- *Basic Research*

# Problematic Use of Mobile Phone and Its Influence on Academic Procrastination among Senior Nursing Students

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## Abstract

**Background:** The terms of Problematic use of mobile phones and academic procrastination both are defined as an excessive usage of mobile phone by ignoring time and all other assignments, and delay in educational assignments and all other academic activities till the deadline.

**Aim of study:** The aim of the study was to assess the influence of Problematic Use of Mobile Phone on Academic Procrastination among Senior Nursing Students.

**Subjects and methods:** a descriptive correlational design was utilized to conduct this study.

**Setting:** This study was conducted at Faculty of Nursing - Ain-Shams University. the study subjects were (240) nursing students during the academic year 2021-2022. The data were collected through two tools, these tools were namely; the problematic use of Mobile Phone scale (MPPUS-20), and the Academic Procrastination Scale (APS), first tool divided into two parts, 1st part Personal characteristics data, 2nd part, the problematic use of Mobile Phone scale (MPPUS-20), scale, the second tool the Academic Procrastination Scale (APS). The field work started from November 2021 to the end of January 2022.

**The results** of the study revealed that, more than two thirds of senior nursing students (72.9%) had high total The Problematic Use of Mobile Phone level. Meanwhile (76.7%) of them had high total procrastination level (frequency). Moreover, there was no statistically significant difference between males and females in The Problematic Use of Mobile Phone. In academic procrastination, there were statistically significant differences between males and females in favor of males. **Conclusions:** The present study concluded that, the findings of the present study revealed that a considerable number of nursing students had high level of academic procrastination, and the higher level of Problematic Use of Mobile Phone was associated with higher level of Academic procrastination, in addition to, there were no significant differences in the levels of procrastination between gender of nursing students. **Recommendations:** we recommended that, the training programs about time management for nursing student during academic education, to minimize the negative impact of academic procrastination, Future studies are required to identify the factors associated with academic procrastination and academic motivation.

**Keywords:** Problematic Use of Mobile Phone, Academic Procrastination, Senior Nursing Students

## Introduction

In daily life, mobile phones are all around us. Owing to advancements in technology, they have been utilized for tasks that were previously limited to computer use in academic, professional, social, and recreational contexts. Extreme smartphone usage, however, may result in a number of detrimental health effects, such as low life satisfaction, anxiety, despair, and sleeplessness. On top of that, it could raise the chance of problematic mobile phone usage (PMPU) and possibly even cause smartphone addiction *(Kaya, 2021)*.

Problematic smartphone use has spread around the world. It has significant effects on schooling. Procrastination is defined as the deliberate, illogical postponement of conduct despite the knowledge that it can have unfavorable consequences. Research on procrastination in the classroom is particularly crucial because delaying homework and assignments has been adversely linked to things like academic success *(Gareau et al., 2019)*.

Scientific studies on the problem of inappropriate use of mobile phone and academic procrastination among academy students has been widely acknowledged. Procrastination is very common among students. The academy students say that they procrastinate in a steady and problematic manner, most of them consider themselves to be procrastinators *(Amez and Baert, 2020)*.

Academic procrastination is the perception that a student needs to fulfill one or more activities, including finishing a class project, writing a term paper, doing a reading assignment, or getting ready for a test, but they are not motivated to do so in the allotted time *(Ozer et al., 2019)*.

Therefore, students who are aware of what is expected of them, competent to do the work since it falls within their course of study, and making an effort to complete it but failing to do so are considered academic procrastinators *(Putri et al., 2021).*

This particular form of procrastination is the most prevalent kind and is characterized by a persistent inclination to put off academic tasks. It is nearly always accompanied by worry. It happens when students excessively put off finishing tasks, assignments, and projects. Students who procrastinate this way may find themselves under undue stress and worry when they try to finish their homework in a hurry before the deadline *(Lowinger  et al., 2016).* Accordingly, academic procrastination is only deemed maladaptive when it appears to impair college students' performance and interferes with their ability to do their work. Although each person procrastinates for different reasons or a combination of them, the most common ones are: rebellion, fear of failure, lack of enjoyment, fear of success, and lack of motivation *(Steel & Klingsieck, 2016).*

**Significance of the study**:

Various studies have looked at the relationship between problematic smartphone use and academic procrastination in recent years, but no quantitative analysis of the impact sizes of these various studies has been done as of yet. Procrastination can result from problematic mobile phone use, which has shown early signs of harmful effects including elevated rates of anxiety and sadness and worse sleep quality *(Li et al., 2020).*

It is prevalent among university students and it affects different aspects of their personal and academic life. Academic procrastination is a concept that prevents students from participating in teaching processes efficiently and effectively, can be considered as a problem that they need to solve.   (Shi et al., 2021). Hence, this study was conducted to determine the significance of Problematic use of mobile phones on Academic procrastination among senior nursing students.

