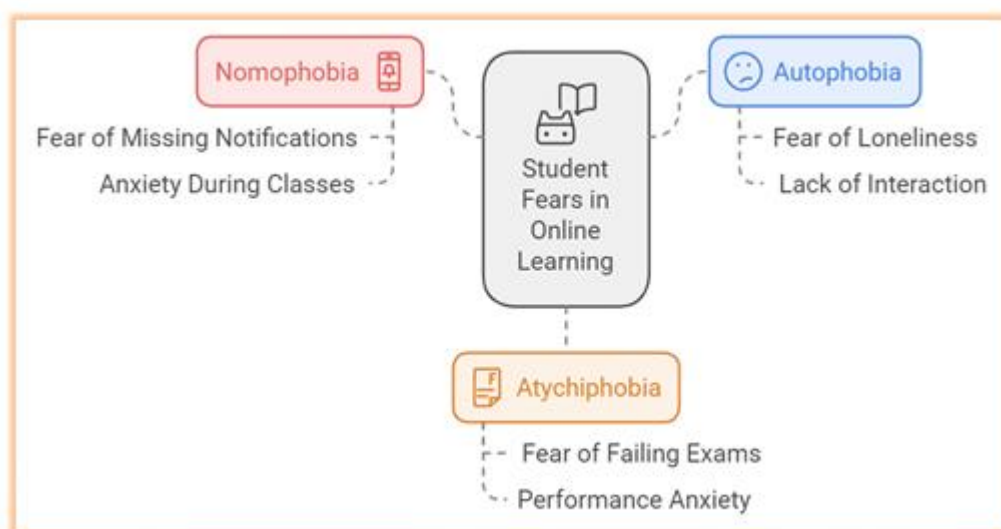
However, students face numerous challenges with online learning, including difficulties in listening and participation, late attendance among girl students, communication issues, and a lack of skills and knowledge to interact with teachers and peers. This environment starkly contrasts with the physical settings of schools and colleges, which provide opportunities for engagement beyond the home. In-person education allows students to connect with peers and enhance their interpersonal skills. Online methods tend to fall short in building the essential knowledge and competencies students require. Virtual education limits opportunities for face-to-face interaction and engaging with diverse perspectives, detracting from the learning experience. Online learning also

involves managing distractions, confronting real-world challenges, and developing discipline, unlike the traditional classroom setting.

The closure of educational institutions has led to a decline in students' discipline and self-regulation. "Ergonomics discipline" refers to the study of the relationship between learners and their environments. Rather than lying in bed, many students are compelled to sit in structured settings during online classes, but prolonged online learning in the same location can lead to fatigue and deteriorate psychological health well-being, impacting critical thinking skills. Visualization plays a crucial role in online learning, as comprehension is rooted in prior knowledge, which encompasses psychological health, emotional, and social dimensions. Psychological health affects students' cognitive abilities, as defined by the World Health

Organization (WHO), it encompasses the capacity to interact positively with others and manage stress. Psychology is integral to students' daily experiences, and the absence of direct interaction in online classes can lead to psychological challenges. Feelings of isolation and reduced social interaction can adversely affect students' overall well-being, particularly impacting college students who often value social learning.

Various online-related anxieties have emerged, such as Nomophobia, autophobia, and atychiphobia. Nomophobia is the fear of being disconnected from one's phone, leading to anxiety about online course notifications. Autophobia reflects the fear of loneliness and lack of interaction, while atychiphobia is the fear of failing exams in an online learning environment.



Need of TheStudy

Psychological health is a critical issue in online education. As children engage in remote learning, they often lack social interaction and rely heavily on their mobile devices for classes. Many find homework and online lessons uninteresting, leading them to turn to mobile gaming, which diminishes their enjoyment of learning. College students face similar challenges, as their focus can wane while multitasking on screens, making it hard for them to keep up with their studies. Additionally, children experience stress and anxiety due to their need for attention and fulfilment of desires. With academic responsibilities piling up, many students struggle and feel overwhelmed by the pressure.

(Objective)

1. To explore the extent of nomophobia in the online class.
2. To explore the extent of autophobia in the online class.
3. To explore the extent of atychiphobia in the online class.

