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SMARTPHONE USE BEFORE SLEEP AND ITS EFFECT ON SLEEP QUALITY AMONG HOSTEL RESIDENT UNIVERSITY STUDENTS

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Abstract
The technology that has developed and the smartphones that are available to students now can have an effect on their sleep. The current study explores the use of smartphone by students of the hostel before sleeping and its impact on students' sleep quality in Faisalabad, Pakistan. The study adopted a qualitative research design and used a purposive sampling technique, while the target population for this study comprised 10 students of the hostel who are known to use a smartphone while in bed. Thematic analysis was used to analyze the data obtained from semi-structured interviews. The themes that emerged during the analysis were: Pre-Bedtime Mobile Usage Routine, Affective regulation And Monotony Relief, Impairment in Sleep Initiation, Sleep Fragmentation and Daytime Exhaustion, Cognitive Awareness but Self-Control Deficit. The results show that the students' psychological coping mechanism to overcome the loneliness phenomenon in hostel is using a smartphone, which was found to have an impact on sleep latency and excessive daytime sleepiness. At this level, they mean there is a need to raise awareness and implement practical digital well-being programs and guidelines to the university administrations, especially with regard to sleep hygiene in the context of hostels.

INTRODUCTION

The study was undertaken due to the following reasons: Apart from replenishment of strength, sleep is one of the most critical needs of life, and it helps consolidate memory, regulate cognitive and emotional functions. According to Walker (2017), sleep plays an important role in the consolidation of memory, learning capacity, and emotional regulation, especially for students. According to the American Academy of Sleep Medicine (AASM, 2021), there is a critical need for regular and good quality of sleep to improve mental alertness, mood stability and mental well-being. The quality of students' study, mental health, concentration etc., is directly affected by the quality of sleep, particularly at the university. But a lot of changes in lifestyle and sleep occur when you go to university. This may be exacerbated for students who live in the hostel. Students experience particular stressors and challenges when parents are not available to them, which impact sleep habits, including challenges related to course work, peer pressure and self-regulation of behavior and activities. This period in the students' life can often present some challenges, such as sharing the room with others, working in noisy environments, spending a lot

time in university for work, and feeling lonely and stressed. Students' smartphones are integral to their daily lives today, and are used for learning, social interaction, and entertainment. But, currently, the use of a smartphone just prior to bedtime is on the rise among university students (Alam et al., 2024). This problem is also related to some hostel students who face negative feelings like boredom, academic pressure, and to appease these feelings students use screen time activities (Elhai et al., 2021). Without a set bedtime routine, things such as doing a late-night scroll, texting, watching media before bed etc. are an easy way to unwind. The American Academy of Sleep Medicine (AASM, 2021) reported that young people who use electronic devices at night are linked to delayed sleep and poor quality of sleep. Students tend to use their smartphones before sleep, thus extending sleep time and disturbing sleep patterns. Students' minds are active while the body is in bed. A smartphone before bed has a bad effect on sleep in the following ways: on a physical level, the blue light emitted from screens will disrupt the body's ability to naturally produce melatonin, thus affecting the natural rhythm of the body. Harvard Health Publishing (2020) reported that blue light blocks the release of melatonin, the hormone that is needed to fall asleep, making it harder to sleep. Likewise, Chang et al. (2015) reported that exposure to light-emitting gadgets at nighttime delays sleep onset and body awakening in the morning. From a psychological perspective, interactive content will keep people in an alert state of mind and will not be conducive to a deep sleep (He et al., 2020). The use of media at bedtime is associated with sleep problems, particularly when students are bored and try to divert themselves from stress using their phones (Exelmans & Van den Bulck, 2016). In these cases, the possibilities are high that hostel students will use a smartphone before going to sleep at night. The results obtained from the preliminary studies were general screen effects, and recent studies have found that smartphone use is directly related to sleep-wake dysfunction, attention problems and sleep fragmentation in university students (Zeyrek et al., 2024). Moreover, Levenson et al. (2017) reported a relationship between increased night-time social media use and decreased sleep quality, as well as later bedtime and shorter sleep duration among young adults. But, students' tiredness and addiction in the hostels have been reported in different ways due to their various motives, habits, and dynamics of using substances in the hostels.

