



Research Article

Impact of classroom phubbing on teachers who face phubbing during lectures

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Abstract

Advancement in education technology tried hard to utilize modern technology in classrooms in order to enhance learning, improve learning environment and it revolutionized the classrooms. In this technological advancement, one of the common distractions during lectures nowadays is use of smartphones in classrooms during lectures. Teachers often find students using smartphones during their lectures. Such kind of use of smartphone during the lectures is termed as classroom phubbing. This phenomenon is nowadays very common in everyday life and it intrude in classrooms and influences teachers as well as learning environment. This study tried to understand the influence of Phubbing on teachers during lecture, their emotional responses, and their attitudes towards phubbing. The sample comprised 50 university teachers (25 females and 25 males) and 300 students from their classes (120 females and 180 males). The age of the teachers ranges from 30 to 60 years old in the study group and the students age group ranges from 20 to 26 years old. The study used mixed design method in which first phubbing survey was used with students and was followed by interviews of the teachers. The phubbing survey was analyzed by using frequency analysis method and the interviews are analyzed by thematic analysis, and common themes was interpreted accordingly. The study interviewed teachers regarding the phenomenon and the interviews was guided by the survey questionnaire in order to understand there emotional and attitudinal response towards classroom phubbing. The results of this study revealed that around 41% of students use smartphones at least once during the lectures for either using social networking sites or checking messages on WhatsApp or just for internet surfing which was not at all related to their courses. Such behavior of students in reverse had a strong impact on the teachers and the teachers evaluate themselves according to their age group as younger teachers evaluate their lecture performance negatively and elder age group teachers consider it as a disrespect but in both cases, it had impact on learning process.

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Introduction

The use of technology is one of the important components of modern classrooms. Everyday researchers, educationist, and academicians try to modernize the classrooms in order to make education and learning process more effective and no doubt, we came too far with the use of technology in classrooms and still the journey is going on. Its advancement is helping students as well as teacher to achieve the means and quality of education. Using modern tools and gadgets in various aspects of life is becoming compulsory. Technology and its advancement had benefited each of us and by using it; we are trying to make life more convenient and comfortable. The modern classrooms are the good examples in this regard where we had transformed traditional blackboards with modern digital boards fully equipped with digital gadgets, tools and internet. No doubt, these technological advancements are beneficial for learning outcomes and teachers alone do not only utilize it, but students are also part of it. One of such technological gadget is smartphones, which is having multiple functions for academics also. It was one of the great invention in modern times and the advancement in smartphone technology left it far behind then its early uses (Bulut, 2019). Smartphones are becoming one of the important gadgets, which can enhance classroom learnings with its unlimited education related software. However, on another hand, the use of smartphones during lectures is becoming a big issue

and there are lot of adverse consequences connected with it. One of the adverse effect of smartphones during lectures is Classroom-Phubbing, which can have profound effect on learning (Nazir, 2019).

The term Phubbing is almost a decade old, which came into existence with the invention of smartphone technology (Pathak, 2013). The word Phubbing actually is like a synonym to ignoring someone or neglecting. This newly coined term, which actually emerged from the merging of two words *Phone* and *Snubbing*, that refers to “the action of ignoring others during social interaction, gatherings, events etc. by using smartphones, whether it is checking Facebook, using WhatsApp or using other chatting applications” (Nazir, 2016). It is clear from the above definition that there are some components involved in this entire phenomenon. The first component is *Phubber*, which can be, defined as the person who is using the smartphone while in social setting. The second component is *Phubbee*, the person affected by phubber and the third important component, is the *Social setting* itself, which means it involves two or more person in social context. Because if a phubber is using smartphone without the presence of any other person then it cannot be considered as phubbing (Nazir, 2019). Therefore, Phubbing need to be in social setting where at least two or more persons must be involved and the phenomenon is having any kind of effect on each other. Also, it is important to keep in consideration that a phubber can be addicted to either smartphone, social media or even phubber can be introvert as researchers are intensively working on to find the determinants of phubbing behavior. There are number of studied which have serious claims regarding phubbing phenomenon and its determinants (Nazir, 2019). A study conducted in order to find the determinants of phubbing found various possible determinants such as smartphone addiction, Social Media addiction, Online Gaming addiction that can significantly predict phubbing (Karadag, 2015). Another study found that phubbing does not appear to be exclusively related to addiction behaviors and nevertheless results highlighted a strong connection of phubbing with online addiction behaviors such as social media addiction, internet addiction as well as with psychological and psychosocial determinants of online compulsive behaviors (Guazzin, 2019). In another research paper the determinants of phubbing had been discussed and tried to understand the phenomenon of phubbing and the study concluded that Gaming addiction, Social Media addiction, Smartphone addiction or Internet Addiction, and Situational and Personal factors as important determinants of phubbing behavior (Nazir, 2019).