It is common among college students, and it has an impact on both their personal and academic lives in many ways. Academic procrastination is a concept that hinders students' ability to engage in learning activities effectively and efficiently; as such, it may be viewed as an issue that needs to be resolved **(Shi and colleagues, 2021).** Thus, the purpose of this study was to ascertain the impact of problematic mobile phone use on academic procrastination in senior nursing students.

### Operational definition Senior nursing students

Martin. S  et al 2019), defined the senior nursing students as the college students were completed all of their coursework during academic education.

### Aim of the Study:

The aim of the study is to assess the influence of problematic use of mobile phone on academic procrastination among senior nursing students.

### Research design:

A descriptive analytical design was utilized in this study.

### Research Questions:

Is there an influence of problematic use of mobile phone on academic procrastination among senior nursing students.

### Subjects & methods

### Setting:

The study was carried out at faculty of nursing affiliated to Ain-Shams University where nurse students are having their academic education.

### Subjects:

The subjects of this study consisted of the nursing students having their academic education. Their total number was (240) nursing students. (80) males and (160) females.

**Tools of data collection**:

Two tools were used to collect data. These tools were namely; The Problematic Use of Mobile Phone Scale (PUMPS), and Academic Procrastination Scale.

**Tool 1: Part 1:** Personal characteristics, to collect personal data of nursing students such as: age, gender, academic year, Previous education before enrollment to the faculty, training courses and Hobbies.

**Part 2:**The Problematic Use of Mobile Phone (PUMP) Scale: this scale used to measure problematic mobile phone use among senior nursing students. It adopted from (Merlo et al., 2013), (Menlo et al., 2013). It consists of 20 items.

**Scoring system:**

The responding system of items are rated on a 5-point scale from 1 = strongly disagree to 5 = strongly agree.

**Tool II:** The Academic Procrastination Scale:  this scale used to measure procrastination level among senior nursing students, it adopted from (Solomon & Rothblum 1984). It consists of 44 items divided into two subscales: frequency of procrastination (18 items) and reasons of procrastination (26 items).

**Scoring system:**

The responding system of items (Frequency) are scored on a 5- point Likert scale the from (Never =1, Almost never = 2, Sometimes =3, Nearly Always =4, Always =5) While reasons of procrastination scores were low (1) and high (5).

**Reliability Analysis of the study tools:**

The reliability analysis was carried out for each assessment measure using Cronbach's Alpha. The Problematic-mobile-phone use scale (PMPUS) had the reliability 0.89 and Academic Procrastination Scale had reliability 0.78. The reliability values of the scales were good to carry out further analysis.

The reliability was scaled as follows: <0-0.25 weak reliability, 0.25-0.75 moderate reliability, 0.75-<1strong reliability and 1 is optimum.

**Administrative design:**

Upon letters from the Dean of the Ain Shams University Faculty of Nursing to hospital directors, an official approval was taken to conduct the study. In order to get their assistance and cooperation throughout the study, the researcher met with the directors of the four hospitals and described the goal of the investigation.

**Field Work:**

The actual field work started at the beginning of November 2021 after securing all official permissions. It was completed by the end of January 2022. The researcher collected data by herself through meeting each nurse student individually in the training site, explaining the aim of the study and the method of filling out the scale about procrastination & problematic use of mobile phone, and obtaining a verbal consent to participate. The researcher met with the nursing students consecutively in the academic year (Fourth year) according to their lecture schedule and practical training. Each nursing students took from 15 to 20 minutes to fill each scale. The data were collected 2 days per week, in the day of theoretical lectures, and clinical training of nursing administration at break time from 12:00 pm to 12:30 pm along with semester.

After obtaining the necessary official approvals, the fieldwork got underway at the beginning of November 2021. By January 2022's end, it was finished. The researcher gathered data on her own by visiting with each nursing student one-on-one at the training location, explaining the purpose of the study and the process for completing the procrastination and problematic usage of mobile phone scale, and getting verbal agreement to participate. During the fourth year of the academic year, the researcher had continuous meetings with the nursing students based on their practical training and lecture schedule. Each scale took a nurse student fifteen to twenty minutes to complete. The data

were collected 2 days per week, in the day of theoretical lectures, and clinical training of nursing administration at break time from 12:00 pm to 12:30 pm along with semester.

