Internet Addiction and its Relation to Time Management Skills among Nursing Students

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Abstract

Background: The academic life of nursing students has become closely related to the different uses of the internet, which created a challenge that made them required to strike a balance between using time management skills and using of the internet. **Aim of the study** to assess internet addiction and its relation to time management skills among nursing students. **Study design**: A descriptive correlational design was utilized. **Setting**: The study was conducted at Faculty of Nursing- Benha University. **Study subjects**: A stratified random sample consisted of (1084) of nursing students from the four-academic years (2022-2023). **Tools of data collection:** Two tools were used to collect the data: **Tool (I)** Internet Addiction Questionnaire, **Tool (II)** Time Management Skills Questionnaire. **Results:** Nearly to half (48.5%) of nursing students had moderate risk internet use, and more than half (50.9%) of nursing students had high level of time management skills. **Conclusion**: The overall internet addiction and time management skills showed a highly statistically significant negative correlation, this indicates that as internet addiction grew, time management skills declined. Also, when internet addiction declined, time management skills improved. **Recommendations:** Designing a training program and workshop for nursing students about healthy dealing with the internet by defining the advantages, disadvantages of using the internet and its application. Nursing students need to use daily timelines, keep a notebook to prioritize what is urgent and important.

Keywords: Internet Addiction, Nursing Students, Time Management Skills

Introduction

Since the outbreak of the pandemic and the widespread introduction of the internet into students' educational lives, students have had a lot of time to be online, which has made it easier for them to be glued to the screen all the time. Healthy use of the internet achieves goals and helps to facilitate the educational process for students. Despite the great vital role that internet services provide for students, lack of attention in how to use the internet causes internet addiction, which leads to many problems related to the general health of students and also affects the educational level of students **(Bayir & Topbas, 2023).**

Spending too much time online in chat rooms, dating sites, browsing through social media, playing online games and watching YouTube videos can lead to internet addiction. Internet addiction is defined as using the internet for a long period without a functional or academic reason for doing so. Internet addiction is described as a loss of control over internet use until the behavior becomes uncontrollable, resulting in difficulties in daily life **(Ariningpraja & Wisnasari, 2023).**

Internet addiction is associated with decreased levels of physical, mental, and social functioning, as evidenced by its positive relationships with depression, anxiety, pain, discomfort, and difficulty performing self-care activities and daily routines. University

students are among the most frequent internet users, spending a large percentage of their waking hours online as a result of their ease of connecting to the internet for educational purposes, which increases their risk of internet addiction (**Özer et al., 2023**).

Internet addiction characterized by four domains: Firstly, is salience, noticed when one activity becomes more important than others. Secondly, is excessive use, increase periods of time while using activities due to engaging for enjoyment or euphoria. Thirdly, is conflict, described as a discrepancy in the inner feeling of the student and the actions that reflect what the student is doing. Fourthly, is relapse, leaving the addiction recovery plan by a conscious and intentional act (**Albikawi, 2023**).

Time is one of the most precious possessions of students, so it must be used correctly and carefully. Time management is the process of influencing the behavioral axes of students to complete as many tasks as possible within a specified period of time. These behavioral axes include the organization and continuous application of time management skills. Time management improves professional performance by analyzing and planning everything that surrounds the student. Therefore, knowing how to use time is not sufficient to understand and apply time management principles. To use time wisely, it is essential to know what kind of problems will encounter as well as the related causes (**Filomeno et al., 2023**).

Good time management means doing high quality work, not just in large quantities. Time management requires some personal skills as: firstly, staying aware by the importance of time that can help to maintain a clear picture of what needs to be completed and when. Secondly, good planning through setting goals that allows the ultimate goal to be clearly understood and what needs to be prioritized to be achieved. As well as understanding and applying priorities

arrange and implement assigned responsibilities according to importance by making a daily to-do list and implementing it, and taking into account any emergency matters (**Khiat, 2022**).