Problem Statement

The students who use smartphones in the hostel environment even when tired or even till late at night, makeup a high percentage of students. This can cause problems falling asleep at night and fatigue on waking up. An awareness of the direct relationship between night-time screen time and sleep might be challenging for all students (Liebig et al., 2026). Most research to date has been of a quantitative nature (e.g., diagnostic sleep screen-time monitors and traditional sleep markers) to determine statistical relationships between device use and sleep issues (e.g., Zeyrek et al., 2024). The quantitative methods, however, are not always able to take into account the 'human' and subjective aspects of the phenomenon. The qualitative literature does not provide information on why the hostel students have a habit of using their devices before going to sleep, what they feel when they have this habit and how they perceive the consequences of their habit on a daily basis. Therefore, qualitative research is required in order to be able to get the life experiences.

The significance of the study

This study is of practical value for various important groups in the university community. This is to help students think about their late-night screen time and understand clear links between staying up late in the evening with screens, feeling sleepy the following morning, and not being able to concentrate in classes (Zeyrek et al., 2024). These qualitative findings on a bigger level showed the truth of students' lifestyle habits. This type of information can help the institution create effective sleep hygiene training sessions, helpful sleep hygiene information, and well-designed hostel policies. This research is particularly

focused on the situation of university hostels, and brings a lot of descriptive content to the growing area of research of digital Wellness literature. The study has been restricted to residents of the hostel of the university since it is a specific area of research that will make the study relevant and appropriate. It does not count day students or students who live off campus with a family. The investigation is limited to the time of use only, just before sleeping with the smartphone, and not to the time of use in day time. Methodologically, it is a purely qualitative approach, where one does not consider the clinical, medical, or polysomnographic diagnosis, and only personal reflections, experiences of the day, and the point of view of the person. The idea then is to capture the subtleties of real-life student views in their context of living, not to give a rigid statistical conclusion to be shared with a global audience.

Rationale of the Study

This is because many hostel residents have made a habit of using these smartphones at night, day by day (Alam et al., 2024). Being in a university hostel represents a special environment: peer relationships, academic pressure, and newly found independence converge and can lead to poor sleep habits (Liebig et al., 2026). The overall impacts of screen use following bedtime are well established, while there is still a need for a better grasp of what are the true, in-real-life drivers are in sustaining these habits despite knowledge of the harmful effects of screen time after bed. This research focuses on the lived "human experiences" and makes the connection between the numerical data and the lived experiences. The idea is to discuss the emotions and behaviors that lead them to use screens at night (e.g. loneliness, settling down from a busy day, etc.) and to record their individual stories to develop some suitable focus techniques for them so their screen time becomes healthy.

Objectives of the Study

- To investigate the trend of students residing in hostels using smartphones in their late night.
- To talk about their personal, emotional, and social experiences that inspire students to interact with their own smartphones before going to bed.
- To understand students' emotions, thoughts, and reflections following screen time exposure in the evening.
- To learn about the consequences of this habit on the quality of their sleep (sleep latency, sleep fragmentation, and daytime fatigue).
- To find out the personal interaction of hostel students between using phone before they go to sleep and their sleeping quality.

Research Question

What were the experiences of pre-bedtime use of a smartphone and its impact on the quality of sleep of university hostel students?

METHOD

Research Design

This study is qualitative as it aims to explore in depth the individual experiences, thoughts, and habits of students. This is not a suitable quantitative design; instead, a qualitative design would be the best option as hostel students will be able to give their opinion verbally in the discussion about their night-time screen use. This will give the researchers the opportunity to investigate the source of their emotions and why they behaved in a certain manner.

Participants and Sampling

The respondents were ten hostel students from the city of Faisalabad who have been accustomed to the use of smartphones close to their bed-time. Their ages were between 18-24year. For rich and relevant data, the sample was purposive sampling of those having first-hand experience of late-night habits. The students who were able to freely express their experience and who met the criteria for the study were the ones in the group who were selected at the end. When determining the eligibility for this study, several factors were considered, such as: the hostel students of the university who use smartphones regularly before going to sleep and were ready to think about their

smartphone use during the interview. However, students who did not live on campus, did not use smart phones at night, or were not participating, or had been diagnosed clinically with a sleep disorder were not included. The boundaries were such that information was collected from only those individuals involved with the set topic of research.

Data Collection Methods

The qualitative part of this research comprised semi-structured individual interviews to gain a deeper understanding of their personal, emotional, and sleep routines before sleeping with their smartphones.

