

Current Situation, Influencing Factors and Intervention Path of College Students' Mobile Phone Addiction

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ABSTRACT

The popularity of smartphones is profoundly reconstructing the learning lifestyle of college students. The high permeability of mobile internet causes the frequency of device use and dependence to continue to rise. With the high integration of mobile phone functions in social entertainment and online learning scenarios, distraction, time management disorder, and social avoidance caused by excessive use among college students have become increasingly prominent. Mobile phone addiction behavior is not only related to the healthy development of individuals but also to the quality of higher education and the effectiveness of personnel training. Therefore, this paper discusses the core characterization, multi-dimensional influencing factors, and systematic intervention paths of college students' mobile phone addiction to provide a theoretical basis and practical reference for constructing a scientific and effective behavior modification mechanism.

KEYWORDS

College students; Mobile phone addiction; Influencing factors; Intervention path

1 Influencing factors of college students' mobile phone addiction

1.1 Personal factors

The internal driving force of college students' mobile phone addiction comes from the multi-dimensional individual psychological mechanism. The lack of self-regulation ability is the core motivation. Some students lack effective monitoring and inhibition of use behavior, and it is difficult to start the delayed gratification mechanism in the face of the temptation of immediate gratification. Especially in high-pressure situations, they tend to relieve anxiety through mobile phone entertainment. The nervous dimension of personality traits significantly affects the use pattern. High-sensitivity individuals pay excessive attention to the evaluation feedback in social software and frequently check the like button and comments to form compulsive refresh behavior. The cognitive bias also aggravates the degree of dependence. The distortion of time perception leads to a serious underestimation of the duration of use, and the actual three hours of continuous use is often misjudged as one hour. The need for emotional compensation forms an important psychological motivation. People frustrated in real-life social interactions tend to reconstruct their social identity in a virtual community and obtain the missing value identity in reality through the game achievement system^[1].

1.2 Social and environmental factors

The social environment drives the generalization of addictive behaviors through structural stress and demonstration effects. There is an induction mechanism in the teaching management mode of colleges and universities; the fragmented distribution of curriculum information forces the installation of more than ten applications to receive notifications, and the system design of lecture scanning and signing in strengthens the necessity of equipment binding. Peer group pressure forms a behavioral contagion network, and conformity is obvious in the dormitory environment. When the roommate continues to play, the proportion of individuals who give up self-study increases significantly. The intergenerational transfer in family parenting can not be ignored. Children from high-control families are more likely to release pressure in anonymous social interaction, and those who grow up in an emotionally neglected environment obtain virtual intimacy through live rewards. The change in the social evaluation system intensifies the escape from reality, and the transmission of employment pressure makes some students seek alternative achievement satisfaction in the promotion of game level. The structural defects of the cultural consumption environment are also causes. The lack of cultural and sports facilities on campus and the low frequency of community activities have made mobile phone entertainment the default leisure option^[2]. It is worth noting that the compulsory adaptation of digital survival and the comprehensive mobile criminalization of basic services such as canteen consumption and book lending objectively deprive students of the possibility of internet disconnection. This environmental coercion makes mobile phone dependence evolve from individual behavior to a group survival strategy, forming a special social adaptation mechanism.

1.3 Technical factors

Mobile devices are technically locked in by the very design of their applications. The portability of devices has broken through the limitation of time and space, and the coexistence of physical presence and virtual participation in classroom scenes has become a new normal. The addictive mechanism of the application is particularly critical; the infinite scrolling mode of the short video platform deprives the stop cue, and the information flow preloading technology eliminates the decision pause gap. The social software's read tags and online status display create social binding obligations; the game's designed battle command system binds continuous logins through sunk cost effects. The algorithm recommendation system deeply reshapes the way of content acquisition, accurately delivers content based on emotional state to form an information cocoon, and pushes more low-intelligence entertainment content to strengthen escape behavior when negative emotions occur. Multi-modal interaction design enhances the viscous, tactile sense of feedback vibration with a gradient of cue-tone-evoked conditioned viewing. Data-based survival aggravates functional dependence, and functions such as health monitoring and learning duration statistics encourage students to wear devices continuously to obtain quantitative feedback^[3]. The problem of technology ethics anomie is particularly prominent. Application developers deliberately circumvent the design of the anti-addiction system, such as the permission settings of the youth mode that is easily removed by the adult ID card, the default location tracking, etc., from the technical level, the user's independent control ability is disintegrated.

