

Internet Addiction and Academic Procrastination in Students

Miss Beulah Vennela¹ and Repudi Anjali Rao²

¹St. Francis College, Begumpet,
Affiliated to Osmania University

²St. Francis College, Begumpet,
Affiliated to Osmania University

E-mail: ¹beulahvennela7@gmail.com, ²daisyjanu79@gmail.com

Abstract—Internet has become an essential part of our daily lives. Internet addiction (IA) has been defined as excessive or poorly controlled preoccupations, urges, and/or behaviours regarding internet access that leads to physical as well as mental impairment or distress (Shaw & Black, 2008). Internet addiction has become a major problem in all sections of general public but particularly youngsters are regular clients. Academic Procrastination is also a common issue students are facing these days. This study made an extended research to find the co relation between Internet Addiction and Academic Procrastination among students pursuing their higher secondary education and Under Graduation. The sample was entirely collected from the areas of Hyderabad - Secunderabad using simple random sampling with fish bowl technique. The results of the study indicate that there exists a positive correlation between Internet Addiction and Academic Procrastination. There is also a significant difference in Internet Addiction and Academic Procrastination in respect with educational qualification, with students pursuing their Under Graduation exhibiting higher levels in Internet Addiction and Academic Procrastination. There also exists a difference in Internet Addiction in respect with time spent on internet i.e.,(4-6 hours) exhibiting higher levels of Internet Addiction. There is a positive correlation between age and Internet Addiction and Academic Procrastination. There was no difference between gender and Internet Addiction and Academic Procrastination.

1. INTRODUCTION

1.1 Internet Addiction

The term “internet addiction” was proposed by Dr. Ivan Goldberg for pathological compulsive internet use in the year 1995. In the new age the Internet has turned into an essential device for instruction, stimulation, correspondence, and data sharing. The Internet gives huge instructive advantages; in any case, unreasonable Internet use can prompt negative results, for example, poor school execution and social segregation. Dr. Kimberly Young says that “no single behavior pattern defines internet addiction”. It includes a compulsive use of internet, a preoccupation with being online, a lying or hiding the extent of nature of your online behavior and inability to control it curb your online behaviors. Internet addiction (IA) is defined

as “excessive or poorly controlled preoccupations, urges, and/or behaviors regarding internet access that leads to physical as well as mental impairment or distress.” (Shaw & Black, 2008).

1.2 Academic Procrastination

Procrastination is a propensity which is seen in many individuals to the extent specialist’s trust that it is one of the characteristic inclinations of the human. Among the types of Procrastination, Academic Procrastination is the most common one. Guay et.al (2003) defined Academic Procrastination “as an irrational tendency to delay at the beginning of completion of an academic task. Among the sorts of Procrastination, Academic Procrastination is the most widely recognized one.

1.3 Internet Addiction and Academic Procrastination in Students:

Among all the age groups, students spend more time on Internet for different purposes. Different lines of research recommend that specific employments of advanced media and Internet applications (e.g., online networking) are related with weakened mental working among teenagers (e.g., Tsitsika et al., 2014; 2015; Müller et al., 2018). In particular, various late investigations saw that Internet applications are as often as possible utilized as a methods for procrastination.(e.g., Lavoie and Pychyl, 2001; Meier et al., 2016). procrastination is a typical wonder among students than any time in recent memory, particularly students who are appeared to regularly show procrastinator conduct toward their scholastic errands, for example, setting up their homework, examining and furthermore planning for tests (Sirin, 2011).

1.4 Literary Reviews

Leonard Reinecke, Adrian Meier and Kai.W.Muller et.al. (2018) conducted a study on the relationship between Trait Procrastination, Internet use and Psychological functioning in a community sample of 818 early and middle German

adolescents. The results indicated that Trait Procrastination was positively related to Internet multitasking and insufficiently controlled internet use.

Jingyu Geng, Lei Han and Fengquang Gao et.al. (2018) conducted a study to explore correlation between Addiction and Procrastination and underlying mechanisms among Chinese young adults. Results suggest that Procrastination among Internet addicted college students can be reduced by enhancing core self- evaluations, self-control and social adjustment.

Yajun Li, Xinghui Zhang and Yun Wang et.al. (2014) conducted a study to examine prevalence of Internet Addiction among Elementary and Middle School Students in China. The results show that the percentage of Internet addicts in elementary schools was not significantly lower than percentage of middle school students.

Muhammad Saleem, Ahmed Mujtaba Owaisi et.al. (2015) conducted a study to investigate the level of Internet addiction and Procrastination and their impact on students in Pakistan. Sample of 400 students was taken. Findings of the study exhibit that Internet Addiction is higher in male students while Procrastination is high among female students.

