

## Hemşirelik Öğrencilerinin Akıllı Telefon Bağımlılığı ve Ders İçi Siber Aylaklık Düzeyleri Smartphone Addiction and in-Class Cyberloafing Levels of Nursing Students

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### ÖZ

**Giriş:** Bu araştırma, hemşirelik öğrencilerinin akıllı telefon bağımlılığı riski düzeyleriyle akıllı telefon ders içi siber aylaklık düzeyleri arasındaki ilişkinin incelenmesi amacıyla yapıldı.

**Yöntem:** Araştırma, tanımlayıcı ilişkisel bir araştırmadır. Araştırmanın örneklemini, bir devlet üniversitesinin hemşirelik bölümü öğrencileri oluşturdu (n=370). Veriler, tanımlayıcı bilgiler formu, Akıllı Telefon Bağımlılığı Ölçeği Kısa Formu (ATBÖ-KF), Derslerde Akıllı Telefon Siber Aylaklığı Ölçeği (DATSAÖ) ile 25.11.2022 ve 15.12.2022 tarihleri arasında toplandı.

**Bulgular:** Öğrencilerin %49.4'ünün bir günde beş-yedi saat akıllı telefonda zaman geçirdiği, yüz yüze derste akıllı telefonu kullanma amacını %80.1'inin eğlenceli vakit geçirmek olarak ifade ettiği; %54.9'unun yüz yüze derste akıllı telefon ile ders amacı dışında ilgilendikleri, %74.4'ünün siber aylaklık kelimesinin anlamını bilmediği belirlendi. ATBÖ-KF toplam puan ortalaması 30.61±10.96, DATSAÖ toplam puan ortalaması 42.41±18.19 olarak bulundu. ATBÖ-KF toplam puan ile DATSAÖ toplam puan ve DATSAÖ alt alanlarının tamamı arasında düşük düzeyde pozitif yönlü bir ilişki olduğu saptandı.

**Sonuç:** Öğrencilerin yarısının bir günde beş-yedi saat akıllı telefonda zaman geçirdiği ve yüz yüze derste akıllı telefonla ders dışı ilgilendiği, akıllı telefonu kullanma amacı olarak büyük bir kısmının eğlence amaçlı kullandığını ifade ettiği, büyük bir kısmının siber aylaklık kelimesinin anlamını bilmediği saptandı. Akıllı telefon bağımlılık riski düzeylerinin ve derslerde akıllı telefon siber aylaklığı düzeylerinin orta düzeyde, ATBÖ-KF ile DATSAÖ arasında düşük düzeyde pozitif yönlü bir ilişki olduğu ve akıllı telefon bağımlılık riskinin artmasının derslerde akıllı telefon siber aylaklığı düzeyini arttıracığı sonucuna varıldı.

**Anahtar Kelimeler:** akıllı telefon, bağımlılık, hemşirelik öğrenci, siber aylaklık

### ABSTRACT

**Objective:** This research was conducted to examine the relationship between nursing students' smartphone addiction and smartphone in-class cyberloafing levels.

**Method:** The study is a descriptive, correlational research. The study sample consisted of state university nursing students (n= 370). The data was collected with descriptive information form, The Smartphone Addiction Scale-Short Version (SAS-SV), and The Smartphone Cyberloafing Scale in Classes (SPCSC) between 25.11.2022 and 15.12.2022.

**Results:** It was determined that 49.4% of students spent five to seven hours on a smartphone a day, 80.1% expressed the purpose of using a smartphone in a face-to-face lesson as having fun; 54.9% of them used their smartphones during face-to-face lessons for purposes other than the lesson, 74.4% did not know the meaning of the word cyberloafing. The SAS-SV total score average of the nursing students was 30.61±10.96, SPCSC total score average was 42.41±18.19. There was a low-level positive correlation between SAS-SV total score and SPCSC total score and all SPCSC subdomains.