**Statistical design:**

The "Statistical Package for Social Science" (SPSS) version 20 was used to enter and evaluate the data once they had been collected, scoring, tabulating, and analyzing them. The frequency, percentage, mean, and SD of continuous data were expressed. Percentage and frequency were used to convey discrete data. Use of the ANOVA test and Chi-square were used to compare the variables. A non-significant result was indicated by a p-value>0.05, a significant result by a p-value of 0.05, and a very significant result by a p-value < 0.01.

**Results**

**Table (1):** The study sample consisted of 240 senior nursing students. According to their personal characteristics, their median age 22.0 years, and 66.7% females as shown in Table 1. The majority of them were Secondary school (87.0%). While, slightly less than one third of them (35.4%) attended training courses as well as having hobbies (73.3%).

**Table (2):** It demonstrates that, the majority of senior nursing students (90.4%) had high level of The Problematic Use of Mobile Phone level related to item of (I think I might be spending too much time using my cell phone.). Meanwhile, more than two thirds of them (72.9%) related to item of (When I decrease the amount of time spent using my cell phone, I feel less satisfied).

**Figure (1)** It shows that, more than two thirds of senior nursing students' total score (72.9%) had high The Problematic Use of Mobile Phone level. Meanwhile, only one quarter of them (27.1%) had Problematic Use of Mobile-Phone level.

**Table (3):** It demonstrates that, the majority of senior nursing students (85.4%) had high level of procrastination (frequency) related to item of (Academic Administrative Tasks:

Filling out Forms, Registering for Classes, Getting ID Card, etc.). Meanwhile, more than two thirds of them (68.3%) related to item of (Studying for Exams).

**Figure (2)** It shows that, slightly less than one quarter (23.3%) of studied senior nursing students' total score had low procrastination level (frequency). Meanwhile more than three quarter of them (76.7%) had high procrastination level (frequency).

**Table (4):** It shows that, the majority of senior nursing students (80.0%) had high score in its total regarding Reasons of academic procrastination level; also; the majority of them (89.6%) had high of procrastination level related to item of (Laziness). Meanwhile, the majority of them (87.9%) had high Procrastination level related to item of (Low Self-Esteem) followed by slightly more than three quarter of them (86.3%) had high procrastination level related to item of (Aversiveness of Task), and then (84.6%) of them had high procrastination level related to item of (Dependency) respectively.

 **Figure (3)** It shows that, the majority of senior nursing students' total score (80.0%) had high procrastination level (Reasons). Meanwhile, only one quarter of them (20.0%) had low procrastination level (Reasons).

**Table (5):** It appears that, the percentage of Problematic use of mobile Phone is approximately three quarter of them (72.8%) was high. and the percentage of those about more than three quarter of them (78.2%). with high academic procrastination.

**(Table 6):** There was no statistically significant difference at the 0.05 level between males and females in Problematic Use of Mobile Phone, and academic procrastination.

**Table (7):** It shows that, statistically significant relations were revealed between Senior Nursing students' total Problematic-mobile-phone use and all dimensions of Academic procrastination score as well as its total. In all relations, higher Problematic-mobile-phone use level was associated with higher Academic procrastination score(r=72%). And had a statistically significant weak positive correlation with their age (16%), Academic procrastination was significantly negatively related to Problematic-mobile-phone use, as it was able to explain 18 % of uses variance of gender.

**Results**

**Table (1): Personal characteristics of senior nursing students (n= 240).**

| Personal characteristics | Frequency | Percent |
|---|---|---|
| **Age**: | | |
| 20-21 | 196 | 81.7 |
| >21 | 44 | 18.3 |
| Range | 20-22 | |
| Mean ±SD | 21.26±1.8 | |
| **Gender:** | | |
| Male | 80 | 33.3 |
| Female | 160 | 66.7 |
| **Previous education.** | | |
| Secondary school | 209 | 87.0 |
| Technical institute | 31 | 13.0 |
| **Training courses** | | |
| Yes | 85 | 35.4 |
| No | 155 | 64.6 |
| **Hobbies** | | |
| Yes | 176 | 73.3 |
| No | 64 | 26.7 |