Data Analysis Method

Thematic analysis was used to analyze the qualitative data obtained from the interviews. The transcripts were thoroughly examined for any themes, patterns, and common perceptions shared by the participants. The core concepts that were presented were further sub-grouped and grouped under themes, which were used to give an in-depth understanding of the effect of smartphone use at night on the students' sleep time inside the hostel. The interpretation of the empirical results was structured and given a logical framework in this structured analytical approach.

Procedure

All participants formally gave informed consent for data collection, and data was subsequently collected. The exact purpose of the study was explained to each individual and they were assured that any response they made would be treated as completely confidential, only for academic studies. Interviews were face-to-face in a quiet and peaceful environment to give the respondents the freedom to speak without being interrupted. All had the opportunity to speak about their experience, and all the responses were recorded and summarized for analysis.

Ethical Considerations

Ethical principles were adhered to in the course of the research. A briefing on the scope of the study was given, and informed consent was verbally obtained and was voluntary. In addition, it was explained to the participants that they could withdraw from the research at any time without pressure or consequences. The participants' names were not revealed to protect their anonymity, and there was no physical, psychological, or emotional stress imposed on the participants in the interviews. No personal information was collected, and if information was collected, it was used only for academic research purposes.

FINDINGS

Responses were deconstructed into a coding structure systematically prior to determining the themes. The coding of the participants' quotes was performed at a raw text level, and the phrases were divided into individual codes, which referred to the main ideas in the text. The related codes were then clustered into particular sub-themes, and these were then merged together into the final overarching themes that demonstrated the general trends in the data. The process from raw data to a coherent and analytical result was a smooth one, due to the systematic method.

Table 1: Major themes on Smartphone Use and Sleep Quality of Hostelized University Students.

Theme	Sub-Themes	Transcripts (Participant evidence P1–P10)
Pre-Bedtime Mobile Usage Routines	1. Reflexive screen checking prior to sleep 2. Prolonged nighttime scrolling 3. Unconscious passage of time	• P1: “main bagair soche samjhe bed pr lait kr instagram khol leti hn ” • P3: “Time ka pata hi nahi chalta” • P7: “Phone haath mein ho to use karti rehti hoon”

Theme	Sub-Themes	Transcripts (Participant evidence P1–P10)
Affective Regulation and Monotony Relief	1. Nighttime feeling of isolation 2. Mitigating cognitive overactivity 3. Seeking psychological distraction	• P2: "Raat ko akela feel hota hai" • P6: "Overthinking se bachne ke liye phone use karti hoon" • P8: "Phone use se mind distract ho jata hai"
Impairment in Sleep Initiation	1. Prolong sleep latency 2. Post-screen cognitive hyperarousal 3. Sustained device engagement despite exhaustion	• P4: "Neend aati hai lekin phone chalata rehta hai" • P5: "Mind active ho jata hai" • P9: "Sochta hoon bas 10 minutes, phir time guzar jata hai"
Sleep Fragmentation and Daytime Exhaustion	1. Sub-optimal sleep architecture 2. Delayed sleep schedule 3. Decreased energy levels	• P5: "Subah uth kar bohat thakan hoti hai" • P8: "Class mein focus nahi hota" • P10: "Proper neend complete nahi hoti"
Cognitive Awareness but Self-Regulatory deficit	1. Disconnect between knowledge and practice 2. Entrenched behavioral dependency 3. Inhibitory control struggles during usage	• P9: "Pata hai harmful hai lekin control nahi hota" • P10: "Phone chorna mushkil lagta hai" • P3: "Try karti hoon lekin phir use ho jata hai"

1.Pre-Bedtime Mobile Usage Routines

The results indicate that the participants have started to create a new bedtime routine using screens. Mobile devices have gone from being just a means to communicate to being automatic pre sleep period rituals for students living in university hostels.

Reflexive Screen Checking Prior to Sleep:

The main sub theme is that for most hostel resident students, using their phone when they go to bed is a reflex, not a decision. Any time she sits down to rest, it signals her to reach for and unlock the phone. This is an ongoing behavior that happens without intention or thought towards one's sleep. Participant 1 (P1): "*Main baghair soche samjhe bed par lait kar Instagram khol leti hoo.*"

Long Nighttime Scrolling:

This is followed by the second sub-theme, which emphasizes the continuity of extended device use. Once unlocked, students spend a lot of time scrolling through social media or watching short videos. In a common-lodging hostel, when evening free time is a little limited, it is the most convenient form of entertainment, the mobile screen. Participant 3 (P3): "*Time ka pata hi nahi chalta.*" The activity is continuous, thus preventing the body from relaxing spontaneously, both sensorially and cognitively.