(Hypothesis)

1. Online classes have a negatively impact on nomophobia among girl students.
2. Online classes have a negatively impact on autophobia among girl students
3. Online classes have a negatively impact on atychiphobia among girl students

METHODOLOGY

A study was carried out to explore the psychological impacts of online classes on girl college students in Patna city. Data was collected from girl students at three colleges within the Patna district. Information was gathered using open-ended and interactive questionnaires available in Hindi and English. Both undergraduate and graduate students took part in the research. Approval was secured from the directors and heads of the three colleges to gather the data.

Study Area - This research collected data from girl students enrolled in the following colleges located in the Patna district:

- a) Patna Women's College
- b) Magadh Mahila College
- c) J.D. Women's College

Research Design –

A study examining the psychological effects of online classes on girl students employed the Likert-scale technique. This method enabled the identification of patterns and relationships, offering quantitative insights into how online classes affect the psychological well-being of girl students. The Likert scale consists of five response options ranging from 1 to 5 for general questions, including:

- Agree
- Strongly agree
- Neutral
- Disagree
- Strongly disagree

Sample size- The study targets college-going girl students in the Patna region who have transitioned to online classes during the COVID-19 pandemic. 500 girl students were chosen through purposive sampling from three colleges in the Patna region:

- a) Patna Women's College
- b) Magadh Mahila College
- c) J.D. Women's College

Research Tool - A questionnaire was utilized to gather specific information. This survey was created to systematically collect data regarding the psychological effects of online classes on the educational experiences of college-going girl students in the Patna region.

Data Analysis - Initially, the gathered data was entered into an Excel spreadsheet, and results from regular colleges were compiled and organized. Statistical techniques were applied to analyse the data, focusing on the psychological health effects of online classes on college-going girls as a key category. The categorical data is presented in percentage format.

Result And Discussion

The findings and discussion stem from a study examining the psychological effects of online classes on college-aged girls in Patna city. Data was collected from a targeted sample of girls who have experienced both online and traditional classroom education. This section summarizes the study's findings, which are organized and displayed systematically with relevant statistical analysis.

Table 4.1.1: Statistical profile of the educational background of girl students.

variable	Description	Number	Percentage
Age	17-19	278	55.6%
	20-22	135	27%
	23-25	73	14.6%
	More than 25 age	14	2.8%
Qualification	Graduation	317	63.4%
	Post- Graduation	183	36.6%
Place of Area	Rural	99	19.8%
	Urban	267	52.8%
	Semi- Urban	134	26.8%
Session	2021-2024	174	34.8%
	2022-2025	267	53.4%
	2023-2026	93	18.6%

(n=500)

Table 4.1.1 presents the educational statistical characteristics of the study population. It categorizes the students by age, showing that 55.6% are between 17-19 years, 27% are aged 20-22, 14.6% are 23-25, and 2.8% are over 25. Among the students, a significant portion (63.4%) are enrolled in bachelor's programs, while 36.6% are in master's

courses. In terms of residence, 52.8% are from urban areas, 26.8% from semi-urban areas, and 19.8% from rural areas. For the class session distribution of girls, 34.8% are from the 2021-2024 session, most (53.4%) are from the 2022-2025 session, and 18.6% are from the 2023-2026 session.