**Table (2): The Problematic Use of Mobile Phone level among senior nursing students (n=240).**

| Problematic use of mobile-phone | High | | Low | | Chi-square | |
|---|---|---|---|---|---|---|
| | No | % | No | % | X² | P-value |
| 1. When I decrease the amount of time spent using my cell phone, I feel less satisfied. | 175 | 72.9 | 65 | 27.1 | 100.833 | <0.001* |
| 2. I need more time using my cell phone to feel satisfied than I used to need. | 189 | 78.8 | 51 | 21.3 | 158.700 | <0.001* |
| 3. When I stop using my cell phone, I get moody and irritable. | 203 | 84.6 | 37 | 15.4 | 229.633 | <0.001* |
| 4. It would be very difficult, emotionally, to give up my cell phone. | 205 | 85.4 | 35 | 14.6 | 240.833 | <0.001* |
| 5. The amount of time I spend using my cell phone keeps me from doing other important work. | 214 | 89.2 | 26 | 10.8 | 294.533 | <0.001* |
| 6. I have thought in the past that it is not normal to spend as much time using a cell phone as I do. | 197 | 82.1 | 43 | 17.9 | 197.633 | <0.001* |
| 7. I think I might be spending too much time using my cell phone. | 217 | 90.4 | 23 | 9.6 | 313.633 | <0.001* |
| 8. People tell me I spend too much time using my cell phone. | 192 | 80.0 | 48 | 20.0 | 172.800 | <0.001* |
| 9. When I am not using my cell phone, I am thinking about using it or planning the next time I can use it. | 193 | 80.4 | 47 | 19.6 | 177.633 | <0.001* |
| 10. I feel anxious if I have not received a call or message in some time. | 210 | 87.5 | 30 | 12.5 | 270.000 | <0.001* |
| 11. I have ignored the people I'm with in order to use my cell phone. | 187 | 77.9 | 53 | 22.1 | 149.633 | <0.001* |
| 12. I have used my cell phone when I knew I should be doing work/schoolwork. | 216 | 90.0 | 24 | 10.0 | 307.200 | <0.001* |
| 13. I have used my cell phone when I knew I should be sleeping. | 183 | 76.3 | 57 | 23.8 | 132.300 | <0.001* |
| 14. When I stop using my cell phone because it is interfering with my life, I usually return to it. | 186 | 77.5 | 54 | 22.5 | 145.200 | <0.001* |
| 15. I have gotten into trouble at work or school because of my cell phone use. | 192 | 80.0 | 48 | 20.0 | 172.800 | <0.001* |
| 16. At times, I find myself using my cell phone instead of spending time with people who are important to me and want to spend time with me. | 194 | 80.8 | 46 | 19.2 | 182.533 | <0.001* |
| 17. I have used my cell phone when I knew it was dangerous to do so. | 188 | 78.3 | 52 | 21.7 | 154.133 | <0.001* |
| 18. I have almost caused an accident because of my cell phone use. | 193 | 80.4 | 47 | 19.6 | 177.633 | <0.001* |
| 19. My cell phone use has caused me problems in a relationship. | 202 | 84.2 | 38 | 15.8 | 224.133 | <0.001* |
| 20. I have continued to use my cell phone even when someone asked me to stop. | 197 | 82.1 | 43 | 17.9 | 197.633 | <0.001* |
| **Total** | 175 | 72.9 | 65 | 27.1 | 100.833 | <0.001* |

**Figure 1: Total The Problematic Use of Mobile Phone level among senior nursing students (n=240).**
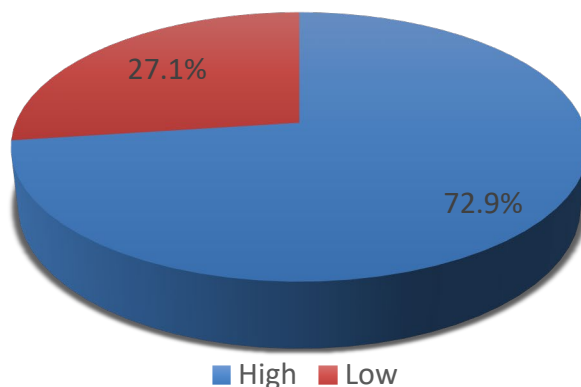


**Table (3): The procrastination level (Frequency) among senior nursing students (n=240).**

| Dimensions of procrastination level (Frequency) | High | | Low | | Chi-square | |
|---|---|---|---|---|---|---|
| | No | % | No | % | $X^2$ | P-value |
| 1- Writing a Term Paper | 174 | 72.5 | 66 | 27.5 | 97.200 | <0.001* |
| 2- Studying for Exams | 164 | 68.3 | 68 | 28.3 | 90.133 | <0.001* |
| 3- Keeping Up with Reading Assignments | 202 | 84.2 | 38 | 15.8 | 224.133 | <0.001* |
| 4- Academic Administrative Tasks: Filling out Forms, Registering for Classes, Getting ID Card, etc. | 205 | 85.4 | 35 | 14.6 | 240.833 | <0.001* |
| 5- Attendance Tasks: Meeting with Your Advisor, Making an Appointment with a Professor, etc. | 172 | 71.7 | 76 | 31.7 | 64.533 | <0.001* |
| 6- School Activities in General | 186 | 77.5 | 54 | 22.5 | 145.200 | <0.001* |
| Total | 184 | 76.7 | 56 | 23.3 | 136.533 | <0.001* |

