The Contribution of Social Norms and Big Five Personality Traits of Phubbing Behavior among Senior High School Students in Padang City

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Abstract

Phubbing behavior is increasingly common among adolescents as smartphone use rises, and has the potential to disrupt the quality of social interactions and student development. This study aims to analyze the contributions of social norms and the Big Five personality traits to phubbing behavior among high school students in Padang City, both in partial and in simultaneous models. The study used a quantitative approach with an associative design, involving 322 eleventh-grade students selected through purposive and proportionate random sampling techniques. Data were collected using the phubbing behavior scale, social norms scale, and Big Five personality traits scale, which showed acceptable validity, and then analyzed using a multiple regression model in SmartPLS. The results showed that social norms contributed positively and significantly to phubbing behavior ($t = 10.486$, $p < 0.001$). Partially, conscientiousness, agreeableness, and neuroticism contributed significantly, while openness and extraversion did not. Simultaneously, social norms and the Big Five personality traits explain 37.8% of the variance in phubbing behavior ($R^2 = 0.378$). These findings support an integrative perspective that views phubbing as the result of interactions between social and personality factors and offer practical implications for guidance and counseling interventions that focus on the socialization of social norms and students' personality characteristics.

Keywords: phubbing, social norms, big five personality traits, students

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INTRODUCTION

Currently, technological developments have made smartphones an important part of everyday life, whether in education, work, or communication. Not only that, but smartphones also serve as a medium for accessing information, entertainment, and social networking. Their users have reached various age groups, including teenagers and children, with a very high penetration rate in Indonesia (Paridawati et al., 2021). The high intensity of smartphone use brings various conveniences but also poses new challenges for social interaction. One phenomenon that has emerged from uncontrolled smartphone use is phubbing.

Phubbing is the practice of ignoring the person you are talking to in face-to-face interactions to focus on your smartphone. Al-Saggaf (2022) defines phubbing as momentary engagement with a smartphone during face-to-face conversations by shifting attention from the person you are talking to onto your smartphone (Al-Saggaf, 2022). When someone is in a face-to-face conversation and spends at least three minutes on their smartphone, this behavior is called phubbing (Chotpitayasunondh and Douglas, 2018). This phenomenon is not new, but phubbing behavior is becoming more prevalent and can now be found in various situations and environments.

According to Chotpitayasunondh and Douglas (2018), several characteristics indicate phubbing. These characteristics include being unable to be away from their smartphone for even a moment, frequently having problems with other people because of smartphone use, avoiding social activities in favor of their smartphone, and being aware that their behavior is inappropriate yet continuing to engage in it. Several studies indicate that Generation Z is the group most likely to engage in phubbing. One such study by Najah (2023) found that teenagers, as part of Generation Z, have the highest level of phubbing behavior compared to other generations.

The prevalence of phubbing behavior in various countries is reported to be high, especially among teenagers and college students. Research by Davey et al. (2018) shows that 49.3% of students in India engage in phubbing, while Cebollero-Salinas et al. (2022) report a prevalence of 45.2% among adolescents in Spain, and Ahmed et al. (2023) report a prevalence of 88.8% among students in Turkey. In Indonesia, Taufik et al. (2019) found that most junior high and high school students were in the high-to-very-high phubbing category, and similar findings were reported by Kurniawan et al. (2025) among students at the Padang Health Polytechnic. Overall, these findings show that phubbing behavior remains widespread and has become a prominent phenomenon, especially among adolescents.

A number of studies have also revealed that phubbing has a negative impact on the quality of social relationships, both in the context of family and friendship. Phubbing is associated with increased anxiety, depression, social withdrawal, and decreased communication skills (Al-Saggaf, 2022; Youarti and Hidayah, 2018). In addition to psychological and social impacts, phubbing can also cause physical complaints due to excessive smartphone use (Amelia et al., 2019). Phubbing behavior, left unchecked, can become a social habit considered normal among teenagers and can reduce the quality of face-to-face interactions and lead to unhealthy communication patterns in the long term.

Phubbing behavior is driven by various factors that have been extensively studied in prior research, including social norms. Social norms are individuals' perceptions of behavior considered normal and acceptable within their social group. When someone perceives the use of smartphones during face-to-face interactions as normal and socially acceptable, the tendency to engage in phubbing increases (Al-Saggaf, 2022; Leuppert &

Geber; Sun & Yoon, 2023). Social norms in this study are understood as individuals' perceptions of what is considered normal and acceptable in their social group (Davis et al., 2003; Cialdini & Trost, 1998).