Table

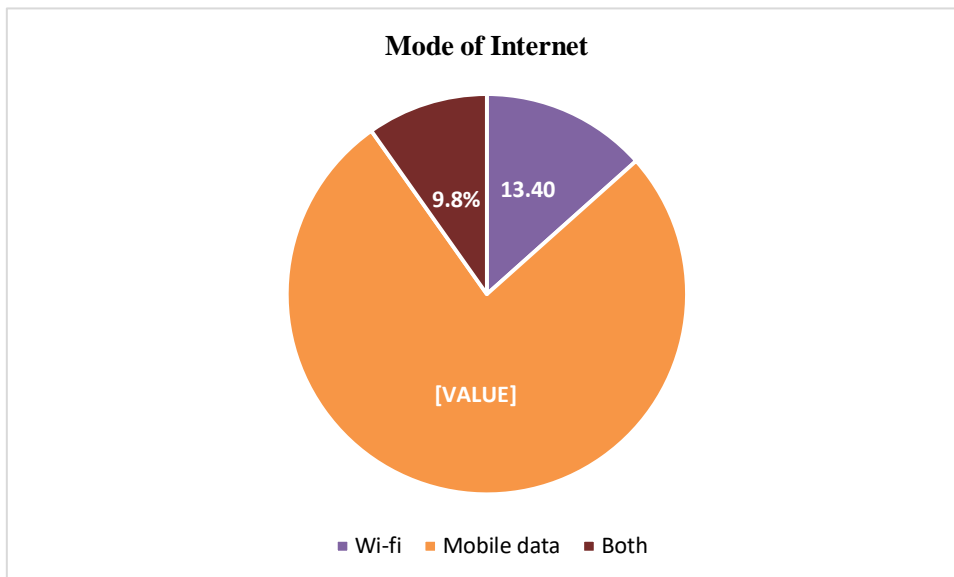
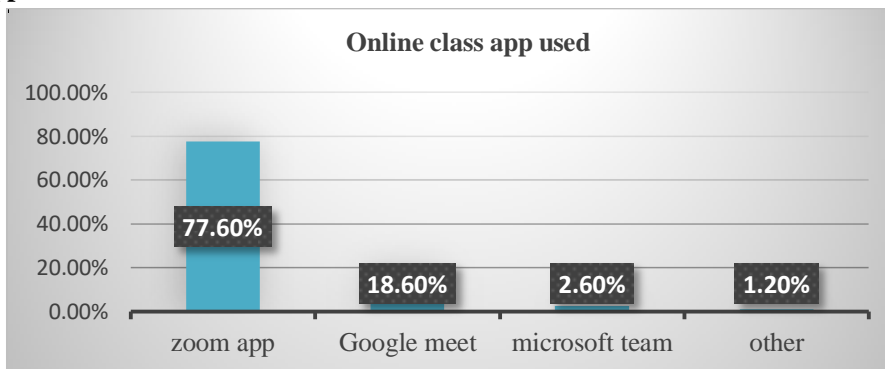


Table 4.2.1. Method of using the internet- (n=500)

According to the survey in Table 4.2.1, a majority of students (76.8%) rely on mobile data for online classes. They find that their mobile data usage is minimal each day, often running out after just one or two classes or while completing

assignments, which hampers their ability to participate in online learning effectively. Meanwhile, 13.4% of students utilize home Wi-Fi, and 9.8% use a combination of both mobile data and Wi-Fi.

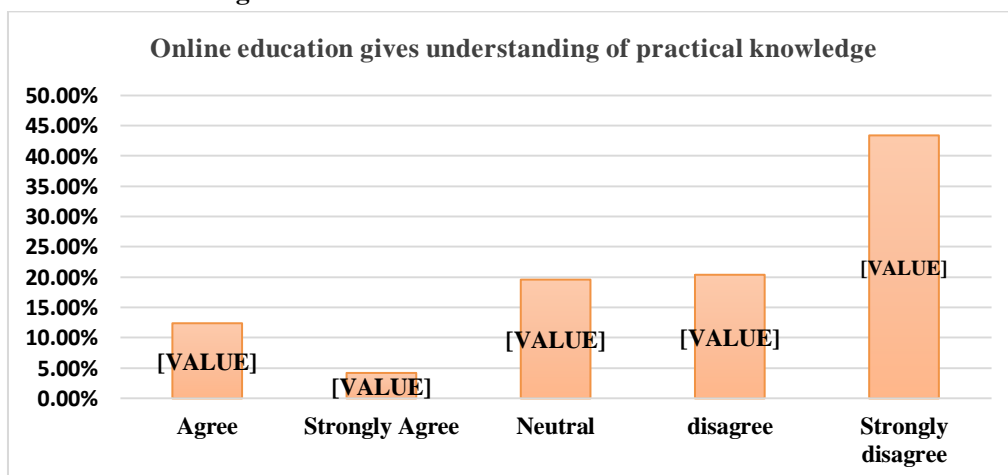
Figure 4.2.2. Apps used in online classes-



(n=500)

Table 4.2.2 reveals that the survey indicates 77.60% of girl students participate in online classes via Zoom, 18.60% use Google Meet, 2.60% utilize Microsoft Teams, and 1.20% access other applications.