Phubbing in Different Social Settings

Different components of phubbing such as phubbing behavior, phubber and phubbee are common to observe everywhere in today’s technologically advanced society (Haigh, 2015). The biggest question therefore is; phubbing behavior is acceptable or a problematic issue and how it can have a profound effect on humans. During the evolution in societies there is always a dramatic shifts in social norms and new norms are evolved and adopted rapidly (Chotpitayasunondh, 2006). New norms also get evolved from either personal or observable behaviors (Miller, 1996). It is in this manner conceivable to measure the degree to which observable behavior and personal behavior can anticipate the degree to which individuals see phubbing as normative. On the other hand, how, it affects people in day-to-day lives while facing phubbing also can explain how it can be an acceptable norm or not. Therefore, there are different researches that cover different social interactions in different contexts in different kind of social relationships, which will give understanding of phubbing whether as an acceptable or unacceptable norm. It can be predicted to what extent people can be phubbed by phubbing behavior itself and phubbing can result in a vicious, self-reinforcing cycle that makes the behavior become regularizing (Chotpitayasunondh, 2016). Such kind of self-reinforcing cycle of phubbing behavior induce more phubbing and may make it acceptable norm rather than hindering it. This kind of behavior is becoming very common everywhere and is widespread because of which it is becoming day to day norm and people hinder to complain about it openly.

Phubbing behavior is affecting almost every one of us either we are having family dinner or sitting with partner in a restaurant or walking or waiting for a bus with a friend or even in official meetings or during the course lectures (Nazir, 2017). The intrusion of smartphone devices happens in every setting of life as it used to be an accessory but not the priority. It is effecting our day-to-day relations and face-to-face communication (Chotpitayasunondh, 2016). Our social interaction structure had been completely changed by changing our face-to-face conversation styles with the use and intrusion of the smartphones. A study in Ankara, Turkey found that 86.2% students agreed that due to phubbing phenomenon during social interactions and person to whom they are interacting is not listening them and around 83.3% agreed that they feel annoyed in such situation (Nazir, 2017).

Smartphones supposed to bridge the gap in communication and no doubt they are very successful in doing that but despite their ability to connect us to others across the globe, smartphones on the another side make ignore people who are interacting with those across the table (Dwyer, 2017). This trend is not only viral in such kind of social settings

but we also encounter with such situations in our formal social lives. Nowadays it is a common behavior seen in official meetings, during lectures in universities, even a doctor attending a patient on one side and using mobile on another side. Such trends are very common in our day-to-day lives now and it is not only effecting social relationships but also the purpose of such interactions. Advancement in technology and its use in classrooms during lectures is highly appreciated but such trends are effecting the learning processes. In nutshell we can say that such phenomenon is common in every day-to-day lives that it is prevalent everywhere and is affecting every kind of human communication.