In addition to social norms, personality factors also play a role in shaping phubbing behavior. The Big Five personality traits describe the character tendencies that distinguish individuals from one another, grouped into five traits (Goldberg, 1992), and a number of studies have shown that certain personality characteristics contribute to phubbing tendencies (Doumit et al., 2023; Erzen et al, 2019; Parmaksiz, 2021; Suhendriani & Nugroho, 2022). This confirms that phubbing is influenced not only by the social environment but also by the individual's personality traits. In other words, personality differences lead individuals to have different vulnerabilities when using smartphones that trigger phubbing.

Theoretically, social norms and the Big Five personality traits don't work in isolation; they can interact to shape phubbing behavior. Social norms can shape individuals' perceptions of acceptable behavior, while the Big Five personality traits, as personality dimensions, determine how individuals respond to these perceptions. Individuals with certain personality traits may be more easily influenced by social norms that normalize phubbing. Thus, phubbing can be understood as the result of the interaction between external factors (social norms) and internal factors (personality).

Although many studies have examined social norms and the Big Five personality traits in relation to phubbing behavior, most still treat these two factors partially or separately, so their integration into a single predictive model remains rare. In addition, research on phubbing in Indonesia is generally dominated by student samples, and studies of high school students remain relatively limited. This condition indicates a research gap that needs to be filled. Based on this gap, this study offers an original contribution by simultaneously testing social norms and the Big Five personality traits as predictors of phubbing behavior among high school students in Indonesia. The integration of these two factors, using a sample of high school students from Padang, is expected to provide a more comprehensive understanding of the mechanisms behind phubbing behavior and to enrich the study of phubbing in the context of secondary education and local culture. This is certainly the study's uniqueness and originality.

Based on the above description, this study aims to analyze the contribution of social norms and Big Five personality traits to the phubbing behavior of high school students in Padang City, both partially and simultaneously. Specifically, this study answers three research questions: (1) how do social norms contribute to students' phubbing behavior, (2) how do the Big Five personality traits contribute to students' phubbing behavior, and (3) how do social norms and the Big Five personality traits jointly contribute to students' phubbing behavior. The formulation of the objectives and research questions provides the basis for testing the developed predictive model. Thus, this study is expected to provide a comprehensive picture of the factors that shape phubbing behavior in students.

METHOD

This study is quantitative and associative, meaning it examines the causal relationship between two or more variables. The purpose of associative quantitative research is to determine the relationship or pattern of influence among two or more variables, while also developing a theoretical basis to explain and predict a phenomenon (Sugiyono, 2012). Therefore, this study aims to reveal the contributions of social norms

and the Big Five personality traits to phubbing behavior among high school students in Padang City. To clarify the design of this study, please refer to the following figure.

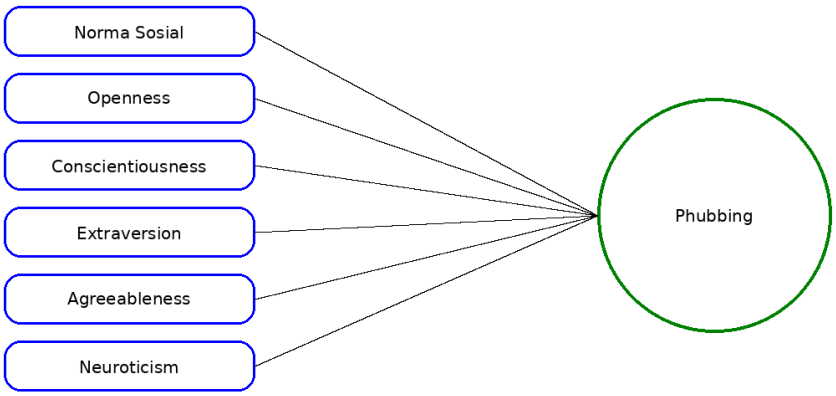

Figure 1. Research Model

The population in this study was all high school students in Padang City for the 2025/2026 academic year. Given the number of high schools in Padang City, it was not possible to conduct this study in all of them. Therefore, purposive sampling was used, a technique based on specific criteria: 11th-grade students (phase F), public and private schools, schools with A or C accreditation, and schools with good or poor internet access. Based on these criteria, six schools were selected by lottery, resulting in a population of 1,636 students. Next, the sample size for the selected schools was determined using the Slovin formula, with a precision level of 5%, yielding 322 students. Then, proportional random sampling was used to ensure that each school was represented in proportion to its size, so that the sample remained representative of the research population. To provide detailed information about the characteristics of the students in this study, the following table is presented.