Table 4.2.3. Practical knowledge is understood in online class-



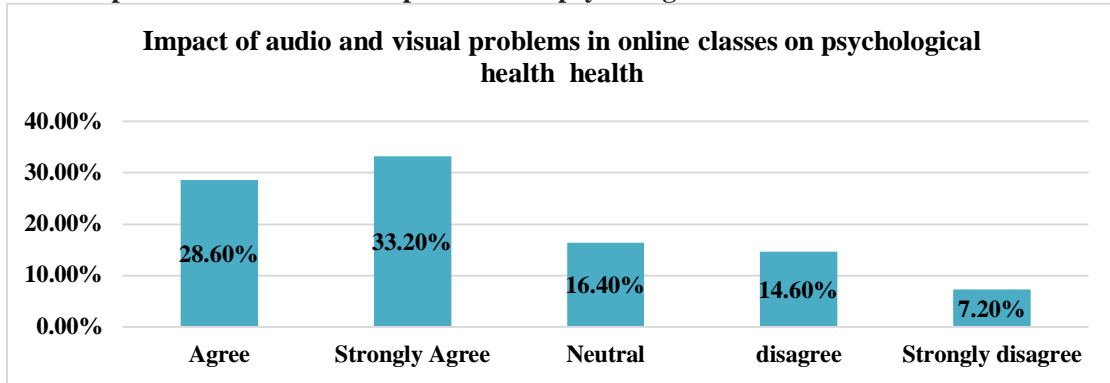
(n=500)

Nikki Kumari, Dr. Vijay Lakshmi

As shown in Table 4.2.3, 43.4% of students completely disagree that online classes offer practical knowledge, suggesting that many remain disengaged during sessions, with some even dozing

off. Additionally, 20.4% disagree, 19.6% remain neutral, while 12.4% agree, and 4.2% strongly agree with the notion.

Table, 4.2.4. Impact of audio and visual problems on psychological health health in online classes.

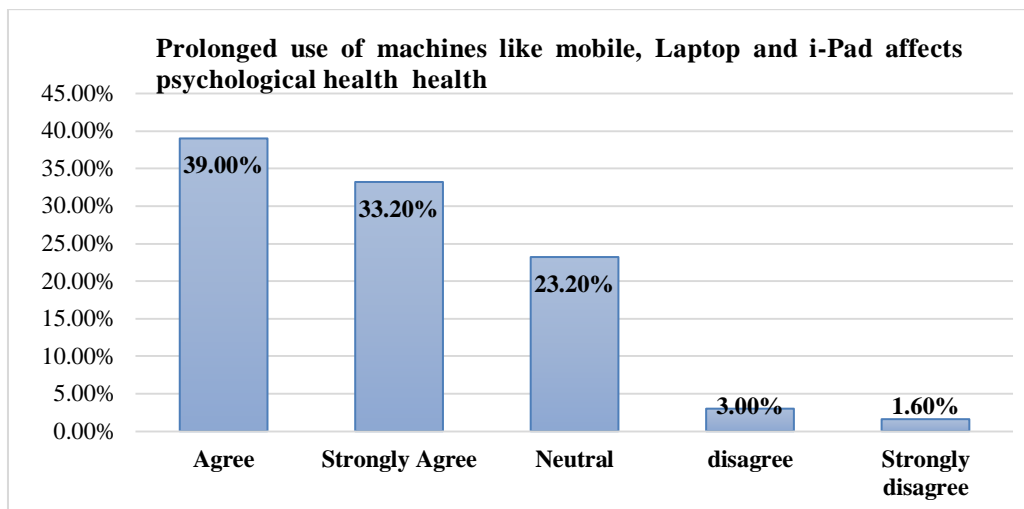


(n=500)

According to Table 4.2.4, the majority of students experience audio-visual difficulties linked to internet connectivity issues, hindering their comprehension of online lessons. Specifically,

33.2% completely agree, 28.6% agree, 16.4% are neutral, 14.6% disagree, and 7.2% strongly disagree with this observation.