**Figure 2: Total Procrastination level (Frequency) among senior nursing students (n=240).**
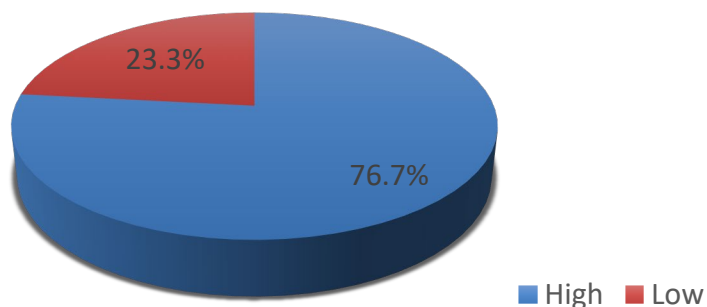


**Table (4): The procrastination level (Reasons) among senior nursing students (n=240).**

| Procrastination level (Reasons) | High | | Low | | Chi-square | |
|---|---|---|---|---|---|---|
| | No | % | No | % | $X^2$ | P-value |
| Perfectionism | 190 | 79.2 | 50 | 20.8 | 163.333 | <0.001* |
| Evaluation Anxiety | 183 | 76.3 | 57 | 23.8 | 132.300 | <0.001* |
| Low Self-Esteem | 211 | 87.9 | 29 | 12.1 | 276.033 | <0.001* |
| Aversiveness of Task | 207 | 86.3 | 33 | 13.8 | 252.300 | <0.001* |
| Laziness | 215 | 89.6 | 25 | 10.4 | 300.833 | <0.001* |
| Time Management | 188 | 78.3 | 52 | 21.7 | 154.133 | <0.001* |
| Difficulty Making Decisions | 174 | 72.5 | 66 | 27.5 | 97.200 | <0.001* |
| Peer Pressure | 172 | 71.7 | 68 | 28.3 | 90.133 | <0.001* |
| Dependency | 203 | 84.6 | 37 | 15.4 | 229.633 | <0.001* |
| Lack of Assertion | 194 | 80.8 | 46 | 19.2 | 182.533 | <0.001* |
| Risk Taking | 187 | 77.9 | 53 | 22.1 | 149.633 | <0.001* |
| Fear of Success | 185 | 77.1 | 55 | 22.9 | 140.833 | <0.001* |
| Rebellion Against Control | 188 | 78.3 | 52 | 21.7 | 154.133 | <0.001* |
| Total | 192 | 80.0 | 48 | 20.0 | 172.800 | <0.001* |

**Figure 3: Total Procrastination level (Reasons) among senior nursing students (n=240).**
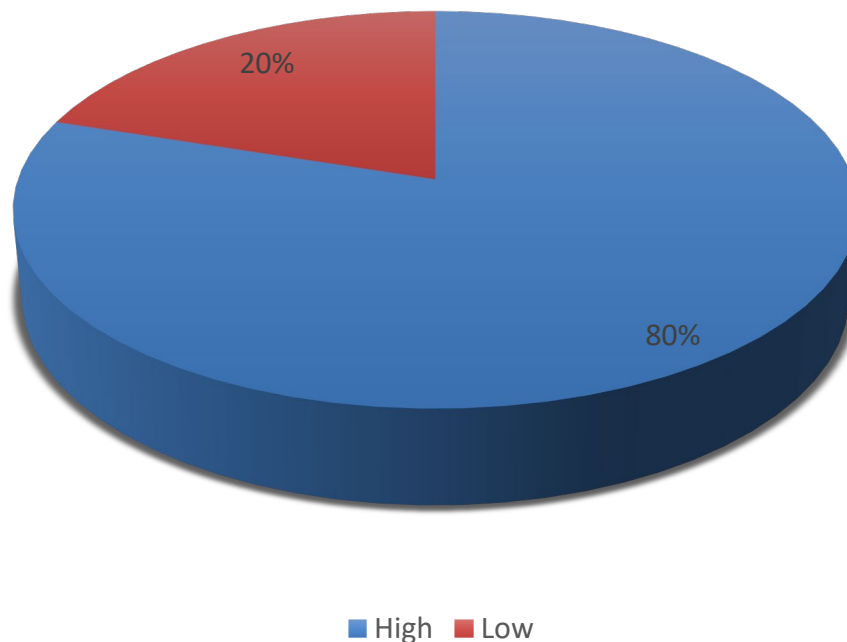