**Conclusion:** It was found that half of the students spent five to seven hours a day on smartphones and were interested in smartphones out of class during face-to-face lessons. Most of them stated that they used smartphones for entertainment, most did not know the meaning of cyberloafing. It was concluded that the levels of smartphone addiction risk and smartphone cyberloafing in classes were at a moderate level, there was a low-level positive correlation between SAS-SV and SPCSC, and an increase in smartphone addiction risk would increase the level of smartphone cyberloafing in classes.

**Keywords:** addiction, cyberloafing, smartphone, nursing students

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## INTRODUCTION

With the advancing technological developments, the production of information and access to information has become easier, and information and communication technologies have become very important in our daily lives. In particular, using smart mobile phones allows individuals to access information independently from time/place and to perform audio/visual communication from any environment and at any time. In addition, while smart cell phones are used by some individuals as much as necessary for their needs, they are used especially by young people for purposes such as messaging, using social networking sites and playing games in every environment as well as making calls (1-5).

Excessive and misuse of smartphones causes negative effects on people's behavior. Cyberloafing is one of these negative behaviors, which has become more prominent in recent years. The term "cyberloafing" is expressed with words such as "cyberslacking," "cyberbludging," "cyberdeviance," "cyberloafing" in the international literature. As a general definition, cyberloafing is the use of the internet at the workplace for non-work-related, non-business purposes. The definition of cyberloafing in the field of education is the tendency or behavior of students to use the internet during class hours for tasks unrelated to the course. Cyberloafing has become an important problem in education with the widespread use of smartphones. Cyberloafing behavior makes it difficult for students to pay attention to the lesson, negatively affects the level of learning, and may cause students to have problematic internet use problems in their out-of-class lives. (2,3,6-8,10).

Excessive use of mobile phones causes many physiological and psychological problems and negative effects on individuals' behaviors. Studies have shown that increased use of cell phones, especially among young people, decreases their academic achievement, they have problems getting enough/efficient sleep, they are emotionally anxious, irritable, angry, unhappy and have interpersonal relationship problems. In addition, many addiction symptoms such as turning inward, problems in emotion regulation skills, difficulty in self-control, withdrawal, tolerance, using longer than planned, failure in attempts to reduce use, and problems in close relationships occur in young people with excessive smartphone use (1,2,5,9,10). In addition, excessive use of mobile phones and the Internet is associated with depression, anxiety, increased impulsive behaviors and mental illnesses, and is reported to increase symptoms of depression, suicide risk and the percentage of suicide (4,10).

In a study conducted in Türkiye, it was determined that cyberloafing and internet addiction increased cyberbullying (10). In another study, it was found that high school students with high levels of smartphone addiction had high levels of loneliness (9). In a study conducted with university students, students expressed the negative situations they experienced regarding smartphone use as not being able to focus on the lesson, distraction, and smartphone addiction (10). Another study conducted with adolescents concluded that technological addictions would cause adolescents to become lonely, isolated from society, and deteriorate their interpersonal relationships (12).

It is thought that excessive and misuse of smart mobile phones negatively affects the mental health and social relationships of young people and reduces their academic success.

Therefore, it is envisaged that determining the smartphone addiction and cyberloafing levels of young people will guide them in overcoming the psychosocial difficulties they experience. This research was conducted to examine the relationship between nursing students' smartphone addiction and smartphone in-class cyberloafing levels. In this study, answers to the following questions were sought.

### Research Questions

- 1- What are the levels of smartphone addiction and smartphone-in-class cyberloafing levels of nursing students?
- 2- Is there a correlation between the variables in the descriptive form of nursing students and their levels of smartphone addiction and smartphone in-class cyberloafing?
- 3- What is the correlation between nursing students' smartphone addiction and in-class cyberloafing levels?

## MATERIALS AND METHODS

### Study design

The research was a descriptive and correlational study. The study population consisted of all nursing students studying at a state university in the fall semester of the 2022-2023 academic year (N=821). The sample was calculated according to the sampling formula (13), which is used when the size of the population is known, and it was calculated that at least 262 participants would be needed. Students who agreed to participate in the study and completed the data collection forms completely constituted the study sample (n=370). The researcher collected the data face-to-face between 25.11.2022 and 15.12.2022 by distributing the questionnaires to the students during the hours when the students were available (personal protections and social distancing rules were followed). It took approximately 5-10 minutes to complete the data collection forms. "Descriptive information form", "The Smartphone Addiction Scale-Short Version (SAS-SV)" and "The Smartphone Cyberloafing Scale in Classes (SPCSC)" were used as data collection tools.