Thirdly, dealing well with the time wasters, whether internal (such as; procrastination and the inability to say no to useless work) or external (such as; long interviews or internet notifications). These skills can increase productivity and success, contribute to academic effectiveness, and maintain balance and satisfaction. Conversely, poor time management has been associated with poor quality, lower productivity, negative impact on academic achievement, and higher levels of stress (**Zyoud, 2023**).

For nursing students, it is critical to learn effective time management skills so that they can apply the same competence to their professional role after graduation. In healthcare, effective time management is a mandatory skill, transitioning from the safe confines of being a student nurse to a freelance nurse role. This can be very overwhelming for the new graduate nurse. To manage the various inevitable and stressful factors that come with working in a health care environment, the students must understand how to manage time in a way that is appropriate to the nature of present study and future work (**Çingöl & Karakaş, 2023**).

Significance of the study

In Egypt, the prevalence of internet use has increased significantly among university students during the past few years, especially after the spread of the (Covid-19) pandemic and more resort to distance learning. It was reported the number of internet users reached 75.6 million of the total population at the end of 2021, which means the internet service has already penetrated to about 75% of the population and the number of daily hours exceeded 7 hours per day, this reflects amount

of time wasting (**Digital Local Country Headlines Report, 2022**).

The university student's category is the most affected group because they have higher access to the internet compared to other age groups for their academic and scientific needs. Nursing students are one of these groups who use the internet most, so they are exposed to many health risks and more problems if they cannot use time management skills efficiently, which may cause a challenge in using that time in academic life and may cause their academic and educational delays. Therefore, this study was conducted to assess internet addiction and its relation to time management skills among nursing students.

Aim of the study:

This study aimed to assess internet addiction and its relation to time management skills among nursing students.

Research Questions:

1. What are levels of internet addiction among nursing students?
2. What are time management skills levels of nursing students?
3. Is there a relation between internet addiction and time management skills among nursing students?

Subjects and method:

Research design:

A descriptive correlational design was used to achieve the aim of the present study.

Study setting:

The current study was conducted at Faculty of Nursing, Benha University which was established in 1992 and got accreditation by National Authority for Quality Assurance and Accreditation of Education (NAQAAE) in 25-8-2014 and reaccredited on 27/10/2021. It composed of four floors and six academic departments including; Medical Surgical Nursing, Community Health Nursing, Obstetrics and Gynecological Nursing, Nursing Administration, Pediatric Nursing

and Psychiatric Nursing Mental Health. Also, it included: Quality Assurance Unit, Information Technology Unit, Strategic Planning Unit, Measurement and Evaluation Unit, Research and Scientific Publishing Unit, Crisis and Disaster Unit, Graduates Unit, Public Service Center, Community Service Unit and Psychological Counseling Unit.

Study subjects:

1084 nursing students from the four academic years (2022/2023) who were selected using stratified random sampling. The sample size was taken from each stratum (an academic year).

Table (A): Distribution of nursing students in the study (n=1084)

Academic year	No. of students	Sample
1st	629	245
2nd	1019	287
3rd	1221	301
4th	674	251
Total	**3543**	**1084**

Tools of data collection:

Data were collected by using the following two tools:

Tool (1): Internet Addiction Questionnaire:

It was developed by (**Khalil et al., 2016**) and modified by researcher based on reviewing the related literature ((**Boyaci, 2019; Ramón et al., 2021; Mohamed et al., 2021**) to assess the levels of internet addiction among nursing students**.** It consisted of three parts:

First part: Personal characteristics of nursing students including; age, gender, residence, marital status and academic year.

Second part: Internet using of nursing students including; availability of internet at home, mode of using internet, daily hours spent in internet and online activities causing addiction.

