The International Journal of INDIAN PSYCHOLOGY

Research Paper

Relationship Between Social Media Addiction Procrastination and Academical Motivation in UG and PG Students

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ABSTRACT

Social media, the baseline communication for all age groups now a days with the increasing level of reliance in the information we are acquiring from various social media platform. It has replaced radio, television, SMS and much more. Procrastination, the act of delaying or postponing a task or set of tasks. A trait most of the student community accused to be having. Academical motivation, refers to the cause of behaviors that are in some way related to academic functioning and success. The study is to understand the relationship between social media usage, procrastination and academical motivation within two groups- UG and PG. Many studies have been done on this area but not with these three variables with this sample population. The sample consisted of 120 students out of which 60 were PG students and 60 were UG students. Purposive sample methods were used. The tools used for the study were Social Media Addiction Scale by Cengiz Şahin, Academic motivation scale (AMS-c 28) by Robert J. Vallerand and Procrastination scale by Lay. The results showed that there is no significance relationship between social media usage, academical motivation and procrastination. The study also showed that there is no significance difference between UG and PG students regarding Procrastination and Social media Usage and a significant difference regarding Academic motivation.

Keywords: *Social Media Addiction, Procrastination, Academical Motivation*

In this era of technology, the amount of work we do increased and decreased in respective ways, more works are being done by less amount of energy. Specifically, if we talk about the student population, the extend of work is quite a lot still they tend to finish it with varied level of efforts, according to the individual. Many researches have been taken place all over the world to study about the behaviour of students as they are the highest demography in our population. The way our brain works is amusing as the cognitive psychologist would say, the brain analyses everything. Psychology is defined as the scientific study of human behaviour. Varied behaviours have been known to intertwine with each other and impact each other. So, in this opportunity to do a research, the relationship between three different behaviours will be studied to know the relations between them and one impact another and the intensity of it.

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And when we talk about delaying tasks and getting work done through various ways, we can't forget the social media which is literally taking over the emotional condition of any smartphone using human being. "For young adults between 18 and 29 years old, social media use is even more common-as of 2010, it was 72% (Lenhart et al., 2010). The use of social media in college can be deemed useful when it comes to making connections with your teachers and other classmates.

For many decades, researchers explored the reasons for students' lack of academic success. According to Solomon and Rothblum (1984) academic procrastination, the deliberate delay in completing academic-related tasks like studying, registering, meeting advisors, is one of the common causes of students' academic failure. Students engage in this undesirable behavior to varying degrees. For example, Ellis and Knaus (1977) estimated that 70 % of college students engage in academic procrastination and others considered it to be as high as 95 % among college students (c.f. Ferrari et al. 1995).

Researchers consider chronic procrastination as a habit (Ellis and Knaus 1977), or a personality trait (Johnson and Bloom 1995; Lay 1986). Both forms of procrastination (i.e., academic and chronic) are considered mal-adaptive lifestyles.

The aim of this study is to study the relation between Procrastination, academic motivation and social media addiction in between Under Graduate and Post graduate students.

Procrastination
Procrastination is a prevalent self-regulatory failure and a psychological variable that alludes to a failure of doing what needs to be done to achieve certain goals, and instead engaging in activities that are more rewarding with short term over long term gains (Aremu, Williams, & Adesina, 2011). It is not only about what we procrastinate, it is about what we choose to do instead of doing the assigned task. One of the earliest proclamations against procrastination came from the ancient Greek poet Hesiod, approximately around 700 B.C.E. In his poem "Work and Days," Hesiod addresses his brother, Perses, who has squandered his inheritance and is looking to Hesiod for a re- upping of his funds. Hesiod beseeches Perses to stop avoiding his duties. A sense of timelessness arises when we read Chapters of the Fathers (Pirkei Avot), a collection of Jewish ethical teachings compiled around 200 C.E.

There are six theoretical approaches for procrastination which are; The psychodynamic approach, the behavioural approach, the cognitive approach, the temporal motivation theory, the construct theory of procrastination and the Partial naivete model.