### Descriptive Information Form

The researchers prepared this form in line with the literature (1-5). It consisted of a total of 13 questions inquiring about students' age, gender, class and their thoughts about their smartphone use (time spent on smartphone in a day, purpose of using smartphone in daily life, out of class smartphone use in face-to-face and online classes, purpose of using smartphone out of class in face-to-face and online classes).

### The Smartphone Addiction Scale-Short Version (SAS-SV)

The SAS-SV was developed by Kwon et al. (2013) to measure the risk of smartphone addiction in adolescents (14). The Turkish validity and reliability study of SAS-SV was conducted by Noyan et al. (2015). The scale consists of 10 items and is evaluated on a six-point Likert scale. Scale items are scored from 1 to 6. Scale scores vary between 10-60. There is no reverse scoring and no cut-off point in the scale, and the higher the score obtained, the higher the risk for addiction. The scale has one factor and no subscales. In the Turkish version of the scale, Cronbach's alpha  $\alpha=0.867$  (15). In this study, the Cronbach Alpha

coefficient of the scale was  $\alpha=.879$ .

#### The Smart Phone Cyberloafing Scale in Classes (SPCSC)

SPCSC was developed by Blau, Yang, and Ward-Cook, (2006) to determine the cyberloafing levels of working individuals while they are at work and doing their job (16). The Turkish validity and reliability of the Cyberloafing Scale were conducted by Polat (2018). The Turkish validity and reliability study aimed to determine university students' in-class smartphone cyberloafing levels; the scale was organized in this way, and the Turkish name was determined as "The Smart Phone Cyberloafing Scale in Classes (SPCSC)." SPCSC consists of three sub-factors and 16 items. The scale is scored on a six-point Likert scale ranging from 1 to 6. There is no reverse scoring and no cut-off point in the scale. The minimum score that can be obtained from the scale is 16, and the maximum score is 96; it is evaluated that the risk of in-class smartphone cyberloafing level increases as the score obtained from the scale increases. The scale consists of three sub-groups: The Browsing-Related Cyberloafing (BRC) sub-group, The Interactive Cyberloafing (IC) sub-group, and The Entertainment Cyberloafing (EC) sub-group. The Cronbach's Alpha reliability coefficient in the Turkish validity and reliability study of the SPCSC was  $\alpha=.88$  (17), while in this study, it was  $\alpha=.95$ .

#### Statistical analysis

The data were analyzed using the IBM SPSS Statistics 25 (SPSS et al., USA) package program. Descriptive statistical numbers and percentages were used, and whether the variables were normally distributed was tested with the Kolmogorov-Smirnov test, and it was determined that the data did not show normal distribution. The Mann-Whitney U test was used for comparisons of two groups, the Kruskal-Wallis test was used for comparisons of three or more groups, correlation comparison for subgroups of factors was compared with Spearman Correlation, Cronbach's alpha value was used for reliability analysis, and ( $p<0.05$ ) value was used for statistical significance (18).

#### Ethics Consideration

Ethics committee approval for this study was obtained from the ethics committee of a public university (Medicine and Health Sciences Ethics Committee-2/Sport-Health, Date 19.05.2022, Decision No: 2200/049-68). Permission to use the scales was obtained from the responsible authors, who adapted the scale used in the study into Turkish and conducted validity and reliability studies, and official permission was obtained from the institution where the research was conducted. Participants were informed about the research with the "Informed Consent Form," and those who agreed were included in the study. It was explained that participation in the research was completely voluntary, that it did not include any name/sign to indicate personal information/identity, that they could leave the research at any time, that the information obtained would be kept confidential, and that each individual participating in the research was treated equally. Since the need to protect individual rights was prioritized in the research, the Helsinki Declaration on Human Rights was followed throughout the study.

