

A Study to Assess the Impact of WhatsApp Addiction on Academic Performance Among Nursing Students in Selected Nursing Colleges.

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Abstract- The widespread use of smartphones and social networking applications has significantly influenced students' learning behaviours and lifestyle. WhatsApp, one of the most commonly used instant messaging applications, is widely utilized by nursing students for academic communication as well as social interaction. Although WhatsApp facilitates information sharing and peer learning, excessive and uncontrolled use may lead to addictive behaviour, causing distraction, poor time management, and reduced academic engagement. Nursing students, due to the demanding nature of their academic and clinical responsibilities, may be particularly vulnerable to the negative impact of WhatsApp addiction on academic performance. Hence, assessing the impact of WhatsApp addiction on academic performance among nursing students is essential.

Materials and Methods

A descriptive correlational research design with a quantitative approach was adopted for the study. The study was conducted at Seva Nursing College, Shrirampur. A total of 60 nursing students were selected using a non-probability purposive sampling technique. Data were collected using three sections: a socio-demographic questionnaire, the WhatsApp Addiction Scale (WAS), and a Standardized Academic Performance Scale (APS). The tool was validated by experts, and reliability was established using the split-half method ($r = 0.8$). Data were analysed using descriptive statistics such as frequency and percentage.

Results The findings revealed that the majority of nursing students (53%) had a moderate level of WhatsApp addiction, while 43% had a low level of addiction and 4% exhibited high addiction. None of the students showed severe addiction. Regarding academic performance, 65% of students demonstrated good academic performance, while 35% showed average performance, with no students

falling under poor academic performance. Although most students maintained satisfactory academic outcomes, moderate levels of WhatsApp addiction were prevalent among a considerable proportion of students.

Conclusion

The study concludes that WhatsApp addiction exists among nursing students predominantly at a low to moderate level. While most students demonstrated good academic performance, the presence of moderate addiction indicates a potential risk for academic distraction and long-term academic and professional consequences. Controlled and purposeful use of WhatsApp can support academic activities; however, excessive use may negatively influence concentration and time management. The study highlights the need for awareness programs, digital wellness education, and counselling interventions to promote healthy WhatsApp usage and enhance academic performance among nursing students.

Index Terms- WhatsApp Addiction, Academic Performance, Nursing Students, Smartphone Usage, Social Media Addiction

I. INTRODUCTION

The rapid growth of smartphone technology and social media platforms has significantly influenced students' academic behaviours and lifestyles. Among these platforms, WhatsApp is widely used by nursing students for both academic and social communication. While it facilitates information sharing and collaboration, excessive use may lead to addictive behaviour, negatively affecting concentration, time management, and academic

performance. Nursing students, due to their demanding academic and clinical responsibilities, are particularly vulnerable to such impacts. Hence, it is essential to assess the effect of WhatsApp addiction on academic performance.

1.1 Statement of the Problem

“A study to assess the impact of WhatsApp addiction on academic performance among nursing students in selected nursing colleges.”

1.2 Objectives

General Objective

To assess the impact of WhatsApp addiction on academic performance among nursing students.

Specific Objectives

1. To assess the level of WhatsApp addiction among nursing students.
2. To evaluate the academic performance of nursing students.
3. To determine the association between WhatsApp addiction and selected demographic variables.
4. To identify the relationship between WhatsApp addiction and academic performance.

II. METHODOLOGY

2.1 Research Design and Approach

A descriptive correlational research design with a quantitative approach was adopted.

2.2 Setting of the Study

The study was conducted at Seva Nursing College, Shrirampur.

2.3 Sample

The sample consisted of nursing students.

2.4 Sample Size

A total of 60 nursing students participated in the study.

2.5 Sampling Technique

Non-probability purposive sampling technique was used.

2.6 Sampling Procedure

Participants were selected based on inclusion criteria and willingness to participate.

2.7 Inclusion and Exclusion Criteria

Inclusion Criteria:

- Nursing students willing to participate
- Students using WhatsApp
- Students available during data collection

Exclusion Criteria:

- Students not using WhatsApp
- Students absent during data collection

2.8 Tools and Techniques

- Socio-demographic questionnaire
- WhatsApp Addiction Scale (WAS)
- Academic Performance Scale (APS)

2.9 Data Collection Procedure

Data were collected after ethical approval and informed consent using structured questionnaires. Analysis was done using descriptive statistics.

III. RESULTS

Summary of Key Findings

- 53% of students had moderate WhatsApp addiction, 43% had low addiction, and 4% had high addiction.
- No students had severe addiction.
- 65% showed good academic performance, while 35% showed average performance.
- No students had poor performance.
- A significant association was found with year of study, while age, gender, and course showed no significant association.

IV. DISCUSSION

The study findings indicate that WhatsApp addiction exists among nursing students mainly at low to moderate levels. Despite this, most students maintained good academic performance, possibly due to academic use of WhatsApp. However, moderate addiction levels indicate potential risks such as distraction, poor time management, and reduced concentration. These findings are consistent with previous studies suggesting that excessive social

media use negatively affects academic performance, while controlled use can support learning.

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