



A QUALITATIVE STUDY TO ASSESS THE INFLUENCE OF SMARTPHONE USAGE ON ACADEMIC PERFORMANCE AMONG B.SC NURSING STUDENTS AT SELECTED COLLEGE ,COIMBATORE

Nursing Education

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ABSTRACT

Background: Smartphones support nursing education through access to educational resources, online learning and clinical information. However, use may cause distraction, procrastination and reduced concentration. Aim: To explore the influence of smartphone, use on learning among B.Sc. Nursing students at Texcity College of Nursing, Coimbatore. **Method:** A qualitative descriptive phenomenological design was adopted. Fifteen B.Sc. Nursing students were selected through purposive sampling. Data were collected using semi-structured interviews and analysed using thematic analysis. **Results:** Smartphones supported learning, assignments, examination preparation and knowledge, while social media, entertainment and notifications reduced study time. **Conclusion:** Self-discipline and time management are essential for smartphone use.

KEYWORDS

Smartphone Usage, Academic Performance, Nursing Students, Qualitative Study, Nursing Education, Digital Learning.

INTRODUCTION

Smartphones have become an essential part of students' daily lives, particularly in higher education and nursing education. They support learning by providing easy access to online classes, e-books, digital libraries, medical resources, educational applications, research materials, and communication with teachers and peers. Smartphones also help students' complete assignments, participate in discussions, and collaborate on academic activities.

However, excessive or inappropriate smartphone use can negatively influence students' academic performance. Distraction during lectures, reduced concentration, procrastination, poor time management, sleep disturbances, social media addiction, and reduced study time are some of the major concerns identified in the study. Among nursing students, smartphone use during clinical activities may also create concerns related to patient privacy, infection control, device sanitation, and divided attention during procedures.

Previous studies have reported mixed findings regarding smartphone addiction and academic achievement. Some research indicates that smartphone dependence and nomophobia may negatively affect academic achievement, while other studies have found no significant relationship. Therefore, this qualitative study focuses on understanding students' experiences, perceptions, and opinions about smartphone use and its influence on academic performance. The findings may help educators and institutions promote responsible smartphone use, reduce distractions, and improve students' learning outcomes.

OBJECTIVES

1. To explore the experiences of B.sc Nursing students regarding smart phone use and their academic performance.
2. To understand the perceived positive influence of smartphone usage on students learning and academic activities.
3. To understand the perceived negative influence of smartphone usage on students learning and academic activities.
4. To identify the factors that facilitate or hinder effective smart phone use for academic performance .
5. To explore the strategies adopted by Nursing students to balance the smart phone use and academic performance .

ASSUMPTION

- B.Sc. Nursing students use smartphones regularly for academic and non-academic purposes.

- Smartphone usage affects academic performance positively or negatively.
- Participants will honestly share their experiences and opinions during the interview.

DELIMITATION

- The study was limited to B.Sc. Nursing students in selected Nursing Colleges in Coimbatore who were willing to participate and provide informed consent.
- The study focused only on the influence of smartphone usage on academic performance.
- The study adopted a qualitative approach, with data collected through in-depth interviews based on participants' experiences and perceptions.

REVIEW OF LITERATURE

In the study the review of literature falls under the following sections :

Section A: Studies and literature related to smart phone usage and academic performance among Nursing students

Sun, Z. et al. (2026) conducted a cross-sectional study among 291 Nursing interns to examine mobile phone addiction, time management, and family care. The findings revealed a relatively high level of mobile phone addiction among Nursing interns, with time control identified as an important influencing factor. The study concluded that improving time management skills and strengthening family support may help reduce unhealthy smartphone use among Nursing students.

Yadav, Arora, Phalswal, and Dixit (2025) conducted a quantitative descriptive correlational study among 515 undergraduate Nursing students in Rishikesh, India, to assess smartphone addiction and its relationship with insomnia, loneliness, and self-esteem. The study found that 23.1% of students had smartphone addiction, which was significantly associated with increased insomnia and loneliness and decreased self-esteem. The authors emphasized the need for early monitoring and intervention to reduce the harmful effects of excessive smartphone use among Nursing students.

METHODOLOGY

A qualitative research approach with a descriptive phenomenological research design was adopted to explore the influence of smartphone

usage on academic performance among B.Sc. Nursing students. The study was conducted at Texcity College of Nursing, Coimbatore. The target population consisted of B.Sc. Nursing students, and 15 students were selected through purposive sampling. Participants who were willing to participate, owned and used smartphones, and could communicate in English or Tamil were included in the study. Data were collected using a semi-structured interview guide consisting of a sample profile and open-ended questions related to smartphone usage, its academic and non-academic purposes, perceived benefits, challenges, and influence on academic performance. The validity of the tool was established through consultation with the guide and experts. A pilot study was conducted among 2–3 students to assess the feasibility and clarity of the tool. After obtaining permission and informed consent, individual in-depth interviews lasting approximately 20–30 minutes were conducted. Data collection continued until saturation was achieved. Demographic data were analysed using frequency and percentage, while interview responses were analysed through thematic analysis. Confidentiality, anonymity, and ethical principles were maintained throughout the study.

ORGANIZATION OF THE FINDINGS

The data obtained from the study participants were organized, analysed, and presented under the following sections:

PART A: Distribution of study participants based on demographic variables.

RESULT:

The study included 15 B.Sc. Nursing students. Regarding demographic characteristics, 46.67% were aged 20–21 years, 60% were male, and 33.33% were studying in III year. All participants (100%) used Android smartphones. Regarding duration of smartphone use, 40% reported 2–4 hours per day, while 33.33% used smartphones for more than 6 hours.

PART B: Semi-structured interview data on the influence of smartphone usage on academic performance among B.Sc. Nursing students.

RESULT:

Thematic analysis of the interviews identified four major themes regarding smartphone use among B.Sc. Nursing students, based on the objectives of study.

- Theme 1: Smartphone as an academic learning resource included quick access to information, educational videos, assignment support, examination preparation, and clinical learning.
- Theme 2: Academic disruption associated with smartphone use included social media and entertainment distractions, reduced study time and concentration, delayed academic work, and sleep disturbances.
- Theme 3: Facilitating and hindering factors included internet connectivity, educational applications, self-management, time management, notifications, and lack of discipline.
- Theme 4: The condition shaping effective smartphone use, effective smartphone use was supported by good internet connectivity, educational apps, time management.
- Theme 5: Self-regulation strategies included structured study schedules, restricting notifications and screen time, maintaining self-discipline, and physically distancing from smartphones

CONCLUSION:

The study concluded that smartphones are valuable academic learning tools for B.Sc. Nursing students, providing quick access to information, study materials, educational videos, assignments, examination preparation, and clinical learning. However, excessive smartphone use, particularly for social media and entertainment, may cause distraction, reduced concentration, delayed academic work, and sleep disturbance. Therefore, balanced and purposeful smartphone use, effective time management, and self-regulation are essential to maximize academic benefits and minimize negative effects on academic performance.

RECOMMENDATIONS OF THE STUDY

- A similar study can be conducted with a larger sample size.
- A comparative study can be conducted in different nursing institutions.
- An intervention study can be conducted to assess the effectiveness of digital literacy and time-management programmes.
- A longitudinal study can be conducted to assess the long-term effects of smartphone use on academic performance.
- Nursing institutions can develop guidelines for responsible and purposeful smartphone use among students.

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