Table 1.
Research Sample Data

No.	School	Number of Grade XI Students	Proportion	Sample
1.	State High School 1 Padang	468	$ni = \frac{468}{1636}.322$	93
2.	State Senior High School 7 Padang	385	$ni = \frac{385}{1636}.322$	76
3.	Adabiah Padang Private Senior High School	212	$ni = \frac{212}{1636}.322$	42
4.	Private High School PGRI 6	38	$ni = \frac{38}{1636}.322$	8
5.	State High School 3 Padang	396	$ni = \frac{396}{1636}.322$	78
6.	Semen Padang Private High School	137	$ni = \frac{137}{1636}.322$	27
	Total	2024	Number of Samples	324

The data collection technique used in this study was the Likert scale, in which respondents only needed to agree or disagree with the statements or questions provided. The scale was distributed offline during school hours with the school's permission. Before data collection, respondents were informed about the purpose of the study, assured of confidentiality, and told that their participation was voluntary. To reduce response bias, no identifying information was collected, instructions were conveyed neutrally, and respondents were encouraged to answer honestly based on their actual experiences.

This study uses three measurement tools: the social norms measurement tool, the Big Five personality traits measurement tool, and the phubbing measurement tool. The social norms measurement tool in this study uses the Perceived Social Norms of Phubbing Scale developed by Borsari & Carey (2003). This scale consists of five items that measure social norms, covering descriptive and injunctive norms, and has been adapted by Mumtaz (2019). The scale adapted by Mumtaz (2019) underwent CFA testing in LISREL, with an RMSEA of 0.000 (<0.005), indicating fit.

Furthermore, the Big Five personality traits measurement tool in this study used the Big Five Inventory (BFI) developed by John and Srivastava (1999), which is essentially a development of the NEO-PIR measurement tool by Costa and McCrae (1992) that refers to indicators of neuroticism, extraversion, openness, agreeableness, and conscientiousness, and has been adapted by Musfiroh (2022). Based on the validity test results reported by Musfiroh (2022), the items on this scale have a reliability of 0.85, and the average validity coefficient is 0.92. Then, the phubbing measurement tool in this study uses The Phubbing Scale developed by Karadag et al (2015), consisting of 10 items divided into two dimensions, namely communication disruption and obsession with smartphones, and has been adapted by Sefiana (2024). The scale adapted by Sefiana (2024) underwent CFA testing in LISREL, with an RMSEA of 0.032 (<0.005), indicating good fit.

Data analysis was performed using Smart-PLS version 4. In this study, when testing the contribution of variable X with multiple values, the appropriate data analysis is multiple regression. The steps taken in processing the research data included coding or scoring the respondents' answers, followed by tallying (calculating the scores and entering them into a table). Then, a descriptive analysis of the research variables was also conducted. After that, classical assumption testing and hypothesis testing were carried out.

RESULTS AND DISCUSSION

Result s

Before conducting multiple regression tests to answer this research question, several classical assumption tests are required, including normality, multicollinearity, and heteroscedasticity. These assumption tests were also conducted using SEM PLS 4 software. For the first assumption test, namely the normality test, detailed observations are provided in the following table.

Table 2.
Normality Test

Name	Mean	Median	Scale min	Standard deviation	Excess kurtosis	Skewness	Cramér-von Mises p value
Social Norm	10.093	10	4	1.989	0.996	-0.095	0
Neurotism	21.389	21	9	3.976	0.097	-0.076	0.003
Extraversion	21.849	22	11	3.697	-0.099	0.071	0.001
Opennes	29.731	30	21	2.589	0.23	-0.044	0
Agreeableness	28.318	28	16	3.122	0.242	-0.307	0
Conscientiousness	24.787	25	15	3.67	0.154	0.078	0.001
Phubbing	23.398	23	10	4.392	1.22	0.245	0

Based on the table above, we can see the results of the normality test in the skewness and kurtosis columns. If the skewness/kurtosis value is between -2 and 2, the data are normally distributed. Based on the available data, it can be concluded that the data meet the assumption of normality. For further clarification, we can look at the following curve.

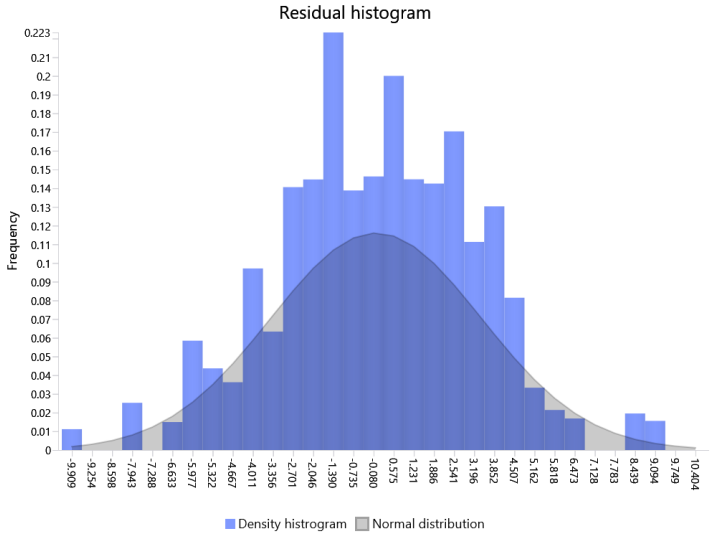

Figure 2. Residual Histogram

Next, the second classical assumption test that needs to be performed is the multicollinearity test. The results of this test are shown in the following data.