**Table (5): The total score of Problematic Use of Mobile Phone level and academic procrastination level among senior nursing students (n=240).**

| Variable | Mean * | SD | High | | Low | |
|---|---|---|---|---|---|---|
| | | | N | % | N | % |
| **Academic procrastination** | 72.87 * | 12.62 | 188 | 78.3 | 52 | 21.7 |
| **Problematic-mobile-phone use** | 78.23 ** | 15.4 | 175 | 72.9 | 65 | 27.1 |

**(Table 6): The differences between gender in The Problematic Use of Mobile Phone, and academic procrastination among senior nursing students. (n=240).**

| Variables | Gender | N | Mean | SD | T-Value | Sig. |
|---|---|---|---|---|---|---|
| Problematic-mobile-phone use | Male | 80 | 73.24 | 12.51 | 0.612 | 0.541 |
| | female | 160 | 72.15 | 13.26 | | |
| Academic procrastination | Male | 80 | 77.26 | 10.49 | 0.741 | 0.459 |
| | female | 160 | 75.82 | 15.7 | | |

**Table (7):**     **Correlations between senior nursing students' procrastination level and The Problematic Use of Mobile Phone level and their characteristics.**

| | Spearman's rho Correlation Coefficient | | | |
|---|---|---|---|---|
| | Procrastination score | | Mobile Phone Problem Use score | |
| | r | P-value | r | P-value |
| **Age** | 0.052 | 0.684 | 0.116 | 0.567 |
| **Gender** | 0.018 | 0.759 | 0.087 | 0.623 |

**(\*) Statistically significant at p<0.05 (\*\*) statistically significant at p<0.01**
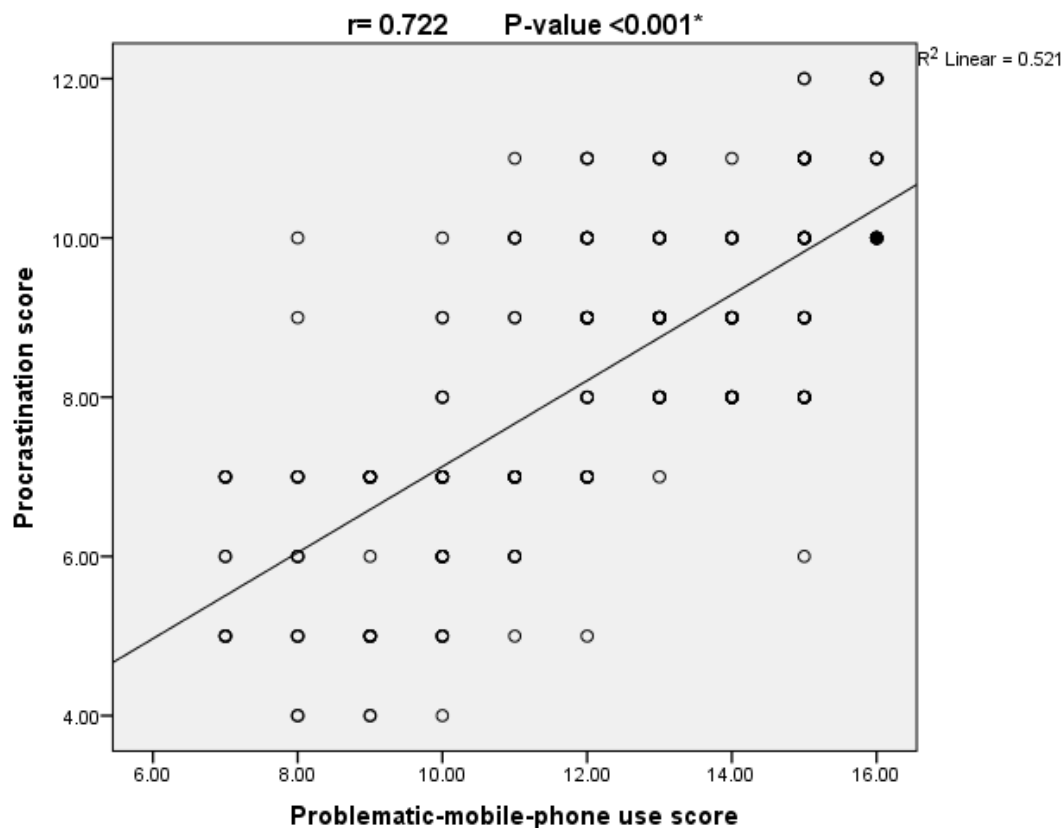
## Discussion

