

## Association of Internet Use and Procrastination among College Students

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### ABSTRACT

A world without the internet is improbable. Teenagers are occasionally made to use the internet for academic reasons. Although there are advantages to technical development, its drawbacks must also be considered. The negative impacts of extreme internet use can result in procrastination. The research's goal is to determine whether there is any connection between college students in Salem, Tamil Nadu, who use the Internet, procrastinate, and their psychological health. The researcher employed a research method, and the Internet Usage Scale (IUS) and the Procrastination Scale (PS) were used to collect data. In this descriptive research, 1460 participants (aged 17 to 20) were chosen at random from Sacred Heart College's undergraduate student body. The Pearson's correlation coefficient was used to find the relationship between the variables. The outcomes of the tests measuring internet usage and procrastination were found to be significantly positively correlated. The internet should be used in a controlled manner because it can be seductive and troublesome. Internet is widely available, simple to use, and quite dangerous, particularly for young users, due to the illogical ways in which it is used.

**Keywords:** *Internet Usage, Procrastination, College Students, Adolescents*

In today's society, the internet and people go hand in hand. Teenagers are now being forced to use it more often for academic and other reasons because it is the media that is most readily available to them. It has become a necessary modern tool for practically everything and has become a ubiquitous entity. As a result, a somewhat problematic phenomenon known as internet addiction has emerged, which is now increasingly affecting teenagers. The use of the internet has a very negative effect on one's physical and emotional health. Impacts on mental health during these critical years of life surely hinder young adults' and teenagers' productivity and academic success (Saikia, Das, Barman & Bharali, 2019).

Teenagers, who are prone to irrational delays at work, are particularly prone to use the Internet carelessly. Therefore, poorly regulated internet use can exacerbate the psychological issues that are often associated with lag. Internet use has an impact on the psychological

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conduct of adolescents (Putri, Setiawati, Shieh & Lin, 2022). The adverse effects of procrastination on mental performance have been documented in numerous studies (Sirois & Pychyl, 2016; Reinecke, Meier, Beutel, Schemer, Stark, Wölfling & Müller, 2018). In a research conducted in 2000, Chou and Hsiao discovered that internet-dependent students typically performed worse than non-dependent students in their pedagogical work and day-to-day activities.

Youth from rural areas are using the internet for the first time in some locations (Macarie, Ștefănescu, Tebeanu & Chele, 2012; El-Zeftawy & El-Mezayen, 2017). It is more common for academically inclined young people to be required to use the Internet for their education. Students are more likely to be online all the time due to peer influence and the availability of free Wi-Fi (Howcroft, & Mercer, 2022). Along with studying, they learn how to use all internet resources, including social media, online shopping, multiplayer games, and services for booking movies, trains, and buses. They first use the internet for study purposes before making it their full-time occupation, believing that the whole thing can be done online (Datta, Datta, Karmakar & Nag, 2016).

Adolescence is a time of turmoil and upheaval as people attempt to establish an online persona (Lee, Ho & Lwin, 2017). There is no success without the Internet, which is considered the secret of success. This is one of the fallacious justifications teens use to justify their excessive internet use. Because of their heavy internet use, they have to postpone both their academic and personal duties. The results of Young's research (2006), which involved a sample of adolescents, showed an association between Internet use and academic failure. Kandemir (2014) discovered that excessive internet use can cause students to delay academic assignments and deadlines, which can lead to academic failure. Students often exhibit procrastination behaviors, which is an unreasoning pattern in which the individual postponements starting or completing classroom assignments or other projects, especially those with deadlines. As procrastination becomes more prevalent in education and even in society, it should not be dismissed but must be taken seriously. Numerous studies have highlighted the links between procrastination and poor performance (eg, poor grades), increased academic withdrawal, anxiety, and decreased self-confidence.

While the negative effects of procrastination on a person's everyday life may not be factored in the consequences of its occurrence among college students who will eventually assume important responsibilities can be irreversible. It is important to understand the prevalence of procrastination among college students and its root causes. Numerous studies have supported the strong link between procrastination and internet use in this respect.

According to Davis et al., (2002), there was a strong positive relation between internet use and procrastination. Furthermore, Kandemir (2014) discovered a significant correlation between procrastination and the level of internet addiction.

These results lead the researcher to the conclusion that college students are at risk to internet obsession and that action should be taken to raise awareness of the issue and curb it before it negatively affects them. The current study's goal is to examine the relationship between the Internet use and procrastination among college students.

