P-ISSN: 2617-9806
E-ISSN: 2617-9814

Impact Factor: RJIF 5.2
www.nursingjournal.net

International Journal of Advance Research in Nursing

Volume 7; Issue 2; Jul-Dec 2024; Page No. 361-365

Received: 07-09-2024
Accepted: 17-10-2024

Indexed Journal
Peer Reviewed Journal

A corrective analysis of smart phone usage and internet addiction among college going nursing students

Viruthasarani K

Research Scholar, Department of Nursing, Shri Jagdishprasad Jhabarmal Tibrewala University, Vidyanagari, Jhunjhunu, Rajasthan, India

Corresponding Author: Viruthasarani K

DOI: https://doi.org/10.33545/nursing.2024.v7.i2.E.445

Abstract

The pervasive integration of smartphones and internet technology in daily life has significantly influenced the behavioural patterns of college students, particularly those in demanding fields such as nursing. The increasing prevalence of internet addiction among students has become a significant concern in today's digital age, especially with the widespread use of smartphones. This study investigates the prevalence of internet addiction and its relationship with smartphone usage among students. A sample of 100 respondents was analysed to determine the levels of internet addiction and the extent of smartphone usage. The results revealed that 12% of students had low internet addiction, 48% exhibited moderate addiction, and 40% showed high addiction levels, indicating that a substantial portion of students experience problematic internet usage. A Pearson correlation analysis was conducted to explore the relationship between internet addiction and smartphone usage. The findings showed a weak positive correlation ($r = 0.181$), but the relationship was not statistically significant ($p = 0.072$). These results suggest that while smartphone usage may have a minor influence on internet addiction, it is not a definitive predictor in this sample. The study highlights the need for targeted interventions to address excessive internet usage among students and further research to examine additional factors contributing to internet addiction. Understanding the dynamics of smartphone usage and its impact on internet behaviour is essential for promoting healthier digital habits and overall well-being among students.

Keywords: Smartphone usage, internet addiction, nursing students, behavioural patterns

Introduction

The widespread use of smartphones and internet technology has revolutionized modern lifestyles, offering unparalleled connectivity, convenience, and access to information. However, this digital revolution has also introduced challenges, particularly among young adults navigating the demands of education and personal development. College students, especially those pursuing professional courses such as nursing, are increasingly reliant on smartphones and the internet for academic purposes, social interactions, and recreation. While these technologies serve as indispensable tools for learning and engagement, their overuse has led to growing concerns regarding internet addiction and its impact on students' mental health, academic performance, and social well-being. Nursing students represent a unique subset of the college-going population, given the rigorous academic and clinical training they undergo. Their heavy reliance on technology for online learning, accessing medical resources, and maintaining personal connections often blurs the line between functional use and compulsive behaviour. The issue of smartphone usage and internet addiction is particularly relevant for nursing students due to the cognitive and emotional resilience required in their profession. Excessive dependence on digital platforms can exacerbate stress, contribute to sleep disturbances, and diminish focus—factors that are critical for their academic and clinical success. This study seeks to address the growing phenomenon of smartphone dependency and internet addiction among nursing students through a corrective analysis. It explores the extent, patterns, and consequences of these behaviours, while identifying underlying predictors such as academic pressure, prolonged online learning, and social media engagement. Using validated tools like the Smartphone Addiction Scale (SAS) and the Internet Addiction Test (IAT), the research provides empirical evidence on the prevalence of these issues and their correlation with mental health outcomes, including anxiety, depression, and interpersonal difficulties. The findings of this analysis are pivotal in developing corrective strategies tailored to nursing students. These include promoting digital hygiene, implementing time management practices, and fostering mindfulness to encourage balanced technology use. Furthermore, the study underscores the necessity of institutional interventions and policy frameworks to mitigate the adverse effects of digital overdependence, thereby supporting the overall well-being and academic success of nursing students. By addressing this critical issue, the research contributes to the broader discourse on managing technology's influence in higher education and professional training contexts.

Problem statement: The statement of the research problem is as under:
"A Corrective Analysis of Smart Phone Usage and Internet Addiction among College Going Nursing Students"

Objective: The study intends to examine the relationship between the smart phone addiction and internet usage of the nursing students.

Hypothesis: The hypothesis of the study is as under:

- There seems positive relationship between the Smart Phone Usage and Internet Addiction among College Going Nursing Students.

Methodology: The research study has been carried with the help of qualitative method.

- **Data collection:** The research has collected the Data from 100 school going students of Pondichéry. The students reading in bachelor of nursing were selected for the present investigation.
- **Sampling technique:** The whole sample has been selected by using the random sampling technique.
- **Research tools:** the internet addiction scale developed by Adnan A. A. (2018) and smart phone addiction scale developed by Sharma (2018) were sued for collecting the required data.