Andrew Thatcher et.al. (2008) conducted a study on online flow experiences, problematic internet use and internet procrastination. A sample of 1399 Internet users were obtained .It was found that there were strong positive relationships between all three variables.

Hatice Odaci et.al. (2010) conducted a study on academic self-efficacy and academic procrastination as predictor of problematic internet use in University students. The study was on 398 students .The results showed a negative correlation between academic self-efficacy and problematic internet use .

Ramos Galarza, Carlos et.al. (2017) conducted a study on Procrastination, Internet addiction and academic performance in Ecuadorian college students. The results indicate that procrastination correlates with internet addiction and students with high academic performance have lower internet addiction.

Aydogan Aykut Ceyhan et.al. (2017) conducted a study to examine relationships among duration of general internet usage, duration of online gaming, problematic internet usage levels and procrastination, as well as quantitatively define Adolescents opinions about Internet. The study was conducted on 1,088 high-school students. Results show a positively significant relationship exists for problematic internet usage with General Procrastination and Academic Procrastination.

Sichan He et.al. (2017) conducted a study to assess the academic procrastination among students in University of Bristol. The study was conducted on 201 students from different ages, educational levels and country background. The results showed that 97% students are affected by different effect of procrastination. Laziness, lack of motivation, too

much time on internet use, stress are major identified reasons of Academic Procrastination.

Shuai-Lei Lian, Xiao-Jun Sun et.al. (2018) conducted a study on social networking sites addiction and irrational procrastination in undergraduate students. Results indicated that Social Networking Sites addiction, Social Networking Sites fatigue and irrational procrastination are positively correlated with each other and negatively correlated with effortful control.

Gisela Wretschko, Andrew Thatcher et.al. (2006) conducted a study to look at the prevalence and correlates of Problematic Internet Use in Information Technology workers (N=630) and other workers (N=769) in South Africa. The results indicate that the prevalence of Problematic Internet Use was high in IT workers than non IT workers.

Nitin Anand, Christofer Thomas, Aneesh Bhat et.al. (2018) conducted a study to explore Internet Use behaviour, Internet Addiction and its association with psychological distress primarily depression among medical students across multiple centres in South India. 1763 medical students participated aged from 18 to 21. Results showed that age, gender, duration of use, time spent online per day, and depression predicted Internet Addiction. Therefore there was a positive correlation between Internet Addiction and depression.

Demir, Y. & Kutlu, M. (2018) conducted a study to explore Relationships among Internet Addiction, Academic Motivation, Academic Procrastination and School Attachment in Adolescents 689 (383 female, 306 male) participated in the study. Findings revealed that internet addiction effect academic motivation in the negative direction. On the other hand, it affects the academic procrastination in the positive direction.

2. OBJECTIVES

2.1 To determine if there is a relationship between Internet addiction and Academic Procrastination.

2.2To determine if there is a relationship between internet addiction and age.

2.3To determine if there is a relationship between academic procrastination and age.

2.4To determine if there is a relationship between the time spent on internet and Internet addiction.

2.5To determine if there is a relationship between the time spent on internet and academic procrastination.

2.6To determine if there is any differences in Internet addiction in respect with gender.

2.7To determine if there is any differences in academic procrastination in respect with gender.

2.8To determine if there is a difference in internet addiction with respect to educational qualification.

2.9 To determine if there is a difference in academic procrastination with respect to educational qualification .

3. HYPOTHESIS

3.1 There is no relationship between Internet Addiction and Academic Procrastination.

3.2 There is no relationship between age and Internet Addiction.

3.3 There is no relationship between age and Academic Procrastination.

3.4 There is no relationship in Internet Addiction with respect to time spent on internet.

3.5 There is no relationship in Academic Procrastination with respect to time spent on internet.

3.6 There is no difference in Internet Addiction with respect to gender.

3.7 There is no difference in Academic Procrastination with respect to gender.

3.8 There is no difference in Internet addiction in respect to educational qualification.

3.9 There is no difference in Academic Procrastination with respect to educational qualification.

4. METHOD

4.1 Research Design:

Research design is the logical and systematic planning in directing the research. The present study is performed using a quantitative methodology with a non-experimental comparative design, and propose to analyze my data using measures of central tendency, dispersion, correlation and t-test. Non-experimental comparative design is also known as correlational research design. Within correlational research, researchers are primarily interested in determining non-causal relationships amongst variables. More specifically, the correlational research design is a type of non-experimental study in which relationships are assessed without manipulating independent variables or randomly assigning participants to different conditions.

4.2 Sample Technique:

The methodology used for this research study is “Simple Random Sampling with Fish Bowl technique”.

