

Abstract:

Research Title the relative contribution of Nomophobia in **prediction of** academic procrastination and family relationships in student teachers.

The present study aimed at recognizing the Relative Contribution of the Nomophobia in **prediction of** academic procrastination and family relationships in student teachers. (180) student teachers were selected at the Faculty of Education. They were asked to answer three study measures related to Nomophobia, academic procrastination, and family relationships. A number of statistical techniques were used to verify the hypotheses: descriptive statistics (mean standard deviation), Independent sample T- test, and Hierarchical multiple regression.

The results showed that the gender differences of nomophobia, and academic procrastination were significant for male, but there were no gender differences of family relationships. There were contribution of the

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The results are discussed in light of the psychological literature.

Key Words: Nomophobia, Academic procrastination, Family relationships, and student teachers