## RESULTS

Information on the descriptive characteristics of the students participating in the study is given in Table 1. It was seen that 43.8%

of the students participating in the study were in the 20-21 age group, 65.4% were female, 28.1% are 2nd-grade students. It was seen that 49.4% of students spend five to seven hours a day on smartphones, and 74% of them express the purpose of using smartphones in daily life as entertainment (watching videos/movies, playing games, using social networks, taking/sharing pictures); 54.9% of them face-to-face, 59.7% were interested in smartphones out of class, used smartphones for entertainment purposes in face-to-face class (80.1%) and online class (79.5%), 74.4% did not know the meaning of the word cyberloafing, and 87.1% thought that "people get addicted to smartphones" (Table 1).

**Table 1. Descriptive Characteristics of Students**

Variable	Demographic Characteristics	n	%
Age	18-19	112	30.3
	20-21	162	43.8
	22+	96	25.9
Gender	Female	242	65.4
	Male	128	34.6
Class	1	95	25.7
	2	104	28.1
	3	80	21.6
	4	91	24.6
Time spent on smartphone per a day	One hour or less	15	3.1
	Two to four hours	113	3.5
	Five to seven hours	179	49.4
	Eight hours or more	63	17
Purpose of using a smartphone in daily life	Communication	82	22.2
	Education	14	3.8
	Entertainment*	274	74.0
Using a smartphone outside the purpose of the lesson during face-to-face class	Yes	203	54.9
	No	167	45.1
Purpose of using smartphone outside of lesson in face-to-face class	Communication	61	16.9
	Education	10	2.9
	Entertainment*	299	80.1
Using a smartphone outside the purpose of the lesson during online class	Yes	223	59,7
	No	147	39,5
Purpose of using smartphone outside of lesson in online class	Communication	71	18,5
	Education	5	2.0
	Entertainment*	294	79.5
Knowing the meaning of the word cyberloafing	Yes	322	87.1
	No	48	13,0
<b>Total</b>		370	100

\*Watching videos/movies, playing games, using social networks, taking/sharing pictures, aimless internet surfing

According to the research results, the mean scores of the SAS-SV and SPCSC scales are given in Table 2. In this study, the SAS-SV total score average of the nursing students was  $30.61 \pm 10.96$ , the SPCSC total score average was  $42.41 \pm 18.19$ , and the mean scores of the SPCSC sub-fields were as follows, the Browsing-Related Cyberloafing (BRC),  $21.05 \pm 7.97$ ; the Interactive Cyberloafing (IC)  $14.36 \pm 7.52$ ; the Entertainment Cyberloafing (EC)  $6.99 \pm 4.25$  (Table 2).

<b>Table 2. Examination of the Distribution of the Scores of the Smartphone Addiction Scale-Short Version and the Smart Phone Cyberloafing Scale in Classes</b>			
<b>Scale Score Averages</b>	<b><math>\bar{X} \pm SD</math></b>	<b>Min</b>	<b>Max</b>
<b>SAS-SV Total Score</b>	$30.61 \pm 10.96$	10	60
<b>SPCSC Total Score</b>	$42.41 \pm 18.19$	16	96
<b>SPCSC's Sub-Fields</b>			
The Browsing-Related Cyberloafing	$21.05 \pm 7.97$	7	42
The Interactive Cyberloafing	$14.36 \pm 7.52$	6	36
The Entertainment Cyberloafing	$6.99 \pm 4.25$	3	18
Abbreviations: SAS-SV: Smartphone Addiction Scale-Short Version, SPCSC: Smart Phone Cyberloafing Scale in Classes, $\bar{X}$ : Mean, SD: Standard Deviation.			

According to the research findings, the data related to examining the differences between the SAS-SV and SPCSC scales and some descriptive characteristics of the students are given in Table 3. In terms of the differences between SAS-SV and some descriptive characteristics of the students in the research findings, it was found that those who spent eight hours or more with smartphones in a day ( $35.98 \pm 8.15$ ), those who were interested in out-of-class smartphones in face-to-face ( $32.99 \pm 11.16$ ) and online ( $32.47 \pm 10.84$ ) classes; those who were interested in face-to-face ( $36.33 \pm 9.75$ ) and online ( $33.15 \pm 10.75$ ); those who stated the purpose of using the smartphone out of class as entertainment; those who did not know the meaning of the word cyberloafing ( $31.22 \pm 10.80$ ) had high SAS-SV scores and this result was statistically significant ( $p < 0.05$ ).