Procrastination is identified as one of the least understood minor human miseries and a complex psychological phenomenon with significant links to lower levels of health, wealth, and well-being (Balkis & Duru, 2007; Steel & Ferrari, 2013). Procrastination leads a person to feel overwhelmed when faced with a task, resulting in psychological distress (Balkis & Duru, 2007). Everyone in our day-to-day life procrastinate one way or another and that is a known fact but when the amount of procrastination becomes toxic for a person's productivity, especially for the student community it needs to be managed. the Tuckman (1991) Procrastination Scale is used as the foremost academic procrastination scale in procrastination research. Actually, it has even been cited in over forty diverse articles on different facets of procrastination.

Even though there are moderate amount of studies, scales and meta-analysis of procrastination is found all over the world, the amount of research done in an Indian context is much less in number.

Academic Motivation

Academic motivation is defined by a student's desire (as reflected in approach, persistence, and level of interest) regarding academic subjects when the student's competence is judged against a standard of performance or excellence (McClelland, et al., 1953). Infants and toddlers are naturally motivated to learn the whys and how's of the world around them. With increasing negative experiences in school, some students begin to stop trying hard because they think that effort will not make a difference. Numerous studies have shown that children, as they go through school, lose their motivation to learn school subjects (Fredricks & Eccles, 2002; Gottfried, Fleming, & Gottfried, 2001; Hong, Peng, & Rowell, 2009; Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002; Schmakel, 2008; Walker & Greene, 2009; Wang & Pomerantz, 2009; Wigfield, Eccles, Schiefele, Roeser, & Davis-Kean, 2006). Lack of motivation leads not only to disengagement with school in general, but to underachievement and dropping out of school (Azzam, 2007; Glass & Rose, 2008; Janosz, Archmbault, Morizot, & Pagani, 2008; Scheel et al., 2009).

There are two theoretical perspectives that have produced significant empirical evidence supporting the theories. They are the social-cognitive theory of self-regulated learning of Bandura and Zimmerman. And self-determination theory of Deci & Ryan, 1985.

According to the social-cognitive view, academic self-regulation consists of motivation and cognitive/metacognitive components and is represented by individual learners' thoughts, affects, and behaviors used to attain learning goals. Self-regulated learners enlist self-reactive influences to motivate their efforts and employ appropriate strategies to attain success. From the metacognition side of academic self-regulation, self-regulated learners use effective metacognitive strategies such as planning learning activities, monitoring learning processes, and regulating the use of cognitive strategies.

Studies of academic motivation have indicated that educators can influence student motivation (e.g., Ames, 1992; Perry et al., 2006; Stipek, 2002; Wentzel, 2002; Wigfield, Eccles, & Rodriguez, 1998). They can influence motivation negatively by exercising external controls, close supervision and monitoring, and using rewards or punishments following evaluations.

So, by considering these studies, the research would also look into the chances of finding a solution in reducing the amount of procrastination.

Social Media Usage

The social networking sites are influencing all internet consuming population, especially the student community. Even though there are number of positive facts about social media and internet, we cannot ignore the issues it has been creating. The academical addiction of internet has been inclining in a rapid way and at the same time it derails the path and ends up as a distraction, rather than a boon for the students. Just as any other technology, the social media also needs to be controlled and not the other way around.

Social media can have both positive and negative impact on a student's academics. Also, time management has an indirect effect on the derailing side of social media usage.

Many researchers are studying about the effect of fast and heavy communication technology used by students in their academical performance. Many research results have shown that the social media addiction has a negative impact on the academical performance and in some research, there was no significant impact was found. So, if the student used the social media in a self-regulated way and enhanced the time management then the negative impact of the social media can be prevented.

REVIEW OF LITERATURE

1. Solomon, (1984) did a study on procrastination in the academic zone and its frequency along with the correlation with cognition and behaviour.342 college students were taken as samples for the study. They have used the Procrastination assessment Scale as the tool for the study. Also measured depression, anxiety and self-esteem. The samples were asked about why they procrastinate and the results showed that people procrastinate not solely for the study issues but because of the involvement of low self-esteem, depression and anxiety.