Third part: Internet addiction domains composing of (29) items, distributed as follows:

Table (B): Distribution of internet addiction domains:

Internet Addiction Domains	No. of items	Example
Internet salience	6	Use the internet the first thing when wake up
Excessive use	12	Find self-saying "a few more minutes" when online
Conflict	8	Feel remorse after spending a long time online
Relapse	3	Attempt to stop using the internet but fail
Total	**29**	

Scoring system:

Responses of nursing students were measured on a three-points Likert scale as follows: (3) always, (2) sometimes and (1) rarely. One item (N: 20) are reverse-scored. The scores of domains are summed up and converted into a percent score. The total internet addiction scores were ranged from (29-87) and it was considered:

- Average internet use (Controlled user) < 50% (29-43) scores.
- At-risk internet use (Moderately addiction) 50-79% (44-68) scores.
- Addictive internet use (Severe addiction) ≥ 80% (69-87) scores. (**Eiz – Elregal et al., 2018**).

Tool (2): Time Management Skills Questionnaire:

Self-administered questionnaire was developed by **Mohamed et al., (2019)** and modified by the researcher after reviewing the related literature (**Kulkarni, 2020; Saleh & El Shazly, 2020; Pertiwi, 2021**) to assess the time management skills among nursing students. It consisted of four domains composing of (32) items distributed as follows:

Table (C): Distribution of time management skills domains

Time management skills domains	No. of items	Example
Time planning	17	Plan day before it starts
Time attitude	5	Use my time constructively
Dealing with internal time wasters	7	Carry on with unhelpful activities
Dealing with external time wasters	3	Can organize room to facilitate study
Total	**32**	

Scoring system:

Responses of nursing students were measured on a three-points Likert scale as follows: (3) always, (2) sometimes and (3) rarely. The scores for each domain are summed up and converted into a percent score. The total time management skills scores were ranged from (32-96) and it was considered:

- Low time management skills < 60% (32-57) scores.
- Moderate time management skills 60-75% (58-75) scores.
- High time management skills ≥ 75% (76-96) scores. (**Nigussie, 2019**).

Administrative design:

Official permission was obtained from the Dean of the Faculty of Nursing/ Benha University. To obtain approval for data collection, the objectives and nature of the study were explained, and that it will be collected both in paper and electronically. After obtaining the approval the Vice Dean for Education and Students Affairs, the Heads of the Academic Scientific Departments, and the Security Office in the Faculty were told to facilitate interviews with the students. The study could have been carried out with minimal resistance. The researcher interviewed nursing

students and discussed the purpose of the study. The time of data collection was determined based on students' views to obtain their consent and cooperation.

Preparatory phase:

This phase started from June/ 2022 to end of September/ 2022 covering four months. It included reviewing the national and international related literature using journals, periodicals, textbooks, internet and theoretical knowledge of the various aspects concerning the topic of the study for developing the tools and translating the tools into Arabic language and back translation to check its accuracy.

Validity of the tools:

These two tools were tested (face, content) through distribution of the tools to jury of seven experts on field were recruited to establish the content validity of the instrument (consisting of two Professors of Nursing Administration, Faculty of Nursing Tanta University, four Assistant Professors of Nursing Administration, Faculty of Nursing Benha University, and an Assistant Professor of Community Health, Faculty of Nursing Benha University). The modifications were done based on comments of experts such as (adding some items as (I try to leave time without planning in anticipation of anything emergency), and modifying some words to give the right meaning for the item which did not understood clearly.

Reliability of the tools:

Table (D): Statistical reliability of tools.

No.	Tools	No. of items	Alpha coefficient
1	Internet addiction questionnaire	29	0.898
2	Time management skills questionnaire	32	0.942

Ethical considerations:

Ethical approval from Faculty of Nursing Ethical Committee Benha University was obtained. At interview with nursing students to collect data, they were informed about the purpose and benefits of the study and that participation is voluntary and they have the right to refuse to participate in the study without reason. Nursing students were informed that the content of the tools will be used for the research purpose only. In addition, confidentiality and anatomy were assured through coding of all data.

Pilot study:

A pilot study was carried out from beginning to end of October 2022. It was conducted on 10% from four academic years of nursing students (108) students from study subjects (1084) at Faculty of Nursing/ Benha University, to evaluate the effectiveness of the proposed data, collection tools and to assess the feasibility of the study. In additional to estimate the time needed to fill the form that approximately ranged from 15-25 minutes for two tools. Subjects of pilot study were included in the study because there no modifications were required.

