Letter to the editor

Navigating digital distractions: Addressing academic procrastination in medical students amidst social media and smartphone use

Omid Saed [1]

[1]Department of Clinical Psychology, School of Medicine, Zanjan University of Medical Sciences, Zanjan, Iran

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***Corresponding author:**
Omid Saed, Department of Clinical Psychology, School of Medicine, Zanjan University of Medical Sciences, Zanjan, Iran..
Email: o.saed@zums.ac

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Recent estimates indicate that medical students check their smartphones over 100 times daily, frequently during academic activities, lectures, and study sessions. This pervasive digital engagement may seem innocuous, but growing evidence highlights a darker side: a strong association between excessive smartphone/social media use and academic procrastination. Over 60% of medical students report experiencing moderate to high levels of academic procrastination, with smartphone and social media use identified as major contributing factors. Integrating smartphones and social media into everyday life has significantly enhanced connectivity and information access. However, among medical students, excessive digital engagement has been associated with academic procrastination, negatively impacting academic performance. Recent studies underscore the urgency of addressing this issue through evidence-based interventions.

Prevalence and impact

The research underscores a significant prevalence of mobile phone addiction and academic procrastination among medical students. A study involving Chinese medical students demonstrated that mobile phone addiction adversely affects learning commitment, academic performance, and interpersonal relationships, ultimately compromising academic success [1]. Similarly, a study in Peshawar reported that 81% of medical students exhibited social media addiction, while 63% displayed moderate academic procrastination. A significant positive correlation (r = .539) was found between social media addiction and academic procrastination, emphasizing the detrimental effects of excessive digital engagement [2]. In Iran, studies have further elucidated this relationship. One investigation revealed that the fear of missing out (FoMO) exacerbates loneliness and smartphone addiction, contributing to academic decline. The mediating role of loneliness and poor academic performance highlights the complex interplay between digital engagement and educational outcomes [3]. Additionally, research by Rasouli et al. identified problematic social media use as a direct predictor of academic procrastination, with self-control playing a crucial mediating role. Students with lower self-control exhibited higher levels of procrastination, underscoring the need for interventions that foster self-regulation to enhance academic focus [4].

Contributing factors

Several factors contribute to the connection between digital device use and academic procrastination. Impulsivity, which is marked by challenges in maintaining focus and planning tasks, is a predictor of poor sleep outcomes among students. Excessive smartphone use, academic procrastination, and bedtime procrastination form a cycle that diminishes academic

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productivity [5]. Moreover, problematic social media use has been shown to predict academic procrastination, with self-control as a key mediator. This underscores the importance of individual self-regulation in mitigating the negative effects of digital distractions [4].

Preventive strategies

To mitigate the negative effects of smartphone and social media use on academic performance, the following strategies are recommended:

1. Digital Literacy Education: Integrating digital literacy programs into medical curricula can equip students with skills to manage digital distractions effectively. This fosters self-regulation and academic self-efficacy, reducing procrastination tendencies [1].
2. Time Management Training: Workshops focusing on effective time management can help students allocate specific periods for study and leisure, minimizing the temptation of non-academic digital activities during study hours [6].
3. Mindfulness and Self-Regulation Techniques: Incorporating mindfulness practices can improve self-awareness and help students gain control over impulsive behaviours, ultimately reducing procrastination. These techniques can be taught through structured workshops and seamlessly integrated into students' daily routines [7].
4. Promotion of Healthy Sleep Habits: Educating students on the importance of sleep and its impact on academic performance can encourage behaviours that reduce bedtime procrastination, such as limiting smartphone use before sleep [1].
5. Peer Support Systems: Establishing peer mentoring programs can provide students with support and accountability, fostering a community that discourages procrastination and promotes academic diligence [5].

Educational and psychological interventions

Beyond preventive measures, targeted educational and psychological interventions can address existing procrastination behaviours:

- Cognitive Behavioral Therapy (CBT): CBT has been proven effective in addressing procrastination by helping individuals identify and modify maladaptive thought patterns and behaviours. Implementing CBT-based workshops can support students in developing healthier academic habits [6].
- Behavioral Contracts: Developing structured agreements that outline specific academic goals and associated rewards can motivate students to adhere to study schedules and minimize procrastination [1].
- Sleep Hygiene Programs: Initiatives that raise awareness about the correlation between sleep quality and academic performance can encourage students to adopt habits that ensure adequate rest, reducing bedtime procrastination [1].

Conclusion

The relationship between smartphone and social media use and academic procrastination among medical students poses a significant challenge that necessitates a comprehensive approach. By implementing preventive strategies and targeted interventions, educational institutions can foster environments that promote effective learning and academic success. Addressing this issue is crucial to ensuring medical students can navigate the digital age without compromising their academic potential. It is essential for medical educators and curriculum designers to implement structured interventions within educational programs to assist students in overcoming digital distractions and maintaining academic focus in the digital age.

Conflicts of interest

The author declares no conflict of interest.

Ethical considerations

Not applicable.

Supporting resources

Not applicable.

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