In addition, when the results were evaluated in terms of the differences between some descriptive characteristics of the students and SPCSC total mean scores, it was found that males ( $47.87 \pm 18.50$ ), those who spent eight hours or more with a smartphone in a day ( $48.27 \pm 21.44$ ); those who stated the purpose of using a smartphone in daily life as entertainment ( $45.93 \pm 19.91$ ); those who used smartphones out of class in face-to-face ( $50.16 \pm 16.79$ ) and online ( $45.66 \pm 17.56$ ) classes; and those who used smartphones out of class in face-to-face ( $45.93 \pm 19.91$ ) and online ( $52.72 \pm 19.76$ ) classes as entertainment had larger SPCSC scale total mean scores. The results were statistically significant ( $p < 0.05$ ), (Table 3).

The research data were evaluated in terms of the correlation between the scales, and it was determined that there was a low-level positive correlation between the SAS-SV total score and SPCSC total score ( $r = .327$ ), ( $p = .000$ ) and all of the SPCSC subdomains (BRC,  $r = .340$ ,  $p = .000$ ; IC,  $r = .267$ ,  $p = .000$ ; EC,  $r = .275$ ,  $p = .000$ ). These correlations were statistically significant ( $p < 0.05$ ), (Table 4).

Introductory Information		SAS-SV $\bar{X}\pm SD$	SPCSC $\bar{X}\pm SD$
Gender	Female	30.04±10.79	39.51±17.37
	Male	31.69±11.25 *U=14250.0 p=.206	<b>47.87±18.50</b> *U=11106.00 <b>**p=.000</b>
Time spent on smartphone per a day	One hour or less	24.93±12.16	27.87±8.03
	Two to four hours	27.53±10.42	38.00±14.88
	Five to seven hours	31.08±11.27	44.38±18.31
	Eight hours or more	<b>35.98±8.15</b> ***KW=33.151 <b>**p=.000</b>	<b>48.27±21.44</b> ***KW=25.650 <b>**p=.000</b>
Purpose of using a smartphone in daily life	Communication	29.83±12.08	37.07±13.79
	Education	25.28±14.50	37.07±22.58
	Entertainment****	30.52±10.13 ***KW=3.418 p=.332	<b>45.93±19.91</b> ***KW=11.683 <b>**p=.000</b>
Using a smartphone outside the purpose of the lesson during face-to-face class	Yes	<b>32.99±11.16</b> 27.95±10.05 *U=12772.0 <b>**p=.000</b>	<b>50.16±16.79</b> 33.41±15.37 *U=101.249 <b>**p=.000</b>
	No		
Purpose of using smartphone outside of lesson in face-to-face class	Communication	31.65±10.25	37.07±13.79
	Education	31.80±11.10	43.48±17.31
	Entertainment****	<b>36.33±9.75</b> ***KW=12.766 <b>**p=.005</b>	<b>45.93±19.91</b> ***KW=11.683 <b>**p=.009</b>
Using a smartphone outside the purpose of the lesson during online class	Yes	<b>32.47±10.84</b> 27.77±10.57 *U=12572.0 <b>**p=.000</b>	<b>45.66±17.56</b> 37.47±18.06 *U=11107.00 <b>**p=.000</b>
	No		
Purpose of using smartphone outside of lesson in online class	Communication	31.83±9.50	43.58±15.55
	Education	30.77±9.95	47.09±17.48
	Entertainment****	<b>33.15±10.75</b> ***KW=15.388 <b>**p=.002</b>	<b>52.72±19.76</b> ***KW=33.698 <b>**p=.000</b>
Knowing the meaning of the word cyberloafing	Yes	28.82±11.28	39.45±14.14
	No	<b>31.22±10.80</b> *U=10960.0 <b>**p=.019</b>	43.43±19.30 *U=12016.5 p=.244

Abbreviations: SAS-SV: Smartphone Addiction Scale-Short Version, SPCSC: Smart Phone Cyberloafing Scale in Classes,  $\bar{X}$ : Mean, SD: Standard Deviation. \*Mann Whitney U Test value=U, \*\*p<0.05, \*\*\*Kruskal Wallis Test value=KW, \*\*\*\*watching videos/movies, playing games, using social networks, taking/sharing pictures, aimless internet surfing.