2. Hsis, (2010) conducted a study about the positive effects of procrastination behavior in the context of attitude and performance. Participants were 230 undergraduate students (166 women and 64 men) from three Canadian universities. They used multi-item scales for the measurement tool to measure academic procrastination, active procrastination, patters o time use, perception o time control, self-efficacy belief, motivational orientation, stress coping strategy, stress, depression, life satisfaction and academic purpose. The results showed that there are two types of procrastinators the active and the passive. The active one has similar traits as the non-procrastinators. The active procrastinators are people who are good under stress so their procrastination actually has a positive effect.

3. Hinsch, (2013) did a study on the impact of social internet consumption in the lower life satisfaction and increased procrastination. The participants were the users of Facebook and online games. They used the reduced addiction method and tried to measure the difference it made. The results showed that the reduced addiction of Facebook and online gaming has significant impact in life satisfaction and procrastination. when the addiction was lesser the participants tend to have reduced procrastination n and increased life satisfaction.

4. Svartdal, Pfui (2016) conducted a study on the measurement of procrastination by comparing two scales in six European countries. Samples were taken from Finland, Germany, Italy, Norway, Poland and Sweden. Number of 2893 students and employees were participating. Pure procrastination scale and irrational Procrastination Scale were used to measure unidimensional and closely related constructs. They have used an online survey system. The results showed that the procrastination corresponds decisional, behavioural and timeliness. Also, they found out that men procrastinate than women and students procrastinate more than employees. An interesting finding is single people procrastinate more than people in relationship.

5. Mccrea, Liberman (2008) did a study on the construal level and procrastination. The main concept was to prove the construct level theory i.e., the association between level of attractiveness and temporal distance in a bidirectional relationship. It's a paid participation of 34 students from the University of Konstanz. The questionnaire included ten activities and the other group had to write two sentences about the

activity. They have also asked to rate how important they feel the activities are. And the answers were told to be sent by email. The study proved the theory by explaining that no matter how important the task has been perceived, if the perception of time to finish the task is high then procrastination happens without further due.

6. Meier, Renecke, Meltzer (2016) three German professors did a study on how well we can predict procrastination and its effects on students by studying their face book usage. Collectively they conducted two studies with 699 student samples. The survey was conducted in facebook by student recruiters. There were four measures in the questionnaire, which are Self-control scale by Tangney, Self-report habit index by Velplanken, Enjoyment of face book was measured by a two-item scale from the research of Quaan-Hasse and Young (2010). Procrastination scale by Tuckman is used to measure the frequency of procrastination. Trait self-control and face book checking habit were also measured in study two. The results showed that increased addiction and likeness of facebook predicts 40 percent of procrastination at the same time study two indicated that facebook is the cause of irrational delay of important tasks which creates stress and anxiety about academics and college.

7. Heffner (2016) did a research on the effects of social media use in under graduated students. He used a convenience sample size with 116 students all from Rowanian University. He used the survey method and the procedure hasn't exceeded ten minutes. He collected the data of Grade Point Average (GPA), social media addiction and academics. The result data showed that higher the addiction of social media addiction lower the GPA. This has proved that the addiction of social media actually affects the academics of undergraduate students.

8. Lee (2005) did a study on the relationship between Motivation, flow experience and academic procrastination in University students. 262 Korean undergrad students were taken as samples. The questionnaire used to measure procrastination; flow and motivation are Procrastination scale by Tuckerman (1991), Flow state scale by Jackson and Marsh (1996), Academic motivation scale by Vallernd ET el., (1993). The questionnaires were given to the students in the classroom and were finished in twenty minutes. The data was anonymous and confidential. The results showed that both motivation and flow experience had its effects on procrastination but the amount of effect the flow experience had on procrastination is more significant than motivation does.