Table 3.
Multicollinearity Test

	VIF
Agreeableness	1.424
Conscientiousness	1.591
Extraversion	1.375
Neuroticism	1.506
Openness	1.084
Social Norm	1.049

Multicollinearity detection can be seen from the VIF (Variance Inflation Factor) value. If the VIF value is less than 10, there is no multicollinearity. From the table, the VIF values are below 10, indicating no multicollinearity in the analyzed data.

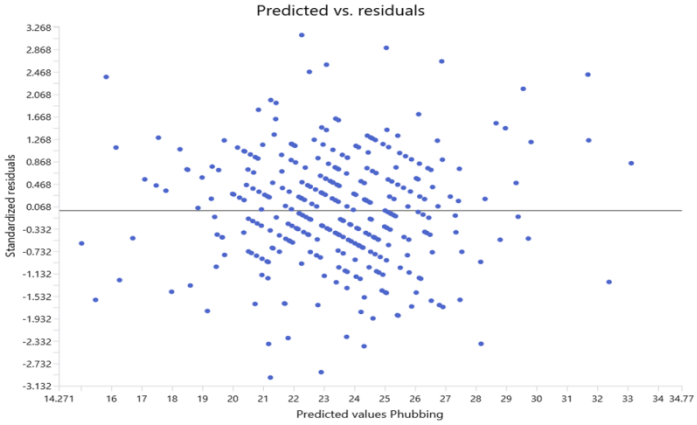

Figure 3. Heteroscedasticity Test

Furthermore, for heteroscedasticity testing, the image above shows that the points do not form a clear pattern; they are scattered above and below the 0 on the Y-axis. This indicates that the research variables are not heteroscedastic. This means that the data in this study is homoscedastic.

The description of the research variables aims to provide an overview of the distribution of each variable. Descriptive analysis was conducted to observe the trends in student responses to the indicators used to measure each variable. The mean, median, and frequency distribution were obtained using SPSS. This presentation is intended to provide an initial understanding of the trends in respondents' answers to the indicators for each variable. In this study, there were three main variables analyzed, as follows.

Table 4.
Descriptive Variables of Social Norms

	N	Mean	Std. Deviation	Minimum	Maximum	Sum
X1.1	324	2,67	.754	1	4	864
X1.2	324	2,59	.681	1	4	840
X1.3	324	2,10	.705	1	4	680
X1.4	324	2,73	.765	1	4	886

The results of the descriptive analysis of social norm variables show that all indicators have an average value above 2, indicating that respondents' perceptions fall within the moderate category. Indicator X1.4 has the highest average value (M = 2.73; SD = 0.765), while the lowest value is for indicator X1.3 (M = 2.10; SD = 0.705), which remains in the moderate assessment category. Indicators X1.1 and X1.2 also show fairly positive perceptions with average values of 2.67 and 2.59, respectively. The relatively moderate standard deviation range (0.681–0.765) indicates fairly stable variation in respondents' answers, so that, in general, students' perceptions of social norms are fairly consistent, although not yet at a high level.

Table 5.
Descriptive Variable Big Five Personality Traits

	N	Mean	Std. Deviation	Minimum	Maximum	Sum
X2.1	324	2.83	.823	1	4	918
X2.2	324	3.20	.689	1	4	1036
X2.3	324	3.28	.629	1	4	1064
X2.4	324	2.25	.834	1	4	729
X2.5	324	3.29	.565	1	4	1067
X2.6	324	2.48	.834	1	4	804
X2.7	324	3.29	.575	1	4	1066
X2.8	324	1.90	.682	1	4	614
X2.9	324	2.16	.746	1	4	700
X2.10	324	3.38	.552	1	4	1095
X2.11	324	3.22	.638	1	4	1043
X2.12	324	3.42	.656	1	4	1109
X2.13	324	3.04	.603	1	4	984
X2.14	324	2.87	.821	1	4	931
X2.15	324	3.12	.576	1	4	1012
X2.16	324	3.04	.640	1	4	985
X2.17	324	3.40	.634	1	4	1102
X2.18	324	2.62	.859	1	4	849
X2.19	324	3.23	.761	1	4	1046
X2.20	324	3.20	.623	2	4	1036
X2.21	324	2.45	.921	1	4	793
X2.22	324	2.92	.708	1	4	946
X2.23	324	2.54	.807	1	4	824
X2.24	324	2.40	.794	1	4	777
X2.25	324	2.90	.620	1	4	941
X2.26	324	2.77	.760	1	4	899
X2.27	324	2.77	.876	1	4	897
X2.28	324	3.14	.680	1	4	1018
X2.29	324	3.20	.725	1	4	1037
X2.30	324	3.31	.587	2	4	1072
X2.31	324	1.84	.702	1	4	597
X2.32	324	3.33	.668	1	4	1080
X2.33	324	3.11	.542	1	4	1009
X2.34	324	2.24	.724	1	4	726
X2.35	324	2.07	.686	1	4	672
X2.36	324	3.21	.662	1	4	1040
X2.37	324	2.84	.859	1	4	919
X2.38	324	3.09	.602	1	4	1002
X2.39	324	3.04	.790	1	4	984
X2.40	324	3.03	.733	1	4	982
X2.41	324	2.26	.776	1	4	733
X2.42	324	3.15	.670	1	4	1020
X2.43	324	2.06	.836	1	4	667