SAS-SV	Smart Phone Cyberloafing Scale in Classes Total Score and Sub-Fields			
	SPCSC Total Score r	The Browsing-Related Cyberloafing r	The Interactive Cyberloafing r	The Entertainment Cyberloafing r
SAS-SV Total Score*	,327** p=.000	,340* p=.000	,267** p=.000	,275** p=.000

Abbreviations: SAS-SV: Smartphone Addiction Scale-Short Version, SPCSC: Smart Phone Cyberloafing Scale in Classes, \*Spearman Correlation Analysis, \*\*p<0.05, p<0.01.



## DISCUSSION

This study found that half of the students were interested in smartphones out of class in face-to-face, online classes and spent five to seven hours on smartphones in one day. In previous studies, it was determined that half of the university students spent five hours (19), four and a half hours (20), and one-four hours (21) on the internet in one day. These results are similar to our research results. In line with the results, it is thought that university students spend a lot of time on smartphones in a day. It is predicted that spending too much time with a smartphone during the day is a significant risk in terms of smartphone addiction and cyberloafing.

Our study determined that most students used smartphones for entertainment purposes (watching videos/movies, playing games, using social networks, taking/sharing pictures) in daily life, face-to-face and online classes. In studies conducted with university students, it was determined that students used their smartphones mostly to follow social media (21), to access social networks (20), to access the internet (19); the purpose of internet use was to access social media, to use video sharing sites, to listen to music, respectively (22), and the most common cyberloafing was browsing social media and texting (23). The results of our research are similar to the results of the previous studies, and it is thought that the majority of university students use smartphones to have fun and this may be a factor that increases smartphone addiction and cyberloafing behavior.

In this study, the SAS-SV total score average of the nursing students was  $30.61 \pm 10.96$ , and in line with this result, it is thought that the students' smartphone addiction risk level is moderate. In a study (24), it was determined that the smartphone addiction level of university students was close to medium level, and in another study (21), it was determined that the smartphone addiction level of nursing students was medium level. Our study observed that almost all students answered yes to "do people get addicted to smartphones?". In a study (21), 33% of the students answered "I am not sure," and 20% answered "I am addicted" to the question "Would you consider yourself a smartphone addict?" and in another study (1), it was found that half of the nursing students considered themselves as smartphone addicts. These studies' results are similar to our study's, and it is thought that the risk of smartphone addiction has started to occur in university students.

In our study, the mean SPCSC total score of the students was  $42.41 \pm 18.19$ , and according to this result, it is thought that the student's level of smartphone cyberloafing during classes is moderate. In a study (25), it was found that the cyberloafing levels of university students were at a medium level, and in a study conducted with nurses (26), the cyberloafing levels of nurses were at a medium level, and these results are similar to the results of our study. Considering our research results and the results of the mentioned studies, it is predicted that cyberloafing behavior is a more common and noteworthy situation today.

According to the research data, some descriptive characteristics of the students were evaluated in terms of the differences between SAS-SV and SPCSC total mean scores. According to these results, it was found that students who spent eight hours or more with smartphones in a day, those who were interested in out-of-class smartphones in face-to-face and

online classes, and those who stated the purpose of using smartphones out of class as entertainment in face-to-face and online classes had higher risks of smartphone addiction and higher levels of smartphone cyberloafing during classes. Another study (22) concluded that students with high daily smartphone usage time had high levels of smartphone addiction. In the studies on cyberloafing, it was found that those with high daily internet usage time (2-3,25,26-27), high number of social media accounts (2), high number of applications installed on their phones, high daily game playing time and high levels of game addiction (3) had high levels of cyberloafing. The results of our research are similar to the results of the studies conducted, and it is concluded that excessive smartphone usage time and using the smartphone mostly for entertainment purposes are factors that increase the risk of smartphone addiction and the level of smartphone cyberloafing in classes.