4.3 Sample Size:

The sample consisted of 120 students divided into two groups - 60 secondary school students and 60 undergraduate students. Group 1 included 30 men and 30 women from secondary schools, Group 2 included 30 men and 30 women from students pursuing their under graduation from the metropolitan city of Hyderabad. The sample size has been determined by the institution as the research is conducted in an Under Graduate level.

4.4 Research Instrument:

4.4.1: Young’s Internet Addiction Questionnaire:

The Internet Addiction Test (IAT) by Kimberly Young (1998) is the most utilized diagnostic instrument for Internet addiction. It is a 20-item questionnaire, answered in a five-point likert scale .It covers the degree to which their Internet use affects their daily routine, social life, productivity, sleeping pattern, and feelings. The reliability value of the questionnaire is 0.90 (Cronbach alpha) The minimum score is 20, and the maximum is 100; the higher the score, the greater the problems Internet use causes.

4.4.2 Procrastination Assessment Scale-Students (PASS)

The PASS was created by Solomon and Rothblum (1984) consists of 18 items measuring the level of procrastination in 6 academic domains: 1) writing a term paper, 2) studying for an exam, 3) keeping up with weekly reading assignments, 4) performing administrative tasks, 5) attending meetings, and 6) performing academic tasks in general. Each of these 6 domains contains 3 items rated on a 5-point Likert-type scale. The first item measures the frequency of procrastination on academic tasks, the second item measures the extent to which procrastination on the task was causing a problem for students, and the third item measures the extent of students’ willingness to decrease their procrastination .The reliability value of the questionnaire is 0.781.

4.5 Procedure

The researcher used questionnaire method to collect data. The researcher approached students studying in secondary schools and pursuing their under graduation .Respondents were informed that participation was voluntary and the information provided by them in the questionnaire will be confidential. The participants were requested to answer the questions with complete honesty and were supposed to be as reliable possible. They were also informed that there was no definite time limit to finish the questionnaires.

4.6 Data Analysis

Data analysis was done with Statistical Package for the Social Science (SPSS). Percentages have been calculated to analyze the profile of the respondents that include Age, Educational Qualification, Gender, Time spent on Internet. The percentages of relationship between Internet addiction and Academic Procrastination was calculated separately. The measures of central tendency and standard deviation of the variables, Internet addiction and Academic Procrastination was calculated separately. Correlations and t- test was also applied wherever it is required.

5. RESULTS

Table 1: Shows the t-test ration between male and female participants in relation to Internet Addiction and Academic Procrastination.

| | Men (n=59) | | Women (n=61) | | t-ratio | Sig. |
|--|---------------|--------------------|-----------------|--------------------|---------|-------|
| | Mean | Standard Deviation | Mean | Standard Deviation | | |
| Internet Addiction | 60.288 | 12.854 | 57.311 | 12.339 | 1.294 | 0.198 |
| Procrastination | 57.711 | 12.646 | 60.295 | 9.893 | -1.249 | 0.214 |
| Writing a Term Paper | 8.694 | 3.169 | 9.409 | 2.635 | -1.345 | 0.181 |
| Studying for Exams | 10.61 | 3.414 | 10.59 | 2.83 | 0.035 | 0.972 |
| Keeping up with weekly reading assignments | 10.05 | 2.944 | 10.295 | 2.538 | -0.487 | 0.627 |
| Academic Administrative Tasks | 9.305 | 2.919 | 10.163 | 3.215 | -1.53 | 0.129 |
| Attendance Tasks | 9.305 | 3.359 | 9.803 | 3.249 | -0.826 | 0.411 |
| School Activities in general | 9.745 | 3.149 | 10.032 | 3.119 | -0.502 | 0.617 |

In Table 1, an independent sample *t*-test was conducted to compare the scores of men and women. There was significant difference found between men and women in internet addiction ($t= 1.294$) and Academic Procrastination ($t= -1.249$).

Table 2: Shows the t-test ration between male and female participants in relation to Internet addiction, Academic Procrastination and subscales of Academic Procrastination.

| | Higher Secondary students (n=60) | | Under Graduation students (n=60) | | t-ratio | Sig. |
|-------------------------------|-------------------------------------|--------|-------------------------------------|--------|---------|-------|
| | M | SD | M | SD | | |
| Internet addiction | 53.65 | 12.256 | 63.9 | 10.868 | -4.847 | 0 |
| Academic Procrastination | 53.6 | 11.349 | 64.45 | 8.454 | -5.938 | 0 |
| Writing a Term paper | 8.266 | 2.576 | 9.85 | 3.046 | -3.074 | 0.003 |
| Studying for exams | 9.2 | 2.921 | 12 | 2.661 | -5.488 | 0 |
| Weekly reading assignments | 9.416 | 2.65 | 10.933 | 2.628 | -3.147 | 0.002 |
| Academic administrative tasks | 8.933 | 3.035 | 10.55 | 2.954 | -2.956 | 0.004 |
| Attendance tasks | 9.033 | 3.262 | 10.083 | 3.279 | -1.758 | 0.081 |
| School activities | 8.75 | 2.937 | 11.033 | 2.899 | -4.285 | 0 |