2 The harm and influence of college students' mobile phone addiction

2.1 The impact on mental health

Mobile phone addiction causes multi-level damage to college student's mental health. Overuse leads to sustained distraction, which makes it difficult for students to stay focused and often interrupts the thinking process to look up irrelevant information. The phenomenon of emotional fluctuations has been significantly intensified. Some students rely on short videos for short-term pleasure, but they fall into deeper anxiety after turning off their mobile phones, forming a vicious circle that is difficult to break. The avoidance behavior increases in real social interaction, and checking mobile phones frequently during face-to-face communication destroys the depth of communication and causes interpersonal tension. Night-time use habits can lead to severe sleep disturbances, with blue screen light inhibiting the secretion of sleep hormones and many students lying in bed for hours on end, feeling groggy the next day. Virtual social media, like button-downs, are the main standard of self-worth, while actual achievements, such as academic performance, are looked down upon. Under the long-term influence, some students have deep-seated problems such as decreased decision-making ability and emotional regulation disorders and even induce persistent depression.

2.2 Impact on academic and social life

Academic performance and social competence show a significant downward trend. The effect of classroom teaching is weakened. Students are often distracted to check the notice while listening to the lecture and miss the key knowledge explanation, which leads to subsequent learning difficulties. The quality of self-regulated learning is seriously decreased, homework completion relies too much on copying and pasting on the internet, and the ability to independent thinking and knowledge integration is lacking. The fairness of the assessment is challenged, and the page-switching behavior during the online examination makes it difficult to reflect the evaluation results to the true level. In reality, social skills continue to degenerate, and the phenomenon of bowing in gatherings frequently, communication, and interaction flow in the form of surface. Family relationships are declining, and parents and children are immersed in mobile entertainment during holiday reunions. The in-depth dialogue between parents and children is significantly reduced. Participation in social practice has declined sharply, attendance at volunteer activities has declined, and online public welfare has become a mere formal operation. The cultivation of employment competitiveness is blocked, and many phenomena exist, such as eye avoidance and intermittent expression in simulated interviews. These phenomena seriously affect the realization of higher education goals and hinder students' all-round development.

2.3 Impact on behavior patterns and lifestyles

The fundamental patterns of daily life have undergone significant changes. The regularity of daily routines has been severely disrupted, with late-night smartphone usage leading to a decrease in attendance for morning classes. Some students rely on energy drinks to maintain their daytime alertness. Dietary health has significantly deteriorated, with excessive eating caused by being engrossed in videos during mealtimes and a surge in late-night snack consumption. Classroom space behavior is severely out of order, with some students frequently leaving under the pretext of going to

the restroom to play games. Consumption habits are irrational; live rewards consume many living costs, and basic spending is forced to compress. Security risks continue to increase, and the phenomenon of campus riding a mobile phone is common, with frequent collision accidents^[4]. Basic living skills have declined dramatically, and it is increasingly common for people to lose their ability to navigate without navigation software. The independent ability of daily life is weakened, and the ability to handle basic affairs such as hospital registers and ticketing is missing. It is worth noting that values are gradually distorted, the purchase of "Substitute "services continues to increase, and the behavior of paying people to cope with their studies erodes the understanding of the nature of learning. These behavioral shifts are profoundly changing the foundations of contemporary college students' philosophy of life.