Addiction to mobile phones can lead to problems with sadness, loneliness, shyness, and poor sleep quality. Research has demonstrated that college students who use their phones excessively are more likely to experience stress, worry, and depression. They may also procrastinate in their coursework, which can negatively impact their academic performance *(Oz et al., 2015).*

The purpose of the study was to evaluate the impact of Senior Nursing Students' Problematic Mobile Phone Use on Academic Procrastination. The results of the current investigation were shown in the sections that follow. The current investigation on the personal characteristics of senior nursing students revealed that over two thirds of them were female and that their median age was 22 years old. Slightly fewer than 25% of them participated in training programs, and slightly less than 75% of them had hobbies.

In their study, **Chen et al. (2017)** showed that male medical students were impacted by sociodemographic characteristics such as sex, grade, leadership experience, and family monthly income, which in turn affected mobile phone addiction, academic procrastination, and academic achievement. Anxiety and poor sleep might result from this, which could then increase the likelihood of developing a mobile phone addiction.

Findings of the current study indicate that over two thirds of senior nursing students had high levels of problematic mobile phone use, over three quarters had high levels of procrastination (frequency), and most of them had high levels of procrastination (reasons). This indicates that senior nursing students who used their phones problematically experienced a negative influence that manifested as academic procrastination. This conclusion is consistent with the findings of **Marc et al. (2018)** study using the MPPUS-10. They showed that the score for mobile phone addiction was higher than that of adults between the ages of 18 and 34 in a Lebanese study; additionally, a study found that Chinese medical students are susceptible to social anxiety and mobile phone addiction because they are subject to intense academic pressure and are influenced by professional and environmental factors **(Linlin et al., 2015).** Further, these results imply that Chinese medical students have higher than usual levels of academic procrastination and cell phone addiction, which warrants further investigation. Recognize how demographics affect academic procrastination and cell phone addiction, and develop solutions and policies to lessen these issues.

The study sample consisted of 240 senior nursing students. According to their personal characteristics, their median age 22.0 years, this finding was similarly with study conducted In China 2018 which reported that, the largest and fastest-growing smartphone usage demographic is young people, particularly college students. They often use cellphones for studying and other everyday tasks, spending more than five hours a day on them. They also frequently use smartphones in class. Similarly, findings of the current study showed that gender had no statistically significant influence on academic procrastination and that there was no difference between males and girls in terms of problematic mobile phone use and academic procrastination. This discovery contradicts the findings of a Pakistani research. Iqbal and colleagues (2017) were also intrigued by the potential issues that arise from excessive use of mobile phones. The individuals' gender, age, and residence status were compared by the researcher. The results showed that there was a considerable disparity in the scores of men and women. Academic procrastination was also strongly adversely correlated with problematic mobile phone use, explaining 18% of the variance in usage by gender. It also demonstrated a statistically significant weak positive connection with age. There was no discernible gender difference in the procrastination rates among university students in Pakistan, according to a comparable survey conducted in that country **(Hussain and Sultan, 2010).**

These results are inconsistent with those of another study carried out in Pakistan in 2017 that looked at the relationship between academic procrastination, problematic mobile phone use, and academic performance among college students. That study's findings showed that there were gender differences in problematic mobile phone use among college students, with female students scoring higher than male students on this measure.

According to the current study, most senior nursing students procrastinate a lot when it comes to academic administrative tasks like filling out forms, signing up for classes, getting ID cards, etc. In the meantime, over two-thirds of them had something to do with studying for exams. This result may be explained by the fact that nursing students spend the majority of their time on social media and interacting with their friends, which might cause them to feel overburdened with work and cause further stress.

The results of this study come in disagreement with those of earlier research conducted in Egypt by **Abd El-Salam (2022)** and titled Academic Procrastination and Self-control of Faculty Nursing Students. That study found that 22.8% of the students were very procrastinating in their academic work. Furthermore, the results of the current study indicated that most senior nursing students scored highly overall for the reason of academic procrastination, which was linked to the item of laziness. (Aversiveness of Task), (Low Self-Esteem), and finally (Dependency). This result can be the result of nursing students' difficulties with time management, such as their lack of homework time. Further research in Iran supported these results **(Yazdannik et al., 2014).**

Otherwise, the results of this study show that, with regard to the item "I think I might be spending too much time using my cell phone," the majority of senior nursing students had high levels of The Problematic Use of Mobile Phone. In the meantime, almost two thirds of them had to do with the item of (I feel less content when I use my mobile phone less frequently). This may be because the students are anxious; social networks are necessary to enhance the social and emotional health of nursing professionals, particularly when the semester is underway and there are online courses.