Field work:

Data collection took about three months from November 2022 to end of January 2023. The time required to fill out each questionnaire was 15-25 minutes depending on the understanding and response of the nursing students. The average numbers were 10-15 of the students of the faculty of nursing per day over a period of three months, and the researcher collected the data by distributing the questionnaire link to nursing students and requiring them to enter the internet and fill it out through the following link: (https://docs.google.com/forms/d/e/1FAIpQLS clfcTe8z9pr-Iu9ZdHpDQBJtxMK_Xfo0Hz-84YqADjhYFaJA/viewform

Statistical analysis:

After completion of data collection, computerized data entry and statistical analysis were fulfilling scored using Statistical package for social science (SPSS version 24). The data were explored using descriptive statistics with mean and standard deviation (SD) for continuous variables and frequency for categorical variables was analyzed. Qualitative variable was compared using qui square test (χ2) as the test of significance test and mean score between two and more groups. Correlation coefficient (r) was used to evaluate relation between internet addiction level and time management skills of nursing students. A significant value is considered when p-value ≤ 0.05 and a highly significant level was considered when p-value ≤ 0.001, while p-value > 0.05 indicates non-significant results.

Results:

Table (1) shows that, nearly two thirds (64%) of nursing students were aged equal and less than 20 years, with mean and standard deviation (19.78±1.25). Regarding gender, nearly three-quarters (73.2%) of the participants were females. Concerning the residence, more than three quarters (77.3%) of them were from rural areas. In terms of marital status, the most (99.3%) of them were unmarried. In terms of academic year, the highest percent (27.8%) of theme were in third academic year

Table (2) shows that, the majority of nursing students 98.2% and 94.4% had access to the internet at home and on their mobile devices respectively. About half (39.5%) of the nursing students reported using the internet for three to five hours a day, and over one-third (37.1%) reported viewing videos as their primary online activity.

Figure (1) clarifies that, nearly to half (48.5%) of nursing students were at risk of internet use with moderately addiction, while lowest percent (12.3%) of them were addictive internet use with severe addiction.

Table (3) shows that, total mean and standard deviation scores of nursing students' regarding internet addiction domains were (53.18±10.26) that represents 61.1% of total score. The highest mean score (12.26±2.46) that represents (68.1%) of internet addiction domain was related to internet salience domain. While the lowest mean score (13.33±3.92) that represents (55.5 %) was related to conflict domain.

Figure (2) clarifies that, more than half (50.9%) of nursing students had high level of time management skills. While, less than a fifth (18.5%) had low level of time management skills.

Table (4) shows that, the overall mean score and standard deviation of nursing students was (69.60±13.50) for the time management skills categories, which account for 72.5% of the total score. Among the time management skill categories, the time attitude domain had the highest mean score (11.60±2.01), accounting for 77.3 %. While, the time planning domain had the lowest mean score (35.31±8.14), accounting for 69.2% of the total.

Table (5) indicates that, the overall internet addiction and time management skills showed a highly statistically significant negative correlation. This indicates that, as internet addiction grew, time management skills declined. And when internet addiction declined, time management skills improved.

Table (1): Frequency distribution of nursing students regarding personal characteristics (n=1084).

Personal characteristics	No.	%
Age		
≤ 20 years	694	**64.0**
> 20 years	390	36.0
Mean ±SD 19.87±1.25		
Gender		
Male	290	26.8
Female	794	**73.2**
Residence		
Rural	838	**77.3**
Urban	246	22.7
Marital status		
Married	8	0.7
Unmarried	1076	**99.3**
Academic year		
1st	245	22.5
2nd	287	26.5
3rd	301	**27.8**
4th	251	23.2

Table (2) Frequency distribution of nursing students regarding internet using (n=1084)