9. Heffner (20160 did a study on the effect of social media use in undergraduate students. The convenience sample size consisted of 116 participants. They all are from the Rowan university and anonymous. Inclusion criteria is both male and female undergraduate students. Basal age was 18 with no ceiling age. Exclusion criteria consisted of graduate students with special needs. The survey method was used as the tool and it include the GPA of the students alongside with the information of their social media use and academics. The study conducted used a correlational design. The independent variable was the social media and the dependent variable was GPA and whether it is increased or decreased. SPSS was used to interpret the study results. The result showed that there was no correlation between GPA and the amount of time spent in social media (r= -.236, p=.011). Although, the hypothesis has not been proven, the study showed that the GPA is more likely to decrease due to the amount of time spent in social media. The sample size is the limitation of the study.

10. Maqableh (2015) Jordan, did a study on the impact of social media network websites addictionon students' academic performance. The survey method was used via drop and collect method. 366 students from Jordan University participated in the survey.

There were two hypotheses for the study, (1) There is a statistically significant impact of the use of social networks websites and academic achievements, (2) There is a significant difference in the impact of the use of social networks websites on academic achievements due to demographic characteristics. The research hypothesis was tested by using descriptive analysis, T-test and ANOVA. The results revealed that the higher the number of hours spent in social media had more effect on the academic achievements, the effects were higher on weekdays than in weekends as the students have much chance to multitask during the weekends.

The review of literatures shows the impact of social media in academical performance and the impact of procrastination in academic motivation.

The study will be about knowing whether there is any significant amount of co-relation between these three variables in between UG and PG students. Just to understand whether the age and their education has anything to do with their procrastination and social media usage.

METHODOLOGY

Need For the Study
Procrastination is known to be one of the major downfalls of productivity in the student community. And in the other side, social media addiction has been proved as the chosen way of procrastinating academical tasks, so in order to increase the academical motivation of a person, self-regulated usage of social media and absence of procrastination should be implemented. This study would be an eye-opener for the student community. I have taken both Under Graduate and Post graduate students and going to be comparing their results to analyse whether there is any significant difference the education make in this procrastination, social media addiction and academical motivation relationship.

Objective
To assess the relationship between procrastination, social media addiction and academical motivation.

Hypothesis
- There is no relationship between social media addiction and procrastination.
- There is no relationship between social media and academical motivation.
- There is no specific relationship between UG and PG students regarding the mentioned variables.

Research Design
Ex post facto research design was used for this study. As social media usage is a pre-existing independent variable here and we are just measuring the effect of it in dependent variable. The independent variable would be the addiction of social media and there are two dependent variables – Procrastination and academical motivation. Correlational study is used to study the relationship between two variables.

Variables
- Procrastination
- Social media addiction
- Academic Motivation

Inclusive Criteria
The basal age was 18 and there was no ceiling age.

Exclusive Criteria
The only exclusive criteria were people who were not active in social media.

Sample
As the study is specified for students, sum of 120 students from Undergraduate and post-graduation level has taken the questionnaire. Purposive sampling method was used. 60 UG students and 60 PG students took the test.

Tools of Assessment
1. Procrastination Scale (Lay, 1986) - For student populations
Author: Lay, Developed the scale in 1986
His scale General Procrastination Scale (GPS) consists of 20 items. Responses across items are summed to obtain a single score, and according to the instructions of GPS, the scale is one-factor only scale, with Cronbach alpha of 0,82 (Lay, 1986) and a retest reliability of 0,80 (Ferrari, 1989)

2. Academic Motivation Scale (AMS) – College version
The scale was developed by Robert J. Vallerand, Luc G. Pelletier, Marc R. Blais, Nathalie M. Brière, Caroline B. Senécal, Évelyne F. Vallières, 1992-1993. The scale consists of 28 items with the rating scale of 1-7 as 1 being "does not correspond at all" and 7 being "corresponds exactly". satisfactory levels of internal consistency (mean alpha value = .81) and temporal stability over a one-month period (mean test-retest correlation = .79).

3. Social Media Addiction Scale - Student Form (SMAS-SF)
The scale was developed by Cengiz Şahin (2018). SMA-SF is a 5-point Likert- type scale consisting of 29 items grouped under 4 factors (virtual tolerance, virtual communication, virtual problem and virtual information). The statistical analysis indicates that the scale is valid and reliable enough to be used in determining the social media addictions of secondary school, high school and university students.