X2.44	324	3.16	.753	1	4	1023

The results of the descriptive analysis of the Big Five personality traits variable show that the average values of the statements range from 1.84 to 3.42, indicating variation in the intensity of students' personality traits. Statements with the highest mean values (above 3.30) primarily reflect the dimensions of agreeableness and openness, indicating that these two dimensions are the most prominent among respondents. Conversely, statements with the lowest means represent the dimensions of extraversion and conscientiousness, indicating that these two dimensions are relatively less dominant. The moderate standard deviation range (0.542–0.921) indicates fairly homogeneous variation in respondents' answers, so that in general, the personalities of high school students in Padang City tend to be dominated by agreeableness and openness, with moderate variation in other dimensions.

Table 6.
Descriptive Variable of Phubbing

	N	Mean	Std. Deviation	Minimum	Maximum	Sum
Y.1	324	2.11	.660	1	4	685
Y.2	324	1.98	.643	1	4	642
Y.3	324	2.07	.769	1	4	671
Y.4	324	1.89	.612	1	4	613
Y.5	324	1.87	.821	1	4	607
Y.6	324	3.17	.711	1	4	1027
Y.7	324	2.69	.812	1	4	872
Y.8	324	2.91	.782	1	4	944
Y.9	324	2.28	.628	1	4	739
Y.10	324	2.41	.726	1	4	781

The descriptive analysis of the phubbing variable shows that the average value of student phubbing behavior ranges from 1.87 to 3.17, indicating that the intensity of phubbing falls within the low-to-moderate category. The statements with the highest mean indicate a tendency to always be close to a smartphone, to check one's phone upon waking, and to feel uncomfortable when away from a smartphone, which suggests that obsession with smartphones is the most prominent form of phubbing. Conversely, the statements with the lowest mean describe phubbing behaviors that directly interfere with social interactions, such as using smartphones when with friends or partners, which students do relatively rarely. The moderate standard deviation range (0.612–0.821) indicates fairly homogeneous variation in responses, so that, overall, students' phubbing behavior tends to be moderate, with a predominance of attachment to smartphones.

The first research question in this study examines the role of social norms in students' phubbing behavior. In this case, this study will examine how social norms contribute to students' phubbing behavior using regression analysis of the two variables. The testing was conducted using the SmartPLS 4 program to avoid errors in manual calculations, as shown in the table below.

Table 7.
Partial Test of Social Norms on Phubbing

	Unstandardized coefficients	Standardized coefficients	SE	T value	P value	2.5 %	97.5 %
Agreeableness	-0.149	-0.106	0.074	2.026	0.044	-0.294	-0.004
Conscientiousness	-0.195	-0.163	0.066	2.941	0.004	-0.325	-0.064
Extraversion	0.015	0.012	0.061	0.238	0.812	-0.106	0.135
Neurotism	0.204	0.184	0.059	3.422	0.001	0.087	0.321
Opennes	0.022	0.013	0.078	0.279	0.780	-0.131	0.174
Social Norm	1.041	0.471	0.099	10.486	0.000	0.846	1.236
Intercept	16.629	0.000	3.575	4.651	0.000	9.595	23.664

The criteria for testing the partial contribution of social norms to phubbing behavior are that a t-statistic greater than 1.96 or a p-value less than 0.05 indicates a significant contribution. Based on Table 7, the t-statistic (t-value) is 10.486 > 1.96, and the p-value is 0.000, which is < 0.05. Therefore, social norms significantly contribute to students' phubbing behavior, with a positive effect.