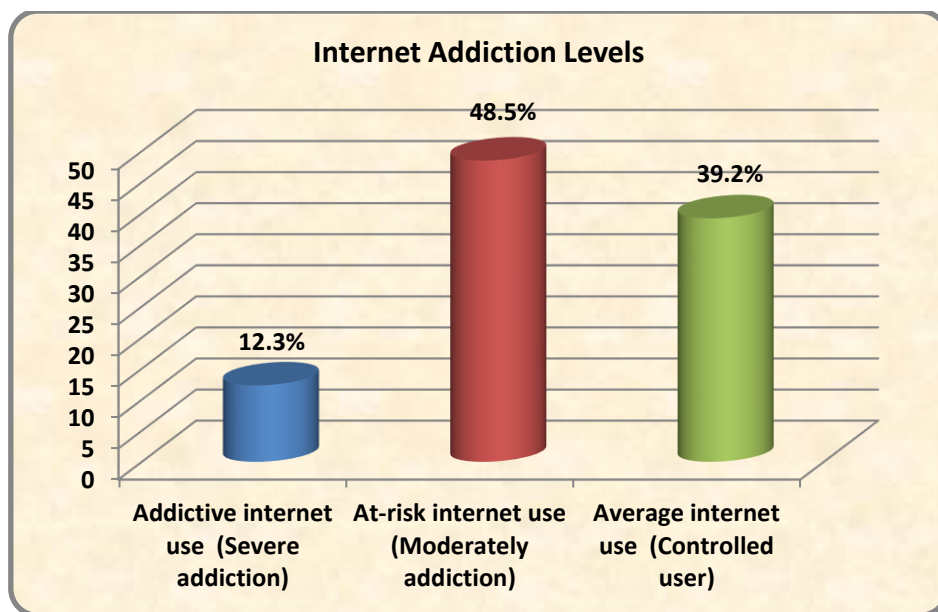| Internet using data	No.	%
Availability of internet at home		
Yes	1064	**98.2**
No	20	1.8
Mode of using internet		
Mobile	1023	**94.4**
Laptop	7	0.6
Computer	12	1.1
Tablet	42	3.9
Daily hours spent in internet		
< 1 hr.	12	1.1
1 < 3 hrs	60	5.5
3 < 5 hrs	428	**39.5**
5 < 7 hrs	406	37.5
≥ 7 hrs.	178	16.4
Online activities causing addiction		
Studying	322	29.7
Chatting	144	13.3
Gaming	216	19.9
Watching videos	402	**37.1**

Figure (1): Total levels of internet addiction among nursing students (n=1084).

Table (3): Total mean score and standard deviation regarding internet addiction domains (n=1084).

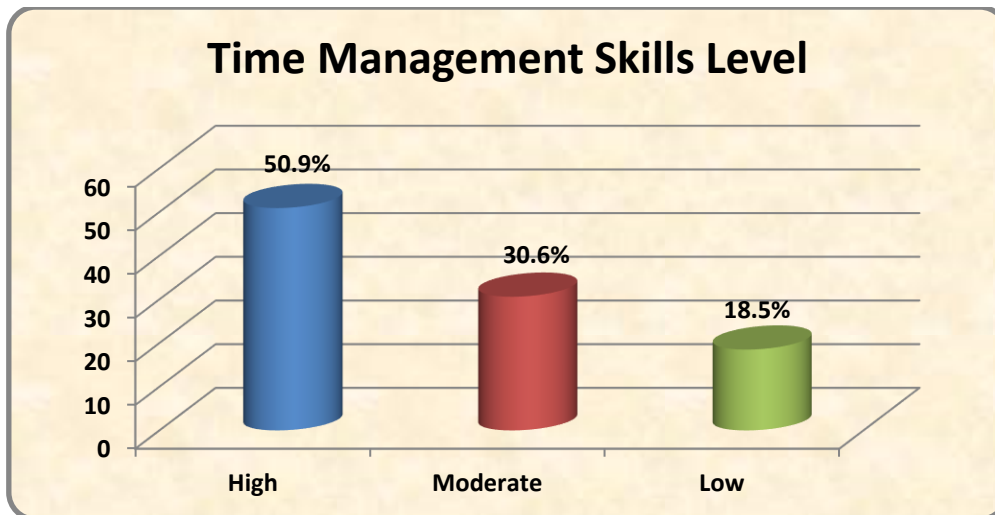| Domains of internet addiction	Total score	Minimum	Maximum	Mean ±SD	Mean %	Ranking
Internet salience	18	6	18	12.26±2.46	68.1%	1
Excessive use	36	12	36	21.90±4.44	60.8%	3
Conflict	24	8	24	13.33±3.92	55.5%	4
Relapse	9	3	9	5.68±1.53	63.1%	2
Total	**87**	**33**	**84**	**53.18±10.26**	**61.1%**	