Table 4.2.5. Effect on psychological health due to prolonged use of machines like mobile, laptop and iPad-

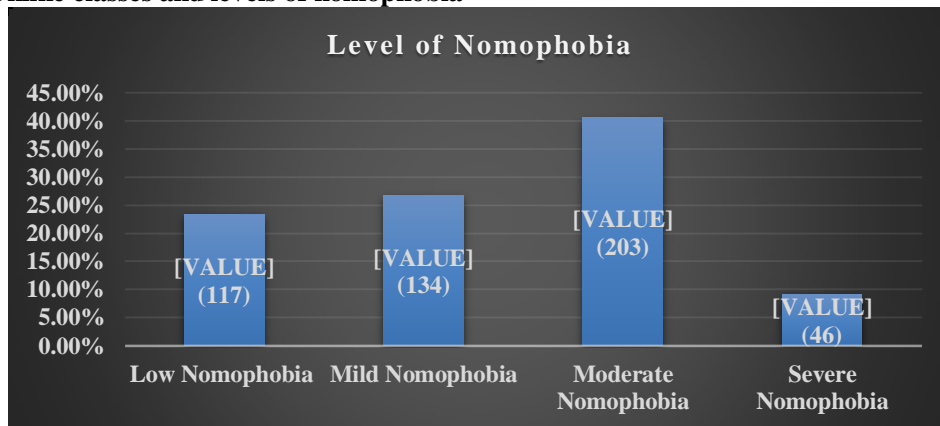


(n=500)

Table 4.2.5 indicates that extended use of devices such as mobile phones, laptops, and iPads negatively impacts psychological health, with most students acknowledging that prolonged screen time

leads to fatigue and irritability. In this context, 33.2% fully agree, 23.2% are neutral, while 3% disagree, and 1.6% strongly disagree.

Table 4.2.6. Online classes and levels of nomophobia

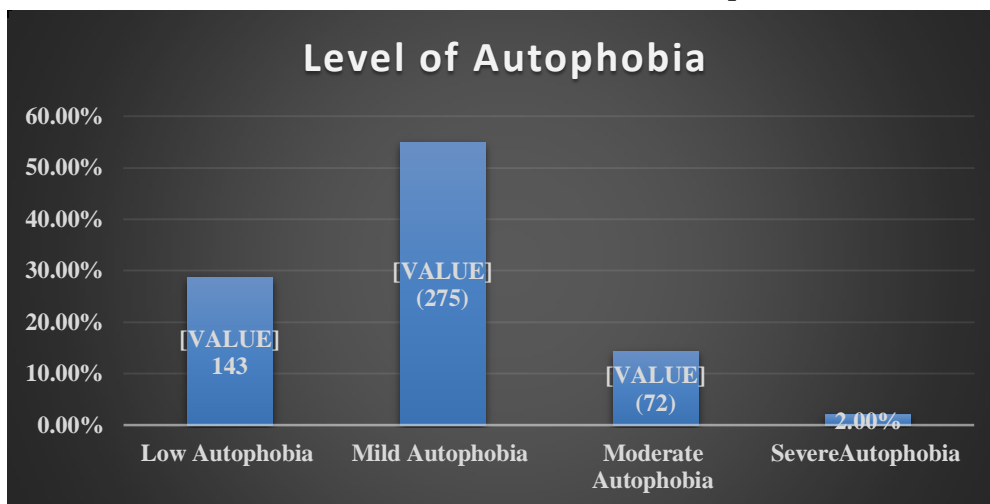


(n=500)

Table 4.2.6 highlights that the lack of a fixed schedule for online classes contributes to the development of nomophobia among students. The data shows that 40.60% of students experience

moderate nomophobia, 26.80% suffer from mild nomophobia, 23.4% have low nomophobia, and the smallest group, 9.2%, experiences severe nomophobia.

