

A Study on Smartphone Addiction and Academic Procrastination Among College Students

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ABSTRACT

In this fast-paced developing world, a technology advanced has greatly impacted humans, both in positive and negative ways. Smartphone has become a necessity and is increasingly indispensable, especially among college students. The present study aims to determine the predictability of academic procrastination of college students from the influence of smartphone addiction. This study adopted a quantitative method wherein the selective sample using standardized questionnaires. A sample of 200 college students was drawn. The study employs the psychological measures of the Smartphone Addiction Scale (Vijayshri, M. Ansari) and Procrastination Assessment Scale, PASS (In J. Fischer & K. Corcoran). The preliminary psychometric check revealed high positive correlation coefficients for the two psychological measures. Statistical analysis will be calculated using Descriptive statistics, Correlation and t-test.

Keywords: *Smartphone Addiction, Academic Procrastination, College students*

Academic Procrastination is one of the common behaviors we find among students. According to Milgram N, et.al (1998) Academic procrastination is characterized by insufficient behavior making decision in one or more areas such as delaying academic tasks or duties up to the last minute. It is also defined as any academic duties (assignment) that is delayed or avoided which results in discrepancy between intention and actual behavior to the extent that the procrastinator having difficulty in programming life task and complete them on time. (Binder, 2000; Lay 1986).

While Smart phone Addiction is considered as a serious matter among students. Smartphone addiction is also classified under behavioural addiction. (Behzad R, 2021). Smartphone addiction definition comes under four main components: obsessive phone use like repetitive behaviors for checking messages or updates, withdrawal or feeling of agitation or suffering without the phone, and functional impairment or interference with face-to-face social relationships and other life activities. (Moattari M, et.al, 2018; Taymur I, et.al; 2016).

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Smart phones or mobile phones uses have both positive as well as negative impact. As smart phone uses have proven useful and helpful for many students while at the same time for some it has caused adverse effects. There are many studies which have found that young people especially students have been exposed to excessive or problematic use of smart phones. They are negatively exposed to smart phones addiction, which later hinders their academic performance. (Tian J, et.al, 2021; Lepp, et.al, 2015; Xavier C, et al, 2018).

Malla H. A (2021) conducted a study on the title “Academic procrastination among secondary school students: exploring the role of smart phone addiction”. It was found that male students are more prone to procrastinate their academics than the female students. While factors like cyber-loafing, anxiety, depression and poor management are found to affect academic procrastination. There are studies have revealed that smartphone addiction has greater negative impact on students especially in terms of their studies, relationships, general well-being and also their social and cognitive development. It has also impact on their daily habits and activities like depressed mood, sleepless nights, poor appetite, failure in their academic field and also leads them to exposure of violent acts and behaviour. (Okoiye & Nlemadim, 2017; Okeke & Joe-Akunne, 2020).

Aznar-Diaz I, et.al (2020) found that there are various socio-demographic factors like field of knowledge, social networks, leisure daily internet which contribute as potential indicators of internet addiction. While, positive correlation between internet addiction and academic procrastination was revealed. Behzad R (2021) on their study “The relationship between Smartphone addiction and procrastination” reported that there was a strong relationship between addiction to smart phone and consequent procrastination.

Internet Addiction has also been negatively linked with psychological well-being as students with higher levels of internet addiction are reported to score low in psychological well-being (Sharma, A & Sharma R (2018). Mukhdoomi A, et.al (2020) reported that the students cannot use smart phone in a positive way, until and unless they are intrinsically motivated towards academic performance as there was a positive relation between behavioral intention and academic performance.

Tian J, et.al (2021) conducted their study on title “Mobile Phone Addiction and Academic Procrastination Negatively Impact Academic Achievement among Chinese Medical Students”. They revealed that mobile phone addiction and academic procrastination was prevalent among the students. And academic procrastination was found to be negatively associated with learning dedication, objective achievement, learning performance and relationship facilitation.

Yang Z, et.al (2019) on their study found that problematic smart phone use predicted high levels of academic procrastination as well as academic anxiety. Therefore, academic anxiety and academic procrastination might partly be a consequence of poor self-control regarding their smart phone use. The findings of this study also suggest that students can offer training or some awareness raising approaches to smart phone use for overcoming academic procrastination and academic anxiety respectively.

Hypotheses

- It was expected that there will be mean difference between male and female college students on Smartphone Addiction.

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- It was expected that there will be mean difference between male and female college students on Academic Procrastination.

METHODS AND PROCEDURE

Sample

The sample group of this study is 200 students from different colleges. Among them there are 100 male college students and 100 female college students.