Figure (2): Total levels of time management skills among nursing students (n=1084).

Table (4): Total mean score and standard deviation regarding time management domains (n=1084).

Domains of time management	Total score	Minimum	Maximum	Mean ±SD	Mean%	Ranking
Time planning	51	17	51	35.31±8.14	69.2%	4
Time attitude	15	5	15	11.60±2.01	77.3%	1
Dealing with internal time wasters	21	7	21	15.84±3.41	75.4%	3
Dealing with external time wasters	9	3	9	6.83±1.63	75.9%	2
Total	96	36	96	69.60±13.50	72.5%	

Table (5): Correlation between total internet addiction score and total time management skills of nursing students (n=1084).

Total internet addiction scores	Total time management skills scores	
	R	P value
	-0.525	**0.000****

** A highly statistical significant difference P ≤ 0. 001)

Discussion:

The internet is a great invention that has contributed to facilitating and improving the standard of life by allowing access to all kinds of information to experience new skills and easy communication with everyone, which saves a lot of effort, time and money. Nursing students are at greater risk for excessive internet use and internet addiction than other age groups, using the internet extensively for research, entertainment, social interaction, and to combat loneliness by increase time spending online. This may result in the potential for problematic internet use among college students **(Özer et al., 2023).**

Time management is a major issue among university students, it reflected how perceive and utilize time in a way that allowing them to juggle their academic tasks accordingly. Many students often complain about having academic workloads that require more time than have during the semester. With congested schedules students can feel overwhelmed, increased pressure of academic demands that create a stressful life style. Students waste time searching for and failing to find important information, and spending time repeating tasks (such as checking e-mails and social media) and worrying about uncompleted tasks also waste time and impede progress **(Gezgin et al., 2021).**

Concerning distribution of nursing students, the finding of present study showed that, nearly two thirds of nursing students were aged equal and less than 20 years. As far as gender, near to three quarters of them were females. Regarding to the residence, more than three quarters of them were from rural areas. Regarding marital status, most of them were unmarried. Regarding academic year, the highest percent of them were in third academic years.

Regarding internet using data of nursing students, the finding of current study revealed that, most of nursing students had availability internet at home, and used mobile as a mode of internet using. As regard the daily hours spent in internet, near two fifth of them used the internet from three to five hours per day, and concerning to online activities more than one third of nursing students used internet to watching videos. From the researcher's point of view, this might be due to using of mobile phone and the internet applications as an integral part of the student's daily life and linked to all daily activities, whether educational or recreational.

This result matched with **Mohammed et al., (2016)** who conducted a study about "Internet addiction a comparative study between faculty of nursing students at Damanhur and Alexandria University" and reported that, less than half of students used internet from three to five hours per day and about two fifth of them used internet for watched YouTube and social media videos.

This result is similar to **ElRamady et al., (2020)** who conducted study about "Nursing students' perception regarding using of social networking in nursing education and its effect on their engagement, at Benha University Egypt" and found that the most of the studied nursing students had smart mobile phone. On the same line **Elghabbour et al., (2022)** conducted study about "Satisfaction and learning obstacles of online education among maternity nursing students during COVID-19 outbreak" and showed that, most of students had internet at home.