The next research question is to analyze how the Big Five personality traits contribute to students' phubbing behavior. In the test, the Big Five personality traits are divided into five dimensions. Each dimension of the Big Five personality traits, namely openness, conscientiousness, extraversion, agreeableness, and neuroticism, must be tested partially because each can contribute differently to phubbing behavior. Then, the testing criteria are the same as the previous variables.

Table 8.
Partial Test of The Big Five Personality Traits on Phubbing

	Unstandardized coefficients	Standardized coefficients	SE	T value	P value	2.5 %	97.5 %
Agreeableness	-0.149	-0.106	0.074	2.026	0.044	-0.294	-0.004
Conscientiousness	-0.195	-0.163	0.066	2.941	0.004	-0.325	-0.064
Extraversion	0.015	0.012	0.061	0.238	0.812	-0.106	0.135
Neurotism	0.204	0.184	0.059	3.422	0.001	0.087	0.321
Opennes	0.022	0.013	0.078	0.279	0.780	-0.131	0.174
Social Norm	1.041	0.471	0.099	10.486	0.000	0.846	1.236
Intercept	16.629	0.000	3.575	4.651	0.000	9.595	23.664

Based on Table 8, the t-*value* and p-*value* columns show that two of the five Big Five personality traits tested do not make a significant contribution: openness and extraversion. Meanwhile, the other three variables, namely conscientiousness, agreeableness, and neuroticism, have a significant contribution to phubbing behavior. The t-values are 2.941, 2.026, and 3.422, all>1.96, and the P-values are 0.004, 0.044, and 0.001, all <0.05. Therefore, the conclusion is that the Big Five personality dimensions of conscientiousness, agreeableness, and neuroticism significantly contribute to phubbing behavior.

Furthermore, this study examines the simultaneous contribution of social norms and the Big Five personality traits to phubbing behavior among high school students in Padang City. In this case, we will analyze how social norms and the Big Five personality traits interact in shaping phubbing behavior. In this test, the researcher used multiple regression analysis with SEM PLS 4. To see how these two independent variables contribute simultaneously to phubbing behavior, see the table below.

Table 9.
F-Test Score

	Sum square	df	Mean square	F	P value
Total	6249.639	323	0.000	0.000	0.000
Error	3816.304	317	12.039	0.000	0.000
Regression	2433.335	6	405.556	33.687	0.000

Based on the F-test criteria, if the p-value is <0.05, it indicates that both variables contribute strongly to the dependent variable. From Table 9, the F value is 33.687 with a p-value of 0.000, which is <0.05. This result can be clearly interpreted and it can be concluded that social norms and the Big Five personality traits have a significant contribution to students' phubbing behavior simultaneously. The sum of squares regression value of 2433.335 is greater than the sum of squares error value of 3816.304, indicating that the model explains some of the variation in the data. To see how much social norms and the Big Five personality traits contribute to student phubbing behavior, we can observe the following table from the coefficient of determination test.

Table 10.
Testing the Coefficient of Determination

	Phubbing
R-square	0.389
R-square adjusted	0.378
Durbin-Watson test	1.851

To assess the extent to which social norms and the Big Five personality traits contribute to students' phubbing behavior, we analyzed the R-squared value from the coefficient of determination. Based on the table above, the R-square value is 0.378 (37.8%), indicating that social norms and Big Five personality traits jointly account for 37.8% of the variance in phubbing behavior, with the remaining 62.2% attributable to other variables or factors.

Discussion

The findings in this study have answered the research questions posed. The first finding shows that social norms contribute to phubbing behavior, with a p-value of 0.000, indicating a positive contribution. This means that the more students consider phubbing acceptable in their environment, the more phubbing will occur among them. This finding reinforces the conclusions of various previous studies, most of which also state that social norms make a significant positive contribution to phubbing behavior (Li et al., 2023; Leuppert & Geber, 2020). Research on the contribution of social norms to phubbing behavior was also conducted by Sun & Yoon (2023) at Southern University, using a sample of 289 students, and found that social norms contribute to phubbing behavior. It

was explained that individuals tend to engage in phubbing more often if they consider it acceptable within their group. Conversely, if individuals consider that their environment does not accept this behavior, they will avoid phubbing.

Based on this study, researchers can conclude that social norms are predictors of, and contribute to, students' phubbing behavior, both theoretically and practically. Social norms shape individuals' perceptions of whether phubbing is appropriate, which can, in turn, determine the level of phubbing tendency (Leuppert & Geber, 2020; Li et al., 2023; Schneider & Hitzfeld, 2021; Cialdini et al., 1991). This is also relevant to the view of Chung and Rimal (2016), who argue that social norms are unwritten codes of conduct whereby, in the context of smartphone use, increased use by others encourages the same behavior in individuals. Therefore, paying attention to social norms regarding student phubbing behavior is urgent for school counselors.