The issue of phubbing becomes difficult and complicated when it comes to the educational field. Traditionally assumed, classrooms should be quiet but now they are loaded with portable electronic gadgets especially smartphones. The use of smartphones has increased dramatically in the classroom and it had been found that smartphones had been owned by 98% of college (Diamanduros, 2007). During class lectures 62% of students reporting the use of electronic media for non-academic purposes, studying, or doing homework (Jacobsen & Forste, 2011). Extensive conversational exchanges by texting in a silent mode during classes may not be disruptive (Young, 2006). However, this kind of behavior, which is happening during a lecture, is a phubbing phenomenon. It is one of the toughest task for teachers and they struggle with the use of smartphones by students in the classrooms during lecture while keeping them focused on learning. In another study 269 university students was surveyed and argued that the use of smartphones is a distraction and by texting during the class they are not paying attention on lectures (Tindell, 2012). This study put a light on the phubbing phenomenon, which is happening during the lectures. No doubt, it may not distract other students but the phenomenon is true example of phubbing. In one another survey research which involved faculty members as well as students in order to determine the perception of smartphone use during lectures and found that 40% of the students used their smartphones during class and it became the cause of distraction for 85% of students (Burns, 2010). Such personal behaviors often annoy professors in the context of teaching and learning process (Jenkins, 2011). In similar study 95% of students accepted that they using smartphones in class once or twice and about one third reported daily phubbing (Ugur, 2015). The phenomenon of phubbing not only had intruded informal conversations but also had intruded our formal settings such as learning environments. Such intrusion not only affect the person but also is having huge impact on the learner and on learning process itself.

The major source of distraction in everyday life is multi-tasking by using smartphones and people are unable to concentrate on their primary activity fully. For example, while driving using smartphone is almost equitant to driving drunk (Strayer, 2006), using smartphones in the classroom has been shown to hinder learning (Wood, 2012) and frequent notifications via smartphones can increase symptoms of inattention associated with Attention Deficit Hyperactivity Disorder (Kushlev, 2016). Research on the cognitive effects of distraction have led many teachers and administrators to implement strict policies in their classrooms regarding use of smartphones (Hammer, 2010). Use of technology thus is having two-way consequences in classrooms while using smartphones during lectures. It may have impact on both teachers as well as on students. If any student or teacher is doing phubbing during lectures then he or she is trying to do multitask and attention is divided between these tasks, and thus may have multiple impacts on learning and learning environment. The impact of this phubbing phenomenon is needed to study more in depth and its impact so the policy makers can frame strict laws in order to curb such kind of behavior especially in formal settings.

Problems of Research

Phubbing research is very new phenomenon and is almost a decade old, which begins with the onset of the smartphone technology. This phenomenon had not been studied much and there are very few areas in which it had been studied for example the most studied contexts in which research had occurred is partner phubbing, boss phubbing, and phubbing in general. As it had been mentioned above, the smartphones had intruded in every part of our lives and it is having huge impacts on our social conversations. It is changing the outcomes and influencing face-to-face conversations and is having huge impact on person who facing phubbing behavior. Therefore, this study is going to put a light on whether classroom phubbing had any impact on teachers and does it had any kind of influence on the attitude of teachers and the learning process itself. The research will primarily focus on the existence of classroom phubbing and then will try to understand its impact on the teachers who are getting influenced by such behavior within the classroom and in reverse had an impact on learning process.

During the research, the researcher try to find the answers of following research question;

- What is the prevalence of classroom phubbing in the classroom?

- What is the emotional and attitudinal response of a teacher who face classroom phubbing?
- Does classroom phubbing had any impact on the teachers if any?

Method

Research Design

According to Trochim (2005), research design "provides the glue that holds the research project together. In this research, mixed method design is used as mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell & Plano Clark, 2007). Due to the structure of the study mixed research design was used in which both phubbing survey was used to assess the phubbing behavior among students during the lectures and to find out the reasons of phubbing behavior among students. In second part of the study qualitative interview method is adopted in order to have understanding of emotional and attitudinal responses of teachers who face phubbing during lectures.

Participants

The study chooses the snowball sampling technique as it was most convenient for the study. On the basis of snowball sampling technique fifty academicians was identified who was teaching in the different private universities of Istanbul. Among fifty participants 25 was male and 25 was female Academicians. The age of the Professors ranged between 30 to 60 years old. Some demographic variables were controlled in order to have more representativeness. Due to the limited accesses and availability of participants the samples were selected from private Universities in Istanbul according to the proximity of the researcher. The students who participated in the research was also selected by same process of rolling snowball technique as they must belong to the same classes who was taught by above selected academicians. The phubbing survey was conducted among their students after the lectures in order to assess the phubbing behavior of students. The total number of students who took part in phubbing survey was 300 students among which 180 was male and 120 was female students. All of these students were studying in same universities were the above mentioned Professors was teaching.