Unconscious Passage of Time:

This long-time involvement is directly involved with the third sub-theme of the skewed perception of time. In this digital landscape, with its emphasis on infinite scrolling and constant feeds, it is easy

for users to lose track of time. A planned few minutes becomes hours during the long night session as students find out how much time has gone by checking the clock. The following is a description of this experience by Participant 7 (P7) said, "*Phone haath mein ho to use karti rehti ho*."

2. Affective Regulation and Monotony Relief

The qualitative data clearly gives rise to a strong affective dimension, with the conclusion that the life in the hostel in the late-night hour often results in a feeling of great isolation and emotional burden. Students manage negative impacts and reduce boredom during the night without parental support and comfort through the use of their smartphones.

The main theme is Nigh-time Feeling of Isolation, with the first sub-theme focusing on periods of solitude experienced during the night, due to living away from home. After interaction in hostel has finished, the students are left to think on their own. Participant 2 (P2): "*Raat ko akela feel hota hai.*" Smartphones serve as a useful active conduit to virtual worlds and social networks, and help to reduce a sense of isolation by providing immediate emotional support in a space in which there is limited auditory feedback. The smartphone is an active medium, able to provide emotional support and overcome the experience of physical distance and the absence of audible feedback.

Mitigating Cognitive Overactivity:

These data also indicate that students are using screen time to manage intrusive thinking or worry. A peaceful environment in the hostel room can cause to come up academic pressure and future concerns. The participants use high-speed digital stimulation as a cognitive barrier to the internal suffering instead of facing it. Participant 6 (P6): "*Overthinking se bachne ke liye phone use karti hoon*." The predictability of the outside stimulus reduces not only the hyperarousal of the mind, but it may take longer to fall asleep.

Seeking Psychological Distraction:

Finally, the sub-theme of emotional distraction illustrates how smartphones serve as an easily accessible way to shift focus away from personal and academic pressure. Students are able to enjoy a mental break from the stresses of university life; as they scroll through the content on apps like TikTok, YouTube, or Instagram, they are immediately absorbed in the digital fields. "*Phone use se mind distract ho jata hai*," as P8 said: According to overall results, it can be observed that using smartphones could be a great tool for students to handle their internal emotional discomfort and isolation in hostels.

3. Impairment in Sleep Initiation

The main issues that are repeatedly mentioned by the participants are related to late night smartphone activities and sleeping. After finishing a long day of lessons, they still have a lot more to do, but can't leave their screens and keep their minds on high alert, not even at night to sleep.

The **Prolonged Sleep Latency** sub-theme relates to the fact that the use of a smartphone interferes with the natural sleep process because of the constant physical and mental activity it requires. As students become tired, they are unable to put down their device and let their mind unwind. This delay is not caused by a medical sleep disorder, but is simply a conscious decision to continue to interact with the screen. As Participant 4 (P4) shared: "*Neend aati hai lekin phone chalata rehta hai*." The active device is a physical obstacle to going to sleep.

Post Screen Cognitive Hyperarousal:

Mental energy that is directly related to delayed sleep onset as a result of screen exposure. The brain remains hyper-stimulated, whether it is a message or information that is being sent in a fast-action video about current events. The mind does not get a break and has to process information streams; thus, its natural melatonin output is disturbed. P5 was able to explain this cognitive frustration: "*mind active ho jata han*." The brain remains bizarre, and the possibility for physical rest is virtually impossible.

The final sub-theme is Sustained Device Engagement Despite Exhaustion, where students are able to keep using a device even when they feel

physically exhausted. Many quickly assure themselves they will just look at their phone "for five or 10 minutes" but they get lost in the endless feed. But screen interaction is always more satisfying and fulfilling than the body's pleading for sleep and this becomes a vicious cycle of self-sabotage. Participant 9 (P9) described: "*Sochta hoon bas 10 minutes, phir time guzar jata hai*." This shows how quickly the digital entertainment can become more important than necessary physical recuperation.