Furthermore, the contribution of the Big Five personality traits to students' phubbing behavior is discussed in the research results section. The second finding in this study answers the research question, showing that the Big Five personality traits significantly contribute to students' phubbing behavior. Based on the research results, it appears that two dimensions of the Big Five personality traits don’t significantly contribute to phubbing behavior: openness and extraversion. Meanwhile, the other three dimensions of the Big Five personality traits contribute significantly to students' phubbing behavior. These dimensions are conscientiousness, agreeableness, and neuroticism with t-statistic values of 2.941, 2.026, and 3.422, respectively, and p-values of 0.004, 0.044, and 0.001, respectively. The results of this study align with previous research indicating that the Big Five personality traits contribute to phubbing behavior, although the dominant dimensions and the direction of their contribution differ. Several previous studies have found that certain dimensions, such as conscientiousness, agreeableness, neuroticism, and openness, contribute to phubbing, while extraversion does not always show a significant contribution (Parmaksiz, 2021). Other findings indicate that only extraversion contributes significantly negatively (Chi et al., 2022). However, if we look more closely at these findings, in terms of the big five personality traits partially, these findings are quite relevant to the results of previous studies.

In this case, the conscientiousness dimension was found to contribute positively and significantly to students' phubbing behavior. This finding differs from most previous studies, which have shown a negative association: individuals with high conscientiousness tended to be better able to control their smartphone use (Kayiş et al., 2016; Doumit et al., 2023). However, the results of this study can be explained theoretically by looking at the characteristics of this dimension, namely that individuals with high conscientiousness tend to be disciplined, structured, and have the systematic ability to make plans to achieve goals (T'ng et al., 2018; Goldberg, 1992), so that smartphone use for productive purposes such as task management, academic communication, and activity planning becomes more intense (Peltonen et al., 2020; Toyama, 2021). This consistent pattern of use can carry over into social situations and trigger phubbing behavior, even though it stems from adaptive goals. Therefore, individuals with conscientious personalities tend to engage in phubbing.

Furthermore, the agreeableness dimension also shows a positive and significant contribution to students' phubbing behavior. These findings are also relevant to several previous studies that concluded that the agreeableness dimension contributes significantly to phubbing behavior (Butt & Phillips, 2008; Ehrenberg et al., 2008; Zhou et al., 2016). This finding supports some previous studies, although it differs from studies that found a

negative direction of contribution (Doumit et al., 2023; Erzen et al., 2019; Parmaksiz, 2021). However, these findings also reinforce the conclusions of several earlier studies that found a positive contribution of agreeableness (Sanjaya & Rojuaniah, 2022; Bandeira & Corso, 2019). The positive contribution of the agreeableness dimension to phubbing behavior can be understood by looking at the characteristics of this dimension. Individuals with high agreeableness tend to be humble and pro-social (Costa & McCrae, 1992; Goldberg, 1992; Noble et al., 2025) and are described as friendly, kind, cooperative, and empathetic (Colquitt et al., 2012). Individuals with high agreeableness usually prioritize others' needs over their own, which theoretically aligns with the tendency to respond to others' messages promptly (Noble et al., 2025). They are also more responsive to interpersonal communication, including digital communication (Costa & McCrae, 1992; Noble et al., 2025). Other studies show that individuals with high agreeableness tend to share more information about themselves and their activities on social media (Sartana & Afriyeni, 2019; Moore & McElroy, 2012). This tendency theoretically increases the likelihood of phubbing among individuals with high agreeableness.

Neuroticism was also found to partially contribute to students' phubbing behavior, with a positive effect. This is consistent with previous studies that found that neuroticism contributes positively to phubbing behavior (Erzen et al., 2021; T'ng et al., 2018; Parmaksiz, 2021; Sanjaya, 2022). Theoretically, this can be understood from the characteristics of neurotic individuals who tend to feel anxious, depressed, angry, ashamed, like to be alone, and often feel depressed, so they prefer to keep themselves busy with smartphones (Buckley & Doyle, 2017; Erdheim et al., 2006; Erzen et al., 2019). Furthermore, individuals with high neuroticism are more likely to use their smartphones to avoid face-to-face interactions (T'ng et al., 2018). This tendency, coupled with low self-control, can trigger excessive and problematic smartphone use in social situations, thereby increasing the likelihood of phubbing (T'ng et al., 2018; Erzen et al., 2021). Neuroticism has also been shown to be a significant predictor of internet addiction, which further encourages phubbing tendencies (Zamani et al., 2011). Overall, the findings of this study reinforce the view that the Big Five personality traits play an important role in shaping phubbing behavior. The dimensions of conscientiousness, agreeableness, and neuroticism can increase an individual's vulnerability to phubbing when in certain social situations. Thus, phubbing is influenced not only by situational factors but also by an individual's personality traits interacting with the demands and dynamics of their social environment.