Procedure
The questionnaire will be given to the participants with instructions. Samples will be approached and briefed about the study's objectives. Consent will be taken; the participants will be made to know that the study would stay anonymous. Three questionnaires will be given as hard copy and at the same session. The responses will be scored by respective manuals and the statistical measures will be measured.

Statistical Measures
SPSS will be used to obtain the statistical measures. Mean, correlation coefficient, SD, Charts, descriptive statistics will be obtained.

RESULTS
The data gathered from the respondents were downloaded into the statistical package for the social sciences (SPSS) for quantitative analysis. In order to find out mean and SD of the data, descriptive statistics was employed. The correlation test was used to determine whether a relationship exists between Academical motivation, procrastination and academical

motivation in this study. Spearman correlation method was used. To determine whether there are significant differences in Undergraduate and Post graduate students regarding the given three variables, independent t-test has been done. The results of the statistical tests will be mentioned in the following chapter.

Table 1: The table shows the variables, Mean and standard deviation of UG and PG students regarding Academical motivation and procrastination.

Variables	Group	N	M	SD
AM	UG	60	138.0500	21.82397
	PG	60	131.9167	23.22863
P	UG	60	60.0333	5.93172
	PG	60	60.9833	6.38985
SMA	UG	60	83.7000	18.40256
	PG	60	80.8167	16.74686

NOTE:

N- total number of cases; M- Mean; SD: Standard Deviation; AM-Academical Motivation; P- Procrastination; SMA- Social Media Addiction; UG- Under Graduates; PG- Post Graduates.

From table 1, it shows the mean of UG students (M- 138.05) and mean of PG students (M- 131.91) regarding Academical Motivation.

It shows the mean of UG students (M- 60.3) and mean of PG students (M- 60.9) regarding Procrastination.

It shows the mean of UG students (M-83.7) and the mean of PG students (M-80.8) regarding Social Media addiction.

The mean data analysis indicates that there is no significance difference in the mean score of Academical Motivation, Procrastination and Social Media Addiction in UG and PG students.

Demographic Data analysis
- The sample consists of 120 students in which 60 of them were Ug students and 60 were PG students
- The mean age (M= 22) and there were 90 females and 30 males

Sample Characteristics
- To find out whether the data is normally distributed, test of normality was performed and Shapiro-Wilk test, histogram, normal Q-Q plot distribution were used.
- From the SPSS normality test output, significance value of Academical motivation (p=0.03), Procrastination (p=0.001) and Social media addiction(p=0.001) indicates that the data is not normally distributed. Non parametric statistics were used for this study.
- In order to test whether there is significant difference in UG and PG students with Academical motivation, Procrastination and Social media addiction independent samples t- test was conducted.

Table 2 shows the correlation between the Variables of the study among UG students
Correlations-UG

			AM	P	SMA
Spearman's rho	AM	Correlation Coefficient	1.000	.326[*]	.149
		Sig. (2-tailed) N	.	.011	.256
			60	60	60
	P	Correlation Coefficient	.326[*]	1.000	.312[*]
		Sig. (2-tailed)	.011	.	.015
		N	60	60	60
	SMA	Correlation Coefficient	.149	.312[*]	1.000
		Sig. (2-tailed)	.256	.015	.
		N	60	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

Note: AM- Academical motivation, P- Procrastination, SMA- Social Media Addiction; N- Number of cases.

From table 2, the correlation coefficient between Academical motivation and social media addiction among UG students indicates a weak correlation and there is no significant relationship between the two variables (r= 0.32, p=0.11)

The co-relation between Procrastination and social media addiction among UG students indicates a weak negative correlation and there is no significant relationship between the two variables (r= 0.31, p= 0.01)

Table 3: Shows the correlation between the variables of the study of the PG students
Correlations - PG

			AM	P	SMA
Spearman's rho	AM	Correlation Coefficient	1.000	.121	-.206
		Sig. (2-tailed) N	.	.356	.114
			60	60	60
	P	Correlation Coefficient	.121	1.000	.024
		Sig. (2-tailed)	.356	.	.854
		N	60	60	60
	SMA	Correlation Coefficient	-.206	.024	1.000
		Sig. (2-tailed)	.114	.854	.
		N	60	60	60

Note: N- total number of cases, AM- Academical Motivation, P- procrastination, SMA- Social Media Addiction.