4. Sleep Fragmentation and Daytime Exhaustion

The information gathered from this data has shown one of the main implications of the use of phones at nighttime is that it is a factor which negatively affects sleep quality, resulting in the sleeper losing sleep and experiencing daytime tiredness. The screen time in last night's lesson carries over to the student's learning during the following day and impacts student performance.

Sub-Optimal sleep Architecture: Under this sub theme, participants described their sleep as light, interrupted, and completely unrefreshing. Some of the sleep phases are still disrupted after the phones are turned off and after they go to sleep. Often, students awaken feeling that they did not sleep much. Participant 10 (P10) said: "*Proper neend complete nahi hoti*." It is a "false sleep" that doesn't suffice for good sleep, which is needed for cognitive and bodily rest.

Delayed Sleep Schedule: In addition to this poor quality is the issue of a rather stark late sleep schedule. Too much screen time continually extends the bedtime too far, in turn reducing the amount of time that can be spent resting. There is no regularity or parental control in hostel life and sleep time creeps into the dawn of the morning. This radical change reduces the period of sleep, and students are getting less than their required sleep prior to morning duties.

Decreased Energy Levels: Broken or short sleep directly drains student's energy the next day. This makes it difficult to focus and to be active. Students are tired quite soon after waking and have headaches and frustration. Participant 5 (P5): "*Subah uth kar bohat thakan hoti hai*." It is very difficult to concentrate in class, study, or interact with the teacher as Participant 8 said, "*Class mein focus nahi hota*."

5.Cognitive Awareness but Self-Regulatory Deficit

One of the main findings of this study is that all of the participants had an awareness that overuse of a smartphone was detrimental to health and academic performance, but could not control this.

Disconnect between Knowledge and Practice: The first sub-theme focuses on a lack of agreement between students' theoretical knowledge and behavioral responses when lying in bed. Though they know how bad blue light exposure and late-night habits can be for their bodies, that doesn't necessarily mean they make healthier choices. Participant 9 (P9) confessed, "Pata hai harmful hai lekin control nahi hota." The difference shows that simply being aware isn't sufficient to change longstanding night schedules.

Entrenched Behavioral Dependency:

This gap in behavior is entrenched by the behavioral dependency, where nighttime screen use has evolved from a simple choice into an addictive habit.The smartphone becomes a prompt that students feel they cannot do without while trying to sleep, so putting it away or in another room causes them discomfort and anxiety. This feeling of helplessness was expressed by Participant 10 (P10): "Phone chorna mushkil lagta hai." It has become a part of their bedtime routine, so much so that they cannot function without it.

Inhibitory Control Struggles during Usage:

This last sub-theme shows that even when students make a conscious effort to control their screen time, for example, by setting an alarm or telling themselves to stop, they still face difficulty to limit their usage. They are very attracted to the device, and this attraction is more powerfully connected to their senses and their fingers than other control mechanisms. Participant 3 (P3) explained: "Try karti hoon lekin phir use ho jata hai." But it does indicate that there has been a behavioral addiction

with the use of a smart phone, rather than a choice to not go to sleep.

DISCUSSION

Thematic analysis was used to develop the themes, which were thematically aligned with the study's overall research goals, with the qualitative findings directly corresponding with the overall research goals.

The first goal was to gain an insight into the pre-bedtime habits of the hostel residents in using their smartphones. The data reveals that the moment students come to bed, is the moment of high automaticity and repetition in using their device, and that the use of smartphone is a habit, not a conscious choice. The automaticity is closely linked to the empirical results of Exelmans and Van den Bulck (2016) on the usage of media during nighttime. It is also corroborated by Alam et al. (2024), who reported that university students have been quickly becoming smartphone addicts, scrolling and relaxing before sleeping.

The second aim was to explore the psychological processes involved in the use of a smartphone in bed to find a significant correlation with affective regulation and monotony reduction. When the participants returned to their hostel rooms in the night, their feelings of loneliness, boredom, and over-thinking were raised. In such a situation, the smart phone becomes a significant distraction or aid to coping without distress. However, absence of immediate support from family members among the hostel residents, which can make them seek emotional support from online spaces, mirrors the psychological dependency on smartphones among the university hostel residents reported by Dhir et al. (2018).