In Table 2, an independent sample *t*-test was conducted to compare the scores of Higher secondary school students and students pursuing their Under Graduation. There was a significant difference found between secondary school students and students pursuing their Under Graduation in Internet addiction($t= -4.847$)and Academic Procrastination($t= -5.938$

Table 3: Showing the correlation between age , internet addiction and academic procrastination.

| | Internet addiction | Academic Procrastination |
|------------|--------------------|--------------------------|
| Age | 366** | 457** |

** . Correlation is significant at the 0.01 level (1-tailed).

The results of Table 3 show that there is a significant co relationship between age and Internet Addiction ($r=366^{**}$; $p<0.01$). It also shows significant co relationship between age and Academic Procrastination($r=457^{*}$; $p<0.01$)

Table 4: Showing the correlation between Internet addiction and academic procrastination and subscales of procrastination.

| | Academic procrastination | Writing term paper | Studying for exams | Weekly reading assignments | Academic administrative tasks | Attendance tasks |
|------------------------|--------------------------|--------------------|--------------------|----------------------------|-------------------------------|------------------|
| Correlation | .446** | .322** | .435** | .234** | .159* | .188* |
| Sig. (1-tailed) | 0 | 0 | 0 | 0.005 | 0.041 | 0.02 |
| N | 120 | 120 | 120 | 120 | 120 | 120 |

In Table 4, a correlation between Internet Addiction, Academic Procrastination and the subscales of Academic Procrastination is observed. On the whole there is a significant co relation between Internet Addiction and Academic Procrastination ($r=.446^{**}$; $p<0.01$).Considering the subscales there is a significant co relation between Internet Addiction and Writing Term Paper ($.322^{**}$; $p<0.01$) and Studying for Exams ($r=.435^{**}$; $p<0.01$) and Weekly Reading Assignments ($r=.234^{**}$; $p<0.01$) and Academic Administrative Tasks ($r=.159^{*}$; $p<0.05$) and Attendance Tasks ($r=.188^{*}$; $p<0.05$)and School Activities($r=.327^{**}$; $p<0.01$).

6. DISCUSSION

The present study has been done to analyze the relationship between internet addiction and academic procrastination. The study also attempts to understand if there is an impact of independent variables such as Gender, Educational Qualification, Age on internet addiction and academic procrastination . The hypothesis of the study was that there exists a relationship between internet addiction and academic

procrastination along with existence of co relation with age with internet addiction and procrastination. Another hypothesis of the study is that there exists a difference in internet addiction and academic procrastination in respect with gender and educational qualification.

In this study ,a positive correlation was found between internet addiction and academic procrastination. There is also a study conducted by Demir.Y and Mustafa Kutlu(2018) which focused on the relationship between internet addiction and academic procrastination. The sample of the research 689 (383 female, 306 male) adolescents. The results show that there exists a positive correlation between internet addiction and procrastination. Thus it can be interpreted that students who are addicted to internet procrastinate in different areas of their academics.

The results of the present study is that to see if there is a significant difference in the internet addiction with respect to the time on internet (4-6 hours) exhibiting higher levels of internet addiction. Rosliza Abdul Manaf et.al ., (2018) conducted a study Internet Addiction among Undergraduate Students . The results show that in terms of duration of Internet use, those who spent more than four hours a day accessing the Internet were more commonly to have problematic and addictive Internet use compared to students who used Internet for an average of two hours or less.

The study includes a hypothesis which shows that there is a significant difference in the Internet addiction with respect to educational qualification in Under Graduates exhibiting high levels of internet addiction . Rosliza Abdul Manaf et.al ., (2018) conducted a study on Internet Addiction among Undergraduate Students from a Malaysian University the results show that The prevalence of problematic and addictive Internet use among undergraduate students in this study are higher compared to previous research among Malaysian adolescents.

The study includes a hypothesis which shows that there is a significant difference in the Academic Procrastination with respect to educational qualification in Under Graduates exhibiting high levels of academic procrastination.

6.1 Limitations

This study has a limitation which includes a small size sample. The results of the study can be applied to the whole population due to dynamic nature of the participants and the nature of every individual There is a limitation to generalize the results due to geographical barriers.

6.2 Application Value

The results of this study will help understand the importance of relationship between Internet addiction and Academic Procrastination.. The students should realize that spending

excessive hours on internet will lead to Academic Procrastination.

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