Our study found that male students had a higher risk of smartphone addiction and higher levels of smartphone cyberloafing than female students. The studies (2,25,27) determined that male students' cyberloafing scores were higher than female students, and the results of these studies are similar to our research results. However, there are other studies with different results from our research results. There are studies in which there is no significant difference in the levels of smartphone and internet addiction between female students and males (1,20), and the level of smartphone addiction among females is higher (22). As a result of our research results and studies, it is thought that more studies are needed regarding the gender variable on smartphone addiction and smartphone cyberloafing in classes.

According to the results of this study, half of the students did not know the meaning of the word cyberloafing and those who did not know the meaning of the word cyberloafing had higher smartphone addiction risk scores than those who did. The increase in cyberloafing causes a decrease in students' academic success (1,6). In addition, the increase in cyberloafing negatively affects the work of employees in the work environment (28). Therefore, it is thought that increasing students' knowledge and awareness about cyberloafing will be very important initiatives in reducing cyberloafing and preventing smartphone addiction.

An important study result was to determine the correlation between students' risk of smartphone addiction and their levels of smartphone cyberloafing in the courses. For this purpose, the correlation between SAS-SV and SPCSC was evaluated, and it was found that there was a low-level positive correlation between the two scales. According to this result, it is predicted that the increase in the risk of smartphone addiction among students will increase the level of smartphone cyberloafing in the courses. In the literature, there is no study in which the relationship between nursing students' risk of smartphone addiction and their level of smartphone cyberloafing in courses was determined, and there are different studies associated with smartphone addiction and cyberloafing. Studies have determined that students' high levels of internet addiction increase their cyberloafing behaviors in class (2) and that students' high levels of game addiction increase their cyberloafing behaviors in class (3). Additionally, other studies have found that a positive relationship between levels of students' smartphone addiction with depression (19,21,22), anxiety (20,21), impulsivity, recognizing/expressing emotions (19) and loneliness (9), cyberbullying with cyberloafing/internet addiction (10),

smartphone addiction with internet addiction (1), cyberloafing and school burnout (29). Our research results are similar to the results of these studies, and it is concluded that the increase in students' smartphone addiction risks will increase their smartphone cyberloafing levels in classes. In line with these results, it is predicted that students' uncontrolled use of smartphones will negatively affect them emotionally, socially and in terms of academic success, and may cause them to experience various mental illnesses, especially addiction.

#### Limitations

The limitation of this research is that it was conducted only with students in one institution, and the research results are limited to the students who participated in the research and the data collection forms used.

#### CONCLUSION

According to the results of this research, half of the students spend five to seven hours a day on smartphones; the majority of them use smartphones for entertainment purposes in daily life and face-to-face/online classes; half of them are interested in smartphones out of class in face-to-face/online classes and do not know the meaning of the word cyberloafing; almost all of them think that "people get addicted to smartphones". The students' risk of smartphone addiction and the level of smartphone cyberloafing during classes are moderate. It was found that those who spent eight hours or more with smartphones in a day, those who were interested in out-of-class smartphones in face-to-face/online classes, and those who stated the purpose of using smartphones out of class as entertainment in face-to-face/online classes had a higher risk of smartphone addiction and higher levels of smartphone cyberloafing in classes. Those who did not know the meaning of the word cyberloafing had a higher risk of smartphone addiction, and those who stated the purpose of using a smartphone in daily life as entertainment had higher levels of smartphone cyberloafing in classes. In addition, it was concluded that there was a low-level positive correlation between SAS-SV and SPCSC and that an increase in the risk of smartphone addiction would increase smartphone cyberloafing in classes.

In line with these results, it is recommended to educate students about smartphone addiction and cyberloafing, conduct studies on smartphone addiction and cyberloafing with different student groups, and conduct interventional studies to prevent smartphone addiction and cyberloafing.

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