Then, this study will answer the last and very important research question of this study, namely regarding the combined contribution of social norms and the Big Five personality traits to students' phubbing behavior. The findings show that social norms and the Big Five personality traits together significantly contribute to phubbing behavior, as evidenced by a p-value of 0.000. In addition, based on SEM-PLS coefficient-of-determination results, these two variables account for 37,8% of phubbing behavior. Therefore, the conclusion is that social norms and the Big Five personality traits have a significant combined contribution to phubbing behavior of 37,8%. To better see the contribution of these two variables, we can look at the following figure.

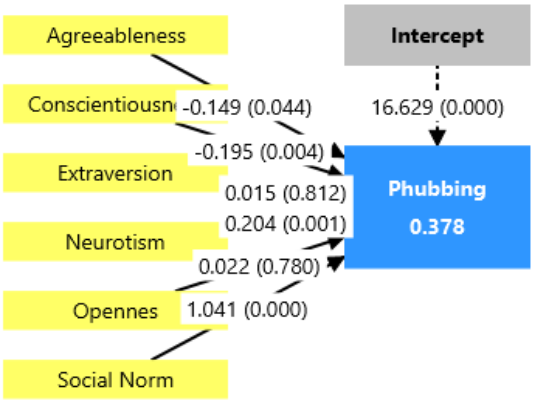

Figure 4. The Simultaneous Contribution of Social Norms and Big Five Personality Traits to Phubbing Behavior

The findings in this study are highly original because they examine the contributions of social norms and the Big Five personality traits to students' phubbing behavior. Previous studies have generally treated these two variables separately, thus failing to provide a comprehensive understanding of their roles in a single predictive model. The results of this study have practical implications for guidance and counseling services in schools, particularly in helping counselors identify and predict students' phubbing tendencies based on their perceptions of social norms and personality characteristics. With this understanding, counselors can design more targeted and contextual interventions. However, this study has limitations regarding sample coverage, as it included only 324 grade XI students at Padang City high schools in the 2025/2026 academic year. Therefore, the results of this study are more representative of this group's characteristics and cannot be generalized to other levels of education. Further research is recommended to test the same model on a broader population and to consider additional factors, such as socio-cultural background and parenting patterns, to deepen the understanding of phubbing behavior among students.

These findings certainly have significant implications for the field of education, particularly guidance and counseling in schools, in efforts to prevent phubbing behavior among students. Phubbing behavior can hinder students' socio-emotional development and the quality of their interpersonal interactions, so it warrants serious attention in educational settings. The results of the study show that social norms and the Big Five personality traits simultaneously contribute to phubbing behavior, so guidance and counseling services need to be directed not only at changing student behavior but also at fostering healthy perceptions of social norms and understanding personality characteristics related to smartphone use ethics. Guidance and counseling teachers can develop information services through classical guidance by providing materials on the negative impacts of phubbing and the importance of face-to-face communication in the digital era, to foster a shared perception that phubbing is unacceptable behavior. Furthermore, material on smartphone usage patterns based on the Big Five personality traits can be provided so that students can recognize their own digital behavior tendencies and develop better self-control. Group guidance services can also serve as a forum for discussion and reflection with students to help prevent phubbing behavior. Conceptually, group guidance focuses on discussing specific issues relevant to group members' needs (Sukma, 2018), allowing students to exchange views on smartphone usage patterns, understand the social impact, and build collective awareness that phubbing is not socially

acceptable. Therefore, this study provides an empirical basis for strengthening the role of guidance and counseling services in education to help students avoid phubbing.

CONCLUSION

The results of this study indicate that social norms and the Big Five personality traits contribute simultaneously and significantly to students' phubbing behavior. These findings contribute to theory by supporting the integrative perspective that phubbing is not influenced by a single factor but rather results from an interaction between perceived social norms and individual personality characteristics. This reinforces the understanding of phubbing as a social phenomenon, in which perceived social norms interact with certain personality types to shape phubbing behavior among students. In practice, these results suggest that guidance and counseling services integrate interventions based on student personality profiles (e.g., self-control training) with reinforcement of school social norms (e.g., by providing information or socialization) that emphasize that phubbing is unacceptable behavior. However, this study has limitations, including limited generalizability due to the population coverage being only ninth-grade students, as well as the absence of potential mediator or moderator variables such as self-control or smartphone usage patterns. Therefore, further research is recommended to use longitudinal or intervention experimental designs, expand the sample across various cultural contexts, and include mediator or moderator variables to gain a more comprehensive understanding of phubbing behavior among students.

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