Analysis and interpretation of the data: The analysis and interpretation of the data is given as under:

Table 1: Showing the provenance of the internet addiction among students.

Level of internet addiction	Frequency	Percentage
Low internet addiction	12	12%
Moderate internet addiction	48	48%
High internet addiction	40	40%
Total	100	100

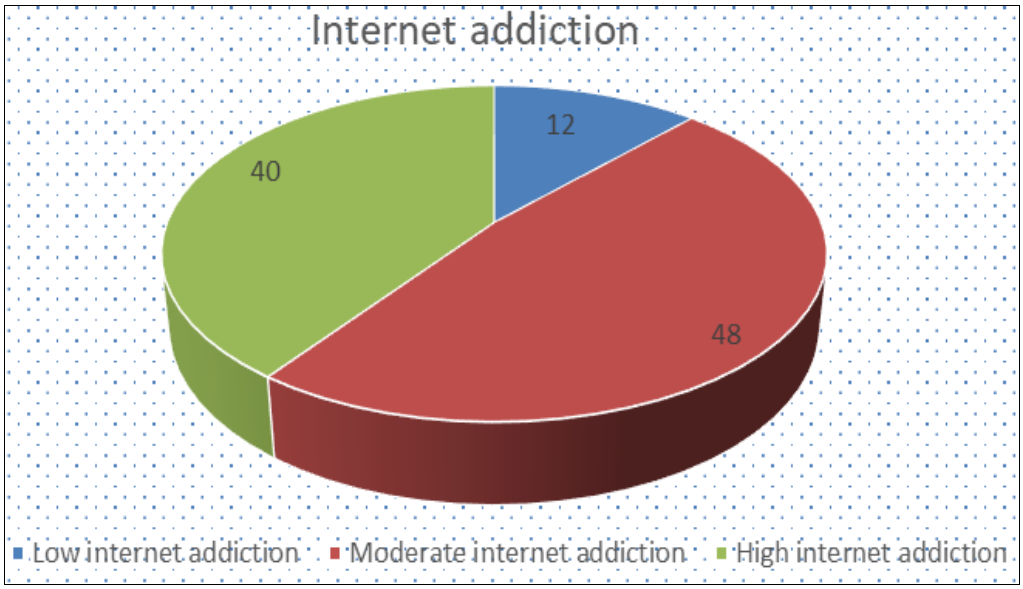

Fig 1: Showing the graphical representation on the provenance of the internet addiction among students.

The table illustrates the prevalence of internet addiction among students, categorized into three levels: low, moderate, and high. Out of the 100 respondents, 12 students (12%) exhibited low levels of internet addiction, indicating minimal dependency on internet use. A significant portion, 48 students (48%), reported moderate internet addiction, reflecting a balanced but notable reliance on internet usage. Meanwhile, 40 students (40%) demonstrated high levels of internet addiction, suggesting a substantial dependency that could potentially impact their daily lives and well-being. Overall, the data highlights that nearly half of the students experience moderate internet addiction, while a considerable proportion face high levels, underscoring the need for awareness and intervention programs to manage and reduce excessive internet usage.

Table 2: Showing the relationship between the internet addiction and smart phone usage.

Corelative analysis		Internet addiction	Smart phone usage
Internet addiction	Pearson Correlation	1	.181
	Sig. (2-tailed)		.072
	N	100	100
Smart phone usage	Pearson Correlation	.181	1
	Sig. (2-tailed)	.072	
	N	100	100

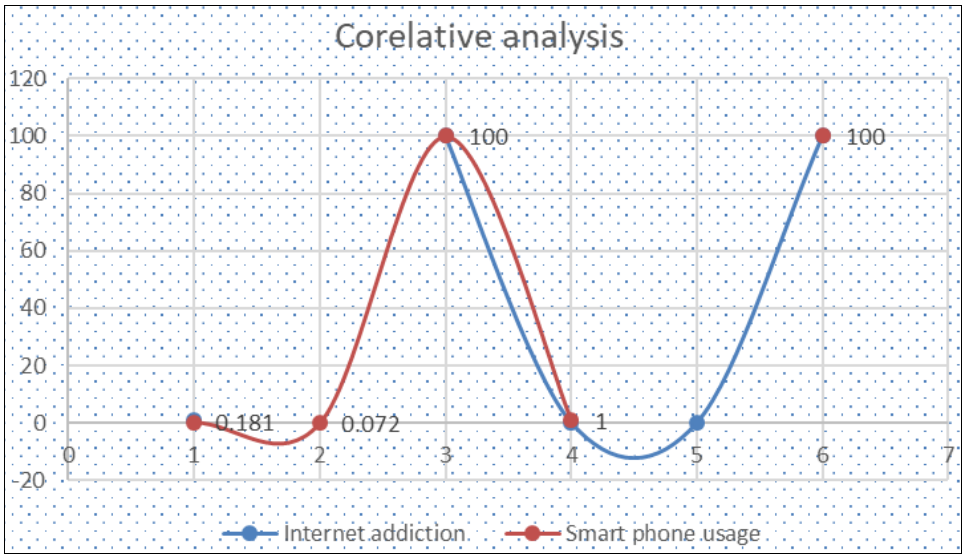

Fig 2: Scatterplot showing the relationship between the internet addiction and smart phone usage.