Against this background, the following goals were set for the current research:

1. Assessing online usage and procrastination by college students.
2. Investigating the link between procrastination and internet use.

3. To ascertain whether there are notable demographic differences in internet use and procrastination.

## **METHOD**

### *Design and participants*

A quantitative design was used for the current study. This study used the descriptive and associational normative survey technique. After the data had been collected, it was examined using SPSS version 23 (Statistical Package for Social Science). The difference and connection between internet usage and procrastination were evaluated using the appropriate statistics, such as the independent sample "t" test, correlation, ANOVA, etc.

1460 college students (688 males and 772 females) with ages ranging from 17 to 20 were chosen as the sample for the current study using a simple random sampling technique. After erroneous and missing data (many items with no response or the same response for all items) were removed, 1460 of the original 1500 surveys remained. Students at Sacred Heart College, Tirupattur, Tamil Nadu and a readiness to engage in the study were inclusion criteria. Inadequate responses to the surveys and a lack of interest in participating in the research were exclusion criteria.

### *Measures*

1. **Internet Usage Scale (IUS):** Robinson and Mukundan created the IUS (2016). The measurement includes 52 items on a five-point Likert scale from "Never" to "Always" with five dimensions: "Used for mailing and texting", "Used for SNS and apps", "Used for entertainment", "Used for surfing sex sites" and "Internet use and its influence on behavior". The IUS has been standardized using Cronbach's alpha and its confidence rating is 0.867. The IUSs validity was determined to be 0.743.
2. **Inventory of procrastination:** The standard procrastination scale created by Lay (1986) was used to calculate procrastination in this research. This questionnaire has 20 questions and 5 ratings. The scoring system for negative items is reversed. According to Hoseini and Khayer's (2008) research, this test has an inner similarity of 73 percentage points when using Cronbach's alpha to compute it. The scale's reliability score was 0.89.

### *Hypotheses*

- Ha: "Internet use and procrastination will have a significant relationship"
- Ha: "There will be a significant difference in internet usage and procrastination based on gender"
- Ha: "There will be a significant difference in internet usage and procrastination based on the course of study"
- Ha: "There will be a significant difference in internet usage and procrastination based on internet usage of the participants in hours"

**RESULTS AND DISCUSSION**

	Mail &Text	SNS Apps	Entertainment	Sexual Sites	Influence on behaviour	Procrastination
<b>Internet Usage</b>	0.93**	0.98**	0.92**	0.96**	0.95**	0.23**
<b>Mean ±SD</b>	22.01 ±6.85	50.99±20.06	21.41±7.56	28.03±13.84	53.84±19.21	72.34±16.73
<b>P Value</b>	0.001	0.001	0.001	0.001	0.001	0.001

*Table No. 1 Correlation between the student’s internet usage and procrastination*

*Ha: “Internet use and procrastination will have a significant relationship”*

Internet use and procrastination have been shown to have a significant association as shown in Table 1. The finding states that there is a substantial link between internet use and procrastination of college students. This suggests that students who use the Internet more often are more likely to procrastinate. Young (1998) asserts that the idea of obsession can be used to explain situations in which the Internet has a significant impact on people's lives. Due to the possession, the person's obligations to take care of their home, family, work, and other commitments were given secondary importance. The Internet is taking over someone's life, causing students to delay their academic work. The internet is inherently seen as a distraction that causes procrastination. This is particularly true for Internet addicts who can't help but engage in various forms of online amusement and end up spending more time doing so, which increases procrastination (Davis, Flett & Besser, 2002; Geng, Han Gao Jou & Huang, 2018).

*Table No. 2 Gender-based comparisons of students' internet use and procrastination.*

	Gender	Mean± SD	t-test	P
<b>Internet usage</b>	Male	183.86±58.41	4.26*	0.001
	Female	169.51±68.91		
<b>Procrastination</b>	Male	70.89±15.80	3.14*	0.002
	Female	73.63±17.42		

*Ha: “There will be a significant difference in internet usage and procrastination based on gender”*

The result shows that there were notable differences between male and female students' internet usage, with more male students than female students regularly using the internet. In contrast, with regard to procrastination female students were procrastinating more than the male students. There was a clear gender disparity in the rates of postponement.