Concerning total internet addiction levels, the present study clarified that, nearly to half of nursing students were at risk of internet use with moderately addiction. While, lowest percent of studied students were addictive internet use with severe addiction. From the researcher's point of view, this might be due to nursing students have multiple assignments related to study that require a daily presence on the internet, such as

theoretical lectures, distance learning activities, and the preparation of some research related to academic projects. These tasks required for study only, away from using the internet for social and entertainment matters.

This result is similar to **Khalil et al., (2016)** who conducted study in Saudi about "Internet addiction among nursing students and the association with their academic performance and mental health" and found that, less than half of studied students were at moderate risk of internet use, while the lowest percent of students were addictive internet use. Moreover, **Baghdady et al., (2021)** who conducted study about "Physical and psychological effects of internet addiction among faculty of nursing students at Port Said University" and showed that, near to half of nursing students had moderate risk of the internet use.

In addition, this result is in the same line with **Mahmoud et al., (2022)** study about "The association between internet addiction and sleep quality among medical students in Sohag University" and reported that, nearly to half of studied students had moderate internet addiction, and lowest percent of student's addictive internet user. And study conducted by **Özer et al., (2023)** about "Investigation of the relationship between internet addiction, communication skills and difficulties in emotion regulation in nursing students" and found that, approximately half of the nursing students had moderate risky internet users.

Concerning internet addiction domains, the current study finding showed that, the highest mean score of internet addiction domain was related to internet salience domain. This result might be due to the internet salience pointing to group of signs that occur naturally as a result of the frequent use of the internet and indicating that the internet has become a part of students' daily lives. This result was similar to a study conducted by **Eiz-Elregal et al., (2018)** about "Internet addiction

and its relationship with nursing student's health profile at the technical institute of nursing, Fayoum University" and found that, the highest mean scores related to internet salience domain.

While, the lowest mean score of internet addiction domain was related to conflict domain. From the researcher point of view, this might be due to the students aware by the importance of the internet, as well as the risks that arise from excessive use of the internet, and due to the clarity of the importance and the risks related to it, the conflict among nursing students was decreased. This result was in same line with **Altiner et al., (2022)** who conducted study about "Relationship between level of internet addiction and time management skills among nursing students" and found that, the lowest mean scores related to conflict domain.

Concerning total levels of time management skills, the finding of current study revealed that, more than half of nursing students had high level of time management skills. While less than fifth of nursing students had low level of time management skills. From the researcher point of view, this result might be due to the students have responsibility for their studies by attending lectures and practical study with fixed dates as well as other study-related activities with deadlines. As well as the personal responsibilities of each student through extra work to improve income or help with household matters.

This study result was supported by **Uysal et al., (2017)** who conducted study about "Assessing time management skills and life satisfaction of the nursing students" and found that, about half of studied students had a high level of time management skills. Moreover, this result agreed with **Gündogdu et al., (2020)** who conducted study about "Determining the level of time management skills of nursing students and social media addiction" and found that, more than half of

students had high level of time management skills. And **Sekizler et al., (2022)** who conducted study about "The relationship between time management skills and academic achievements of nursing students during the COVID-19 pandemic" and showed that, about half of nursing students had high level of time management skills.

Regarding time management skills domains, the result of the current study showed that, the highest mean score of time management skills domains related to time attitude domain. From the researcher point of view, this result might be due to the students have knowledge about the importance of time and what is required of them in general during their academic years. This result is in same line with **Nayak, (2019)** who conducted study about "Impact of procrastination and time-management on academic stress among undergraduate nursing students" and found that, the highest mean score of time management skills domains related to time attitude domain.

Also, the lowest mean score of time management domains related to time planning domain. From the researcher point of view, this result might be due to the planning requires commitment on a daily assignment as well as physical and mental effort that may hinder some non-compliant students and make them deal with routine. This result agreed with **Mohammed et al., (2019)** who conducted study about "The relation between time management skills and stress level among fourth year students at Faculty of Nursing Elminia University" and showed that, the lowest mean scores of time management skills related to time planning domain.