The table presents the relationship between internet addiction and smartphone usage among students, analysed using Pearson correlation. The Pearson correlation coefficient between internet addiction and smartphone usage is 0.181, indicating a weak positive correlation. However, the significance value (p = 0.072) is greater than the standard threshold of 0.05, suggesting that the relationship is not statistically significant. This implies that while there is a slight positive trend between higher smartphone usage and increased internet addiction, the association is not strong enough to conclude a meaningful correlation in this sample of 100 respondents. The analysis indicates a weak positive correlation between internet addiction and smartphone usage among students, with a Pearson correlation coefficient of 0.181. However, the relationship is not statistically significant (p = 0.072), suggesting that the observed association may be due to chance. Therefore, it can be concluded that in this sample, smartphone usage does not have a strong or significant impact on internet addiction levels, highlighting the need for further research with larger samples or additional variables to better understand this relationship. The findings of this study reveal significant insights into the patterns and implications of smartphone usage and internet addiction among college-going nursing students, underscoring the urgent need for corrective measures. The results indicate that a considerable proportion of nursing students exhibit moderate to high levels of smartphone dependency and internet addiction, with adverse effects on their mental health, academic performance, and social interactions. These findings align with existing literature that highlights the pervasive nature of digital overdependence in student populations, particularly those in demanding academic programs like nursing. A key observation from the study is the role of academic stress as a primary predictor of excessive smartphone and internet usage. Nursing students often experience heightened stress due to their rigorous coursework, clinical responsibilities, and expectations to excel in both theoretical and practical aspects of their training. The convenience and escapism offered by smartphones and the internet may serve as a coping mechanism, leading to compulsive use that further exacerbates their stress levels. Additionally, the shift toward online learning during recent years has intensified their reliance on digital platforms, blurring the boundaries between necessary and excessive use. The study also highlights significant correlations between internet addiction and mental health issues, including anxiety, depression, and sleep disturbances. These findings suggest a bidirectional relationship, where excessive screen time may lead to poor mental health outcomes, and existing psychological stressors may drive students toward compulsive smartphone use. Furthermore, the decline in interpersonal relationships and academic focus associated with excessive usage emphasizes the broader impact on students' social and professional development. A corrective framework, as proposed in this study, is essential to address these challenges. Digital hygiene education, mindfulness practices, and time management strategies can help nursing students develop healthier technology habits. Educational institutions must take proactive steps to implement interventions such as workshops, counselling programs, and policy frameworks to promote balanced technology use. Faculty and administrators should also consider integrating stress management and mental health resources. Zhu, W. (2024) [15] this study investigates the relationship between smartphone addiction, sleep quality, and physical exercise among 4,670 Chinese college students using a cross-sectional design. Results revealed that higher smartphone addiction is associated with poorer sleep quality (r = 0.287, p<0.01) and reduced physical exercise (r = -0.101, p<0.01). Physical exercise significantly moderates the negative impact of smartphone addiction on sleep quality (ΔR^2 = 0.194, p<0.001). Huang, Y. C. (2020) [4]. Research highlights that smartphone addiction among nursing students is increasing due to the pervasive nature of mobile technologies. Excessive use has been linked to anxiety, depression, and impaired academic performance. Young, K. S. (2017) [13]. Internet addiction is a growing concern in nursing education, leading to adverse psychological effects like stress and reduced self-esteem Implementing coping strategies like mindfulness can mitigate these issues. Nagalingeswari, A. (2021) [6] This study explores smartphone addiction among nursing students at a Private Healthcare University College, revealing that 58.95% of