Results of this study also showed that problematic mobile phone use had a highly substantial influence on nursing students' academic procrastination. It demonstrates that a higher level of problematic mobile phone use was linked to a higher academic procrastination score. These outcomes are in line with a 2017 study carried out in Pakistan, which found a significant negative correlation between college students' academic performance and problematic mobile phone use. In other words, the more mobile phones academy students use, the worse their academic performance gets.

## Conclusion:

The current study findings revealed a substantial inverse association between the senior nursing students' problematic mobile phone use. The study's conclusions demonstrate that there was no statistically significant difference in problematic mobile phone use or academic procrastination between males and girls.

## Recommendation:

## The study was recommended that:

- Faculty administrators and find out the ways to nursing students in which mobile phones can be used to enhance the academic performance rather than worsening it.
- Make policies regarding mobile phone use among nursing students during classes, laboratories and other places where learning occurs.
- Furthermore, the training programs about time management for nursing student during academic education, to minimize the negative impact of academic procrastination,
- Examine problematic mobile phone use under variables such as depression, self-esteem, wellbeing, and academic success.
- Consider characteristics including depression, self-esteem, wellness, and academic performance when examining problematic mobile phone use.

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**الملخص العربى**

**مشكلة استخدام الهاتف المحمول وتأثيره على التسويف الاكاديمى بين طلاب التمريض**

**مقدمة:** يتم تعريف مصطلحي الاستخدام الإشكالي للهواتف المحمولة والتسويف الأكاديمي على أنه الاستخدام المفرط للهواتف المحمولة عن طريق تجاهل الوقت وجميع الواجبات الأخرى، وتأخير الواجبات التعليمية وجميع الأنشطة الأكاديمية الأخرى حتى الموعد النهائي.

**هدف الدراسة:** هدفت الدراسة إلى تقييم تأثير إشكالية استخدام الهواتف المحمولة على التسويف الأكاديمي لدى طلاب التمريض الكبار.

**المواضيع وطرق البحث:**

**تصميم البحث:** تم استخدام التصميم الارتباطي الوصفي لإجراء هذه الدراسة,**المكان:** أجريت هذه الدراسة في كلية التمريض – جامعة عين شمس. بلغ عدد أفراد الدراسة (240) طالباً من طلاب التمريض خلال العام الدراسي 2021-2022. **أدوات جمع البيانات:** تم جمع البيانات من خلال أداتين، وهذه الأدوات هي؛ إشكالية استخدام مقياس الهاتف المحمول(MPPUS-20) ، ومقياس التسويف الأكاديمي(APS) ، الأداة الأولى مقسمة إلى قسمين، الجزء الأول بيانات الخصائص الشخصية، الجزء الثاني، إشكالية استخدام مقياس الهاتف المحمول ((MPPUS-20) ، الأداة الثانية مقياس التسويف الأكاديمي (APS). بدأ العمل الميداني من نوفمبر 2021 إلى نهاية يناير 2022.

**النتائج:** نتائج الدراسة أن أكثر من ثلثي طلاب التمريض (72.9%) لديهم مستوى عالٍ من المشكلات في استخدام الهاتف المحمول. في حين كان (76.7%) لديهم مستويات عالية من المماطلة الكلية (التكرار). علاوة على ذلك، لا توجد فروق ذات دلالة إحصائية بين الذكور والإناث في مشكلة استخدام الهاتف المحمول. وفي التسويف الأكاديمي توجد فروق ذات دلالة إحصائية بين الذكور والإناث لصالح الذكور.

**الخلاصة:** خلصت الدراسة الحالية إلى أن نتائج الدراسة الحالية كشفت أن عددا كبيرا من طلاب التمريض لديهم مستويات عالية من التسويف الأكاديمي، وأن المستوى الأعلى من إشكالية استخدام الهواتف المحمولة كان مرتبطا بمستوى أعلى من التسويف الأكاديمي، بالإضافة إلى ذلك. لا توجد فروق ذات دلالة إحصائية في مستويات المماطلة بين جنس طلاب التمريض.

**التوصيات:** أوصينا ببرامج تدريبية حول إدارة الوقت لطلبة التمريض أثناء التعليم الأكاديمي، للتقليل من الأثر السلبي للتسويف الأكاديمي، ويلزم إجراء دراسات مستقبلية للتعرف على العوامل المرتبطة بالتسويف الأكاديمي والدافعية الأكاديمية.

**الكلمات الدالة:** إشكالية استخدام الهواتف المحمولة، التسويف الأكاديمي، طلاب التمريض الكبار.