The finding of current study revealed that, there was highly statistically significant negative correlation between total internet addiction and time management skills. This means that, when internet addiction increases, time management skills decreases. And, when

internet addiction decreases, time management skills increases. From the researcher point of view, this might be due to belief of the number of hours that staying on the internet and immersion in it will lead to postponing tasks, which will make them accumulate until it is difficult to implement, which will affect the rest of the activities that must be performed after that. On the contrary, using the healthy internet will save wasted time in searching and so on, and will allow more time to perform other tasks and activities.

This result agreed with **Öksüz et al., (2018)** study about "Relationship between problematic internet use and time management among nursing students" and showed a significant negative relationship was found between problematic internet use and time management among nursing students. Also, this result is in same line with **Altiner et al., (2022)** study about "Relationship between level of internet addiction and time management skills among nursing students" and found a significant negative relationship between nursing students' level of internet addiction and time management skills and concluded that, the nursing students who had fewer academic achievements and spent more than six hours per day on internet that indicate to high level of internet addiction and less time management skills.

Conclusion:

The present study concluded that nearly to half of nursing students had moderate risk internet use, while lowest percent of them had addictive internet use. More than half of nursing students had high level of time management skills, while less than a fifth had low level of time management skills. Additionally, there was highly statistically significant negative correlation between total internet addiction and total time management skills. This means when internet addiction increased time management

skills decreased. And when internet addiction decreased time management skills increased.

Recommendations:

Based on the results of the current study, the following recommendations were suggested.

Recommendations for Faculty administration:

- Conducting a training program for nursing students about healthy dealing with the internet by defining the advantages and disadvantages of using the internet.
- Conducting training workshops related to developing students' time management skills.

Recommendations for nursing students:

- Implementation of plans regarding time management while using internet applications.
- Use daily time charts to make the most of time.

Opportunities for further research:

- Studying the relation of internet addiction with academic achievement among students.
- Studying the effect of time management skills on students' academic performance.

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إدمان الإنترنت وعلاقته بمهارات إدارة الوقت بين طلاب التمريض

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أصبحت الحياة الأكاديمية لطلاب التمريض مرتبطة ارتباطا وثيقا بالاستخدامات المختلفة للإنترنت، مما خلق تحديا جعلهم مطالبين بتحقيق التوازن بين استخدام مهارات إدارة الوقت وكذلك استخدام الإنترنت. **الهدف من الدراسة:** هدفت الدراسة إلى تقييم إدمان الإنترنت وعلاقته بمهارات إدارة الوقت لدى طلاب التمريض. **تصميم الدراسة:** تم استخدام تصميم وصفي ارتباطى لإجراء هذه الدراسة. **مكان البحث:** أجريت الدراسة بكلية التمريض جامعة بنها. **عينة البحث:** شملت الدراسة عينة عشوائية طبقية تكونت من (1084) من طلاب التمريض من السنوات الدراسية الأربع للعام الدراسي (2023-2022). **أدوات جمع البيانات:** تم استخدام أداتين لجمع البيانات 1) استبيان إدمان الإنترنت 2) استبيان مهارات إدارة الوقت. **النتائج:** أظهرت أن ما يقرب من النصف (48.5%) من طلاب التمريض لديهم مخاطر متوسطة في استخدام الإنترنت، وأكثر من النصف (50.9%) من طلاب التمريض لديهم مستوى عالٍ من مهارات إدارة الوقت. **الاستنتاج:** أظهر إدمان الإنترنت ومهارات إدارة الوقت بشكل عام وجود علاقة سلبية ذات دلالة إحصائية عالية، وهذا يشير إلى أنه مع تزايد إدمان الإنترنت، انخفضت مهارات إدارة الوقت. وعندما انخفض إدمان الإنترنت، تحسنت مهارات إدارة الوقت. **التوصيات:** تصميم برنامج تدريبي وورشة عمل لطلبة التمريض حول التعامل الصحي مع الانترنت من خلال تحديد مميزات وعيوب استخدام الانترنت وتطبيقاته. يحتاج طلاب التمريض إلى استخدام الجداول الزمنية اليومية، والاحتفاظ بدفتر لتحديد أولويات لكل ما هو عاجل ومهم.