3 Intervention path and strategy of college students' mobile phone addiction

3.1 Intervention strategies at the individual level

College students should construct an autonomous behavior management system. We should strengthen the training of time cognition, clearly divide the learning, socializing, and entertainment periods, and strictly implement the norms of mobile phone-free learning periods. Grasp the efficient alternative behavior plan and choose physical activities such as paper books and outdoor sports to replace fragmented information consumption. Set up a personal use data monitoring mechanism through the device, which comes with a screen time statistics function for behavior review and weekly set specific improvement goals. Develop the ability to delay gratification. Set a cool-down period for shopping carts. Non-essential items take 48 hours to complete. The focus of emotion adjustment is to develop non-digital ways of stress relief and establish offline expression channels such as writing and painting. Social skills retraining uses a step-by-step approach, setting 30-minute daily deep communication tasks, turning off notifications, and focusing on engaging in face-to-face conversation. The device should be isolated at night. The black-and-white screen mode should be used and stored outside the bedroom one hour before bed. Correcting cognitive bias can improve the accuracy of time perception by establishing the use of a record file and truly comparing the difference between the estimated time and the actual consumption.

3.2 Intervention strategies at the social level

The education system needs to improve the institutional guarantee system. The curriculum includes a concentration training module and two hours of device-free, in-depth weekly reading. The campus space is planned with physical barriers, and mobile terminals are permanently banned on certain library floors. Social events are designed to reinforce alternatives and increase the frequency of offline activities such as team sports and craft workshops. Teaching management reform work submission mechanism, professional course work only accepts handwritten paper reports^[5]. The dormitory environment should establish a collaborative management convention, a mechanism for members to remind each other, and a centralized custody system for equipment after late lights-out. Logistics services are to retain the right to choose traditional channels, such as parallel campus card payment, and dual mobile payment channels, such as the canteen consumption system. Parents and schools work together to define the boundaries of responsibility. Parents regularly check students' device usage data and give feedback to the school counselor. The evaluation system increases the dimension of behavior literacy, incorporates the rational use of electronic equipment into the Comprehensive Evaluation Index, and sets up special quality credits.

3.3 Intervention strategies at the technical level

Technology improvement requires two-way empowerment behavior optimization. The device is embedded with an anti-addiction kit that forces uninterrupted sessions in focused mode. The interaction design mechanism of the application is refactored, the message status display function is turned off by default in social software, and the short video platform is set up to pause 50 views in a single session automatically. The system features optimize the health protection module, a blue-ray filter function by default to turn off the state, and the night mode to increase the color saturation forced to reduce the setting. The privilege management adopts the reverse selection logic, and the sensitive privilege, such as location collection and information notification, needs to be actively applied for opening. Technical Ethics regulation establishes accountability mechanisms for removing apps that deliberately weaken anti-addiction features. Campus network set up time-sharing control strategy, teaching area network automatic shielding entertainment application server access, after 11 p. m. dormitory area mandatory start bandwidth speed limit. Positive motivation systems developed alternative tools, mindfulness training apps, linked library points systems, and redeemable physical books for cumulative hours of focus.

4 Conclusion

The phenomenon of college students' mobile phone addiction is a comprehensive representation of the imbalance between technology-dependent behavior and individual development needs. Studies have shown that its harm has deeply penetrated the core development dimensions such as mental health, academic quality, social function, and lifestyle. The emotional compensatory mechanism aggravates the psychological imbalance, the social withdrawal, in reality, erodes social capabilities, and the biological rhythm disorder and behavioral alienation cause the systematic deviation of the way of life. At the level of attribution, we should face up to the interaction of three motivations: the lack of personal adjustment ability magnifies the temptation of instant gratification, the social and environmental pressure strengthens the need to escape, and the technical design mechanism directly promotes behavioral dependence. The intervention path needs to build a hierarchical response system: individuals need to rebuild self-control through time management training and alternative behavior training; Educational institutions should reshape low-disruption environments through curriculum reform and spatial planning; Technology developers should abide by ethical guidelines and eliminate addictive design elements.

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