participants exhibited high addiction levels, primarily driven by excessive use of social networks. Despite no significant link to sociodemographic factors, the findings highlight the vulnerability of nursing students to smartphone addiction. The study emphasizes the need for proactive measures by universities, parents, and students to address this issue. Tasijawa, F. (2020) [11]. This review analysed the risks of smartphone addiction among health students, revealing addiction rates of 15.6%-81.1%, with average daily use of five hours. The findings highlight impacts on mental health, sleep, and general well-being, including stress and anxiety. Interventions like psychoeducation and self-management are essential for mitigating this effect. Parasuraman, S. (2020) [8] This study examined mobile phone addiction and awareness of electromagnetic radiation (EMR) among the Malaysian population, finding significant smartphone dependency and high awareness of EMR risks. Most participants were aware of mobile phone hazards, with one-fourth reporting wrist and hand pain due to excessive use. The study highlights potential physiological and psychological complications from prolonged smartphone usage. Achangwa, C. (2023) [1] this study systematically reviewed the adverse effects of smartphone addiction among South Korean university students, analysing 34 studies from 2012 to 2022. Findings revealed associations with mental health issues, sleep disorders, musculoskeletal problems, reduced academic performance, and social withdrawal. The study underscores the need for addiction prevention and health promotion initiatives. Ghazali, A. H. A. (2022) [3] This study examined smartphone addiction among 400 youths from four public universities in Klang Valley, revealing a strong correlation between addiction and behavioural factors like loneliness, shyness, and stress. Most respondents spent over 12 hours daily on internet use, emphasizing the need for prevention strategies to help youths manage smartphone accessibility. Future research should expand to diverse populations and broader geographic areas to explore behaviours and mental health impacts. Kwon, M. (2019) [5] This study validated the short version of the Smartphone Addiction Scale (SAS-SV) for adolescents, with 540 participants aged 14.5. Results showed strong reliability (Cronbach's alpha 0.911) and significant gender-based differences in addiction scores. The SAS-SV offers an efficient tool for assessing smartphone addiction in research and community settings. Yayan, H. (2020) [12] this study explored the relationship between smartphone and internet addiction among 788 nursing students, finding a strong positive correlation between the two. Males and those heavily reliant on their phones had higher addiction scores, while students involved in sports or with reading habits showed lower scores. The study highlights the need for further research on smartphone addiction behaviours. Siddiqi, N. (2020) [10] This study investigated mobile phone usage among 1,852 primary and secondary students in Sohar, Oman, finding high prevalence rates (86% and 91%, respectively). Primary students mainly played games, while secondary students accessed the internet. Parents were generally aware of their children's phone activities, with smartphone use starting at younger ages and parental monitoring remaining common. Zhang, J. (2020) [14] This study examined the impact of smartphone addiction on academic achievement among 2,097 college students, revealing a negative correlation mediated by academic anxiety. Academic control moderated the effects, reducing the impact of smartphone addiction on anxiety and its influence on achievement. These findings highlight the need for strategies to manage smartphone use and enhance academic control in educational settings. Rajpurohit, L. (2024) [9] This study assessed smartphone usage patterns among 145 undergraduate nursing students, revealing significant behavioural impacts such as sleep disturbances, physical discomfort, and dependency symptoms. Students using smartphones for over four hours daily exhibited higher scores on adverse behavioural dimensions. The findings emphasize the need for balanced smartphone use through institutional interventions and digital literacy programs. Fernández-Martíneza, E. (2023) [2] This study explored the relationship between Internet Addiction, Emotional Intelligence, and sociodemographic factors among 532 nursing students. Results showed 11.1% had Internet Addiction, with younger students and those in lower academic years being more affected. Higher Emotional Intelligence, particularly in Clarity and Repair, was inversely associated with Internet Addiction, highlighting the importance of programs to enhance emotional regulation. Nahak, P. (2024) [7] This study examined the relationship between smartphone addiction and pectoralis minor muscle tightness among 82 young adults aged 18-25. Results revealed a weak to moderate positive correlation, with females showing a stronger association. Findings highlight potential musculoskeletal impacts of excessive smartphone use, emphasizing the need for preventive strategies.

Conclusion

To conclude it can be said that positive correlation between internet addiction and smartphone usage among students, with a Pearson correlation coefficient of 0.181. However, the relationship is not statistically significant ($p = 0.072$), suggesting that the observed association may be due to chance. Therefore, it can be concluded that in this sample, smartphone usage does not have a strong or significant impact on internet addiction levels, highlighting the need for further research with larger samples or additional variables to better understand this relationship. In conclusion, this study highlights the growing concern of smartphone usage and internet addiction among college-going nursing students, emphasizing its negative impact on their mental health, academic performance, and overall well-being. The findings indicate that excessive smartphone use leads to addictive behaviours, with significant correlations observed between prolonged usage and negative outcomes such as sleep disturbances, anxiety, and decreased academic engagement. Furthermore, the study underscores the importance of fostering a balanced approach to smartphone usage through targeted interventions, digital literacy programs, and institutional strategies. It is essential for both educational institutions and healthcare providers to promote healthier smartphone habits, encouraging students to manage their time effectively and prioritize their physical and mental health.

Conflict of interest

The researcher declares that there is no conflict in the study

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How to Cite This Article
Viruthasarani K. A corrective analysis of smart phone usage and internet addiction among college going nursing students. International Journal of Advance Research in Nursing. 2024;7(2):361-365.