Psychological Tools

- **Smart phone Addiction Scale (SAS), (Vijayshri, Masaud Ansari, (2020):** The scale is s 23-items divided into six dimensions; (1) Compulsion, (2) Forgetfulness, (3) Lack of Attention, (4) Depression and Anxiety, (5) Disturbed Hunger/Sleep, (6) Social Withdrawal.
- **Procrastination Assessment Scale-Students (PASS), Solomon, L.J., & Rothblum, E.D m (1984):** The PASS is a 44-item instrument designed to measure the frequency of cognitive-behavioral antecedents of procrastination. The PASS was developed to measure three areas; (1) the prevalence of academic procrastination. (2) the reasons for academic procrastination, and (3) to compare scores on the PASS with behavioral indices of procrastination and other related constructs. The PASS is divided into two parts; the first part measures the prevalence of procrastination in six academic areas, and the second part assesses reasons for procrastination. The PASS is useful in both identifying potential focal areas for intervention, and in tracking changes in procrastination over time.

Statistical Analyses

Psychometric properties of each of the scale of the psychological measures were ascertained. The data analyses also included descriptive statistics, correlation and t-test.

Ethical considerations

- All participants were asked if they want to participate and only those who voluntarily participate are chosen for the collection, taking into consideration to respect the rights of the participants for withdrawal at any point of time.
- Seek permissions and inform consent is taken from the colleges and the participants.
- Maintain confidentiality of the participants and the data collected.
- Inform participants about the purpose of research and inform how the research should be used only for academic purposes.
- Acknowledging the participants contributions.

RESULTS AND DISCUSSION

The result (Table-1) shows the descriptive statistics for the scales as well as the bivariate zero-order correlation coefficients. The correlation analysis shows that scales SAS and PASS are significantly correlated to each other.

Table-1: Descriptive statistics (mean and standard deviation), internal consistency (Cronbach's Alpha) and bivariate correlation coefficients of the scales of the psychological measures.

	Mean	SD	α	1	2
1. SAS	75.40	11.89	.883	-	-.180*
2. PASS	54.02	9.70	.866	-.180*	-

* Significant at .05 level.

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The internal consistency coefficients (Cronbach's Alphas) show that the scales of the behavioral may be employed for measurement in the target population. In sum, the preliminary psychometric checks warranted applicability for all the scales of the psychological measures.

The result (Table-2) shows the mean and standard-deviation and (Table-3) shows the results of t-test of 'Gender' differences for the scales SAS and PASS.

Table-2: The mean and standard-deviation of 'Gender' differences for the scales SAS and PASS.

	Gender	Mean	SD
SAS	Male	74.46	10.57
	Female	76.22	12.92
PASS	Male	54.70	8.87
	Female	53.43	10.37

From the above findings we can conclude that male (Mean=74.46; SD=10.57) scored slightly lower in SAS compared to female (Mean=76.22; SD=12.92) which means that female uses of smart phone are higher than that of males in this study, as was expected in our first hypotheses that there will be significant mean difference among male and female students on Smartphone Addiction. This finding is supported by the study conducted by Demirci K, et.al (2015); De-Sola Gutierrez J, et.al (2016) who reported that female have a higher prevalence of smart phone addiction than males. And the mean score of female students were found to be slightly higher than male students.

While male (Mean=54.70; SD=8.87) scored slightly higher in PASS than female (Mean=53.43; SD=10.37) which means that male procrastinate more than female in this study as was expected in our second hypotheses that there will be significant mean difference among male and female students on Academic Procrastination. This finding is supported by the study conducted by Khan M. J, et.al (2014) who reported that male students procrastinate more than female students. Many other studies also reported those male students are more prone to procrastinate than female students. They found that motivational level was the one of the main reasons for them to procrastinate. (Balkis. M,et.al (2009); Senecal C, et.al (1995).

Table-3: The results of t-tests for the 'Gender' differences of the scales SAS and PASS.

	Levene's test		t-test	
	F	Sig	T	Sig
SAS	6.296	.013	-1.003	.317
PASS	1.930	.166	.896	.371

From the table-3, The t-value of the SAS was calculated to be -1.033 and p-value was above .05. Similarly, the t-value of PASS was .317 and p-value was also above 0.05. Therefore, we can conclude that the result was statistically not significant. With aligned to the findings in this study, the result clearly indicates that there is no significant difference in both PASS and SAS among gender in this study.

CONCLUSION

The main findings of the study are that there is no significant difference in the both scale SAS and PASS among gender. Regardless of that there were found to be some mean

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differences among gender according to the table-2. Male students are found to be procrastinating more than the female students. Whereas, female students are more prone to smart phone addiction as compared to male students. This study will help pave the way to more researches and find appropriate measures to reduce the smart phone addiction and procrastination among the students.

The limitations of this study should be noted. Firstly, the sample of the present study comprised of only 200 samples as with small samples, it is not enough to make general conclusion.

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Conflict of Interest

The author(s) declared no conflict of interest.

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