Initially the repo was formed with the participants, which helps the in-depth exploration of data collection, which was necessary for this study. The participants were cooperative, friendly and open to share the information. The meeting with participation was held according to the convenience of the participants such as at their university campus and their respective offices. The basic criteria for selecting the participants was only those academicians who are teaching in Universities.

Data Collection

During the first phase the students was provided with phubbing survey and data was collected immediately after the lecture was finished. The phubbing survey was having following statements, which determine whether these students use their smart phones during the lectures. These statements are as follows;

- *I put my smart phone on flight mode or silent mode when I enter in lecture.*
- *I put my smart phone on silent mode and put it in my bag or away from my view.*
- *I put my smart phone on silent mode but I put it in front of me where I can see it.*
- *I pull my smartphone out and check it when it beeps.*
- *I check the notification/message/social networking sites even during lecture.*
- *I often keep my cell phone in my hand when I am in lecture.*
- *I surf internet during the lecture.*
- *I use smart phone if I feel bored during lecture.*
- *If my phone beeps or rings during lecture, I put it in silent mode and focus on lecture.*
- *I try to use my smart phone secretly during lecture without being caught.*
- *I feel I used smart because I am addicted to it.*
- *My use of smart phone during lecture has nothing to do with teacher or content of the lecture.*
- *Use of smart phones during lecture is because either lecture is hard or I am not able to understand the mode of communication.*

In the second phase of research, the meeting with participation was held according to the convenience of the participants such as at their university campus and their respective offices. The interviews with the participant lasted between 15 to 25 minutes and most of the interviews was recorded with the permission of the participants. The participant gave their consents for recording and was comfortable with the recording of their interviews. They all were assured that these interview recordings will be used only for research purposes and will be destroyed after the research will be completed and their identities will not be disclosed anywhere. The interview questions were related to their experience of classroom phubbing and what emotional and attitudinal turmoil they go through while encountering this phenomenon during their lectures if any. The research adopted semi-structured interview, so each participant answered on the same research question. The rationale of using this approach is to understand the respondent's point of view rather than generalize behavior.

Data Analysis

As per by many mixed design studies, the data analysis was primarily inductive which was guided by the above literature regarding the study. The first part of the study showed the frequency of the students using smartphones during the courses and the probable reasons for this behavior. In addition, the second part of the study showed the emerging themes of the interview and their analyses.

Findings and Discussion

Findings revealed that most of the academicians face phubbing phenomenon frequently and most of them reported its impact. The results are categorized under three areas such as the first one is prevalence of Classroom phubbing during lectures and probable reasons. The second category is emotional impact of phubbing on Academicians who face phubbing during lectures and the third one is their attitude towards such situations and strategies to cope up with such situations.

The phubbing Survey results revealed that around 41% of students use smartphones at least once during the lectures for either using social networking sites or checking messages on WhatsApp or just for internet surfing which was not at all related to their courses. The phubbing survey revealed the reasons for this behavior and found that students feel either bored or not able to understand the content of the lectures, due to the hard language issues, and even some students felt it has nothing to do with teacher or content but felt they are addicted to their smartphones.

During the interviews, which was conducted among 50 teachers, some of the striking themes came out. Some of the responses given by teachers are shown in the table 1 below.

Table 1.

Responses of the Close Ended Questions by Teachers

Statements	Male		Female	
	30-40 Years	Above 40 year	30-40 Years	Above 40 years
<i>Do you mention in your syllabus or say verbally that during lectures students cannot use smartphone?</i>	100%	90%	100%	95%
<i>Do you get disturbed or feel distracted if students smartphone beeps or rings during lecture?</i>	93%	66%	98%	58%
<i>Do you get disturbed or feel distracted if you saw any student using smartphone (for example social networking websites, chatting on whatsapp etc) during lecture?</i>	95%	61%	98%	55%

The above table 1.1 is showing the percentile responses of some close-ended questions and the striking differences in close ended and open-ended answers can be understood according to the age of the teachers. In this small sample of teachers, the age ranged from as lower as 30 years old to 60 years old and the differences in the responses can be seen based on age. According to the interviews, various themes emerged regarding classroom phubbing. These themes can be discussed as follows.