Table 3, the correlation coefficient between Academical motivation and social media addiction among PG students indicates a weak correlation and there is no significant relationship between the two variables (r= -0.26, p=0.14)

The co-relation between Procrastination and social media addiction among PG students indicates a weak negative correlation and there is no significant relationship between the two variables (r=0.24, p=0.85)

Table 4: Shows the Independent samples t-test analysis -Academical Motivation, Procrastination and Social media addiction among PG students

Independent Samples Test

	t	df	Sig. (2-tailed)
AM	1.491	118	.139
P	-.844	118	.400
SMA	.898	118	.371

From the table 4, results indicate that there is a significant difference in the levels of Academical motivation among the two groups, (t= 1.4, p= 0.13)

There is no significant difference in the levels of procrastination among the two groups t(118)=-0.84, p=0.4

There is no significant difference in the levels of Social Media Addiction among the two groups t(118)=0.89, p=0.37

The results indicate that there is no difference between the two groups regarding Procrastination and Social Media addiction and significance difference between two groups regarding Academic motivation.

DISCUSSION

The presented study is quantitative and has been done via online data gathering method. 120 people participated who are at least active in any one of the social media.

The sample consisted of 120 students, out of which 60 were UG students and 60 were PG students. Purposive sampling technique was used, the study was done to understand the relationship between social media usage/addiction in the student community and its effect on procrastination and Academical motivation. Also, the study looked into the difference between the two academical student groups, the Under graduates and the Post graduates.

Hypothesis Testing
The hypothesis of the study that was chosen are discussed as the following:
Hypothesis 1
- The first hypothesis was that there would be no significant difference between social media usage and procrastination. This was explored with the help of spearman correlation between the variables. (Table 3)
- The study proved that "There is no significant relationship between Social media usage and Procrastination." Hence hypothesis 1 has been accepted.

Hypothesis 2

- The second hypothesis was that there would be no significant difference between social media usage and Academical motivation. This was explored with the help of spearman correlation between the variables. (Table 3)
- The study proved that "There is no significant relationship between Social media usage and Academical Motivation." Hence hypothesis 2 has been accepted.

Hypothesis 3

- Third hypothesis is that there would be no significant difference between UG and PG students regarding Social media usage, procrastination and Academical Motivation. This was explored by conducting independent t-test. T test values are presented in table 4
- The study shows that there is indeed no significant difference between UG and PG students regarding social media usage and Procrastination. But, the results also showed significance difference between UG and PG students with Academical motivation. (Table 4)
- Hence hypothesis 3 have been proved wrong.

Limitations

The current study could be viewed with the following several limitations:

1. The specific motivations such as intrinsic and extrinsic motivations were not studied regarding academical motivation.
2. The effect of specific social media usage wasn't taken into account.
3. The time spent in social media wasn't much clear.

Suggestions For Future Reference

The study has not gone into the gender differences, looking into that could give an in depth knowledge about the situation. The time spent and the study of the findings about of there is any specific reason about why there are using social media could be useful, such as if they are using it to be a part of a fandom, or just to pass the time or just because everyone else are using the platform. The perception of people like social media influencers could also be studied.

Implications of the research

1. This study gives better understanding about the relationship between Social media usage, academical motivation and procrastination.
2. This study gives an understanding about the impact of social media usage with academical motivation and procrastination with UG and PG students.

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Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: J Jerin (2021). Relationship Between Social Media Addiction Procrastination and Academical Motivation in UG and PG Students. *International Journal of Indian Psychology*, *9*(3), 139-150. DIP:18.01.017.20210903, DOI:10.25215/0903.017