*Table No. 3 Comparisons of internet usage and procrastination in students based on year of study.*

	Year of Study	Mean± SD	F	P
<b>Internet usage</b>	First	150.97±61.81	66.64*	0.001
	Second	186.86±58.11		
	Third	193.11±65.75		
<b>Procrastination</b>	First	69.69±16.09	14.91*	0.001
	Second	75.35±17.70		
	Third	71.98±15.79		

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*Ha: "There will be a significant difference in internet usage and procrastination based on the course of study"*

One-way ANOVA results revealed a significant difference in internet use and procrastination based on study year ( $P < 0.05$ ). Consequently, the data showed that the mean score of third-year students for Internet use ( $M = 150.97$ ,  $SD = 61.84$ ) was significantly higher than that of first- and second-year students ( $M = 150.97$ ,  $SD = 61.64$ ;  $M = 186.86$ ,  $SD = 58.11$ ). The result also showed that there was a significant difference in procrastination based on academic year, according to one-way ANOVA ( $P = 0.05$ ). Second-year students were more likely to procrastinate than third- and first-year students ( $M = 75.35$ ,  $SD = 17.70$ ;  $M = 71.98$ ,  $SD = 15.79$ ).

**Table No. 4 Summary of the result of the ANOVA**

	Internet usage in hours	Mean± SD	F	P
<b>Internet usage</b>	Less than 1hr	145.98±71.72	37.07*	0.001
	1-2 hrs	178.97±65.37		
	2-3hrs	187.10±61.06		
	More than 3hrs	189.65±64.55		
<b>Procrastination</b>	Less than 1hr	69.96±15.33	3.18*	0.023
	1-2 hrs	73.58±16.77		
	2-3hrs	72.91±16.94		
	More than 3hrs	72.77±17.45		

*Ha: "There will be a significant difference in internet usage and procrastination based on internet usage in hours"*

Based on hours of internet usage, one-way ANOVA results indicated a significant difference in internet usage and procrastination ( $P < 0.05$ ). The survey discovered that most students use the internet for more than three hours ( $M = 189.65$ ,  $SD = 64.55$ ) as opposed to two to three hours ( $M = 187.10$ ,  $SD = 61.06$ ) or one to two hours ( $M = 178.97$ ,  $SD = 65.37$ ) and less than one hour ( $M = 145.98$ ,  $SD = 71.72$ ). Propensity to procrastinate has been shown to be strong among those using the internet for 1-2 hours, 2-3 hours, more than 3 hours and least among 1-hour users.

### **CONCLUSION**

The current study's findings revealed a strong link between college students' Internet use and procrastination. Additional results revealed that students who used the internet to an extreme and profound extent had a negative effect on their academic performance. Internet use by students can support their academic success and present little danger to their mental health when it is done in moderation. To corroborate this, though, a deeper analysis of a larger sample is required. This research looked at the connections between procrastination and internet use. Undergraduate students' internet use and procrastination are thought to be favorably correlated. As a result, it seems more possible that reluctant students will use the internet more frequently.

According to Young (1998), situations in which the Internet has a major impact on people's lives can be described as preoccupations. Because of the obsession, the person's obligations to take care of the household, family, and other chores were pushed to the bottom of their priority list. The Internet is moving into the center of existence, causing students to delay their academic work.

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Additionally, procrastination, according to Blunt and Pychyl (2005), is more likely to happen when the task is viewed as unpleasant or less than pleasant. For example, an activity that is perceived as tiring, challenging, or uncomfortable will cause a person to procrastinate. On the other hand, the internet is considered as a tool that allows an individual to have an intriguing, pleasurable, and enjoyable experience despite having many entertaining distractions, helpful in alleged tension reduction.

The internet is a latency distractor and activator by nature. This is particularly the case for internet users who cannot help but give in to the lure of online entertainment and as a result spending more time online, which results in more postponement.

The study's findings demonstrated that although students initially use the Internet for academic reasons, they later develop a dependence on it and may even miss crucial opportunities for career advancement. The two variables, Internet use and procrastination, in the study show a significant association between them, which students need to be aware of in order not to delve into an unhealthy way of using the Internet.

### **Recommendations**

Adolescence, or the fifth stage of the ego, is a period of identity conflict and confusion, in accordance with Erik Erikson's theory of psychosocial development. International research strongly supports this. Given that the sample of our research included a demographic that may be more likely to develop an internet dependence and abusing it, the following recommendations can be used as preventative measures to avoid the same:

- Parents and significant others must keep an eye on what their children are browsing online.
- The time spent perusing the internet must be observed.
- You can urge students to use the internet in public.
- Unwanted or malicious webpages need to be blocked.
- Age categories need to be clearly identified and defined by website developers.
- Time management can be strictly adhered to.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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