First when the teachers were asked about their feelings about the use of smart phones by their students during lectures and even if though they do not disturb anyone in the classroom. The common answer differs to this open-ended question according to the age group. For example, the young teachers between 30 to 40 years age range feel emotionally very low and they start evaluating their performance negatively. Most of the young teachers felt that they are not much competent, and their lectures are not enough prepared because of which they are not able to catch the

student's attention. This lowers their motivation and the lecture flow and continuity is effected and definitely affects their lecture outcome and performances. Some of teachers reported that they feel that they lecture is not much interesting and if such behavior of classroom phubbing is repeated no matter how good they prepare the lecture makes them feel that nothing works, and they give up working hard. In reverse to this, the age group above 40 years felt it completely different way. Most of them felt that it is because of the generation gap and this new generation can do multitask and it have almost no effect on teachers emotions and they don't even thinking of evaluating or connecting their lectures with classroom phubbing. This age group feels that the smartphones had become part of this new generation and it had no profound impact on their lecture performance.

Secondly when the teachers were asked to tell about their behavioral reactions if they found any of their student using smartphone for example social networking webcites, chatting on whatsapp etc) during your lecture. The reaction of the teachers also varies according to the age group for example the younger age group between 30 to 40 years teacher react with warning or staring to the students. Some teachers said that after one or two warning, we ask student to leave the classroom and this way this behavior of classroom phubbing influence our mood by such kind of distraction and influence our flow of lecture delivery. Young teachers feel a bit of overflow of aggressiveness in their behavior such as giving strict warnings and change in their mood and high-pitched tone takes place while giving the warning, which obviously influence them. On the other side the age group above 40 years old had mixed response to it, they feel it a kind of disrespect and ignore it completely, and some teachers in this group focus only on lecture and ignore classroom phubbing completely.

Discussion and Conclusion

Phubbing phenomenon is very common nowadays around us and it is affecting us no matter were ever we are. While walking with someone, waiting for a bus or metro with anyone beside us, having family dinners, or meeting rooms to lecture halls we all are facing this common behavior and we name such behavior under one umbrella term phubbing. Phubbing behavior is widely prevalent and is having negative effects on people's lives and relationships regardless of its contexts (Bulut, 2019). Such an intensive and regressive use of smart phones had become threat to the (Krasonova, 2016). Phubbing phenomenon is so widespread, can be found in many different places, and is names according to the context in which is done such as partner phubbing, boss phubbing etc. This paper discusses one of such forms of phubbing i.e. classroom phubbing, which is named according to the situations where it happens, and yet we have not much researches and literature available about this phenomenon regarding the effect on learning process. This paper tries to put a little glimpse of light on the classroom phubbing impact on teachers while they are teaching. The research found impact differences among different age group of teachers and how it is affecting the learning process directly or indirectly. The new wave of smartphones, which are equipped with loads of software, help us in various fields, and keep us connected with the world. Somehow, it also takes a toil in our relationships and affect the person who is at the receiving end of the phubbing. Phubbing is a type of addiction that has more negative effects than other types of addiction (Nazir, 2016). This phenomenon negatively affects initiation and sustainment of interpersonal relationships, the quality of relations, and the emotional ties between family members, and has an adverse effect on the ability of children, adolescents, and young people to establish communication with others (Wang et al. 2016). Moreover, individuals exhibiting phubbing behaviors cannot communicate with other individuals because they focus heavily on their smart phones in social environments. In this case, here the impact is on teachers who either accept it as a generation gap or taking it as a self-evaluation critic or make them judge their performance by their student's phubbing behavior, which may be not right to do. In addition, while doing so it affect the young teachers, affect their motivation and their interest in teaching, and somehow affect the learning. Considering this type of behavior, which interferes with and decreases the quality of social activities and interpersonal communication of the individuals considerably (Nazir, 2016), can become more widespread with the increasing technological developments, it is apparent that the technology literacy education in this subject and awareness studies (Afdal, 2019) are needed more.

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