Table 4.2.7. Online classes and levels of autophobia

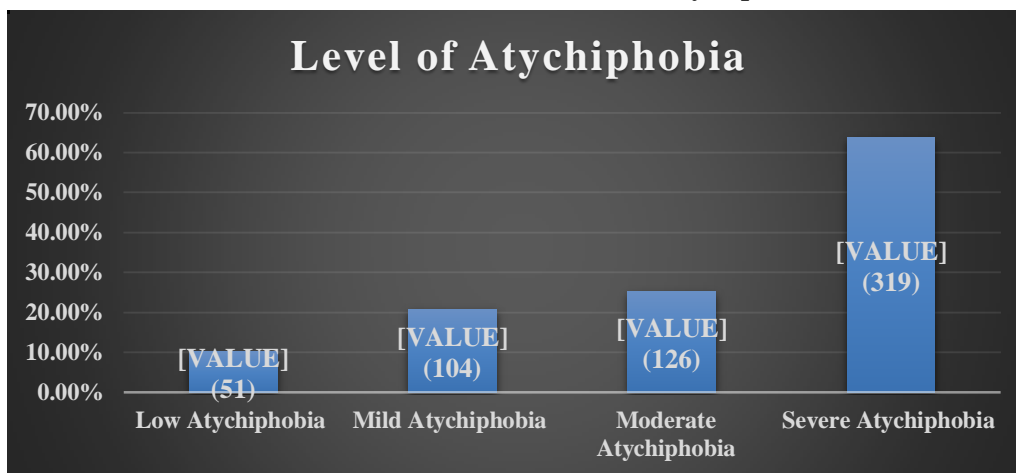


(n=500)

The findings in Table 4.2.7 indicate that while all students participate in online classes from their respective locations, prolonged sessions can trigger autophobia, with a significant number

experiencing mild autophobia. Additionally, 28.60% are found to have low autophobia, 14.40% moderate autophobia, and 2% suffer from severe autophobia.

Table 4.2.8. Online classes and level of atychiphobia-



(n=500)

As presented in Table 4.2.8, students encounter severe atychiphobia during examinations related to online class material. Furthermore, 25.2%

experience moderate atychiphobia, 20.8% have mild atychiphobia, while 10.2% are affected by low atychiphobia.

Table 4.1.2. Overall level of psychological health in online class-

Category	Anxiety	Depression	Stress
Low	64.4% (322)	17.8% (89)	23% (115)
Mild	18% (90)	56.8% (284)	55% (275)
Moderate	15.2% (76)	23.8% (119)	20.8% (104)
Severe	2.4% (12)	1.6% (8)	0.8% (4)

(n=500)

Lastly, Table 4.1.2 illustrates psychological health levels in online classes, revealing that 64.4% of students experience low anxiety, 18% mild anxiety, 15.2% moderate anxiety, and 2.4% severe anxiety. Additionally, 56.8% of students report mild depression, 23.8% moderate depression, 17.8% low

depression, and 1.6% severe depression. In terms of stress, 55% exhibit mild stress, 23% low stress, 20.8% moderate stress, and 0.8% severe stress.

Summary And Conclusion

This study investigates the psychological effects of online classes on college girls in Patna.

The shift to virtual learning in schools and colleges has raised significant concerns. The primary aim of the research is to assess how online classes affect the nomophobia, autophobia and atychiphobia health among girl students. A sample of 500 girls from three colleges in Patna was chosen using a purposive sampling method.

The study includes a statistical overview of the girls' educational backgrounds, detailing their ages, educational levels, academic sessions, and major subjects. Findings indicate that 55.6% of participants were aged 17-19, with 63.4% enrolled in undergraduate programs and 36.6% in master's courses. The surveyed cohort is primarily from the 2022-2024 academic session.

Results show that a majority of students rely on mobile data, with 77.60% attending classes via Zoom. Additionally, 43.3% of students believe online classes do not provide adequate practical knowledge. Many agree that prolonged screen time on devices leads to fatigue and irritability. Furthermore, 33.2% entirely agree that internet connectivity issues disrupt audio-visual learning, complicating their ability to grasp online lessons. This suggests that audio-visual disruptions in online classes negatively impact psychological health.

The study identified three types of phobias among students: 40.60% experience moderate nomophobia, 55% suffer from mild autophobia, and 63.8% exhibit severe atychiphobia. Other psychological health effects observed include mild anxiety (56.8%), mild depression (56.8%), and mild stress reported by 64.4% of participants.

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