The third objective was to measure the immediate impact of screen time on sleep hygiene, and this found a significant impact on sleep onset. The participants complained of the following problems: falling asleep late, inability to get sleep even after being physically tired, and a hyperactive mind. This qualitative reality is in line with the physiological pathways described by Sohn et al. (2019), where cognitive stimulation and exposure to the blue light will reduce the production of melatonin, disrupt the natural sleep cycle, and keep students in a cycle of chronic sleep deprivation.

The fourth objective was about the overall quality of sleep after late-night device interaction, which had a direct correlation with sleep fragmentation and daytime fatigue. Participants reported that they had poor sleep patterns, awoke feeling tired, and were unable to concentrate on morning lectures and classes. The findings from these lived experiences matched the findings of Alimoradi et al. (2019), which revealed a positive relationship between nighttime smartphone use, attention deficits, and fatigue, during the day in university students.

The fifth objective was to assess students' personal perception of their sleep pattern, and it was found that students had high amount of cognitive awareness but low self-regulation. The one thing of interest to note was that students' knowledge and their behaviors were in close proximity, as they gave positive answers to a direct question on the negative effects of late-night smartphone use; however, there was no immediate difference in behaviors. This means that bedtime smartphone use among hostel students has become not only a voluntary behavior, but a dependency that Liebig et al. (2026) cited as one of the main challenges to reforming sleep hygiene practices of students.

Limitations of the study

- Research was conducted with focused sample of hostel residents in ten numbers. The sample size is sufficient to capture the detailed qualitative nuances, but may not have been representative of the range of experiences of the hostel students across the different institutions or cultural contexts.
- The research relies solely on self-reported histories or the views of individual participants, which may be prone to recall error, and are always subjective.
- This study concentrated on pre-sleep smartphone use. It did not systematically identify other important sleep-disrupting variables like course-related stress, caffeine consumption, diet, or physical health problems.

- The approach of the qualitative research method was to gain insight into the whole lived experience and not address the issue of a direct, empirical cause-and-effect link between a phenomenon and clinical sleep disorder.

Recommendations of the study

- To follow the "digital sunset" approach, students should turn their devices off or put them away from them about 30-60 minutes before bed. This is the habit that enables the body to recuperate and produce its own melatonin, which is essential for sleep.
- Campus housing authorities and Institutions of learning are urged to organize special seminars and digital wellness programs on the practical aspects of hosted living.
- The management of the hostel can create a healthy environment for sleep and can set reasonable norms for the lights off at common areas in the hostel, and can set a peer support circle, instill students with healthy sleep habits.
- Mixed methods designs should be used with larger and more diverse samples of subjects that combine subjective data and objective data of the same phenomenon. This would allow researchers to have a better idea of how screen engagement relates to other factors that might influence the outcome, including academic load and the amount of caffeine consumed per day.

Implications of the Study

- This study brings the issue of the gap between knowledge and action of students to mind. This awareness will help students rethink their nightly routines and create better sleep hygiene, school focus, and school outcomes.
- One way may be to teach students strategies for effective stress management and mindfulness. Counselors can discuss underlying issues with students as they consider night-time phone usage.
- Late night screen time is allowed in a non-structured hostel setting. The outcome of this can be used by the administrator of the hostel to enhance the ambiance of the hostel by organizing activities at night to counter the feeling of isolation felt in the hostel.
- This paper brings a much-needed qualitative richness to the sparse, but mostly quantitative literature on digital wellness. It reveals the psychological, social stress of the night-time use of the smartphone among the university students living in the hostels.

Conclusion

This study aimed to investigate the qualitative lived experience of hostel residents in relation to late-night smartphone engagement and how this affects their sleep. Researchers have found that pre-sleep smartphone utilization propensities have become a routine, with a deeply established affiliation among student residences. As there is no interaction at night and no interest in other activities, alongside pressure on studying, students have been using the space of digital devices to control themselves and overcome their boredom, and their dependency on their smartphones has grown. There are, however, some consequences of this practice and it has been found to affect sleep initiation, sleep fragmentation, tiredness during the day, and therefore a decrease in alertness during the university lectures. Most importantly, although students have an awareness of these harms, they do not have a cognitive awareness and self-regulatory deficit which means they cannot move away from the screen. In essence, it is not just a behavior; it is a complex challenge that includes emotional and environmental components to campus accommodation use at night with a smartphone. This change needs a comprehensive strategy that integrates individual decisions, campus mental health services and policies to encourage healthy screen time guidelines and healthy sleep patterns.

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