

## Adjustment, Academic Procrastination, and Internet Addiction among School Student: A Correlation Study

Shakshi Srivastava<sup>1\*</sup>, Chetan Kumar<sup>2</sup>

### ABSTRACT

Internet addiction is a growing concern among students, affecting social adjustment and academic procrastination. Traditional face-to-face social connections have dramatically decreased as a result of today's youth's growing participation with social media. Younger people's direct social contact has decreased in frequency and quality as a result of the widespread use of social media platforms, which has also led to a change in communication patterns. As a result of the decreased face-to-face engagement, children, are struggling with transition difficulties and may have difficulty adapting to social environments and building meaningful interpersonal relationships. This lack of social adjustment is linked to academic procrastination, as students struggle to form connections and stay motivated. Addressing internet addiction is crucial for students' social adjustment and academic progress in the digital age. This comparative study investigates the intricate relationships between internet addiction, social adjustment, and academic procrastination among school students. The sample population for this study is 12 to 19 years of School students. The sample size of this study is 204 consisting of 111 females and 93 males' population. Data was collected exclusively offline, within the school environment. It is a quantitative research design with a statistical analysis. Our findings reveal that internet addiction has positive correlation to academic procrastination and negative correlation to Adjustment. The study highlights those students with unsatisfactory social adjustment linked to increased Academic procrastination.

**Keywords:** *Internet addiction, social adjustment, emotional adjustment, educational adjustment, Academic procrastination*

The internet has become an integral part of daily life, with YouTube videos covering various topics, businesses being computerized through email, websites, and online digital marketing, and computer-assisted teaching techniques becoming more common. However, addiction-related issues have also emerged in the 20th century due to the lack of suspicion in the younger generation, which stems from psychological and social immaturity. Children spend more time playing video games indoors than outdoors, leading to a severe addiction to substance abuse. (G. Tserkovnikova, 2016). The rise in remote work and online learning has led to a significant increase in Indian internet users, with 61% of households using the internet in 2021 compared to 21% in 2017. Over 130 million people

<sup>1</sup>Student, Department of Psychology Pandit Deendayal Energy University, Gandhinagar

<sup>2</sup>Student, Department of Psychology Pandit Deendayal Energy University, Gandhinagar

\*Corresponding Author

Received: January 26, 2024; Revision Received: April 29, 2024; Accepted: May 03, 2024

## **Adjustment, Academic Procrastination, and Internet Addiction among School Student: A Correlation Study**

accessed the internet between 2020 and 2021, with around 80 million using it in 2020, largely due to the COVID-19 pandemic (khanna, 2021). The internet has transformed from a network to an infinite platform for social networking, information sharing, and cyber behavior evolution. With the introduction of technology like video conferencing, instant messaging, and email, global communication has become possible, making it difficult to imagine a world without constant, quick access to the internet (Mak, 2014). Approximately 3 billion people use the Internet globally, with 1.4 billion of those users coming from Asia, according to a 2014 study. Asian countries account for 45.7% of Internet users (IA), with India constituting the largest share. The Internet is predicted to remain a daily tool despite its significant growth. On the other hand, overuse can result in poor academic performance and social isolation (Mythily, 2008).

**Social adjustment-** Social adjustment refers to the interaction between a person and their social environment, where behaviors and roles are accepted as suitable. It involves assimilation and accommodation processes, allowing individuals to adapt to their circumstances (Weissman, 1975). Adjustment is the efficacy of a person's attempts to satisfy his wants and fit in with his surroundings. Assimilation and accommodation processes are both involved in adjustment, which is a constant process in which a person attempts to modify both himself and his surroundings in response to the demands of the circumstance. It is typified by how an individual interacts with his surroundings."Through the process of adjustment, a living creature maintains a balance between its requirements and the external factors that affect how these needs are met."(Chaurasia, 2018)

**Academic procrastination-** According to (Weley, 2000), PROCRASTINATION is described as "a behavioural trait or attitude that prevents action or decision making". According to (Sigall, 2000), procrastination is seen to be a normal aspect of life rather than a medical illness.

This extensive review of the literature by (NALWA, 2003) analyses explores the link between internet addiction and students' academic performance. With the internet becoming a crucial resource for research, communication, and education, students are becoming more vulnerable due to its role in certain courses and potential enhanced competency. research highlights the negative effects of students' Internet addiction, including deteriorating study habits, declining grades, missing classes, and probation.

The 2020 study by (Naeim, 2020) that explores the link between internet addiction, social adjustment, and exam anxiety among female students. It reveals a strong correlation, with social adjustment and internet addiction being the most predictive factors for test anxiety. The study suggests that excessive electronic device use can lead to addiction, affecting social skills and motivation.

This review of the research by (Parasuraman S, 2017) delves further into the effects of excessive mobile phone usage, highlighting the difficulties in adjusting to social situations that may arise from the communication disparities between virtual and in-person interactions. The analysis highlights the vital need for well-designed educational programmers and Internet-based interventions to increase knowledge, nurture healthy behaviors, and aid in social adjustment, in light of the rise in student Internet usage.

## **Adjustment, Academic Procrastination, and Internet Addiction among School Student: A Correlation Study**

The literature review by (Hayat AA, 2020) examines the link between internet addiction and academic procrastination among medical students. The study, involving 233 participants from Shiraz University of Medical Sciences, found a significant correlation between internet addiction and academic procrastination. The findings suggest a positive relationship between internet addiction and various academic procrastination dimensions, including writing term papers, preparing for exams, meeting attendance requirements, and completing administrative tasks.

The study by (Hayat AA, 2020) reveals that male students and those living in dorms have higher levels of procrastination and Internet addiction compared to female students and those living at home. This underscores the importance of considering socio-demographic factors when understanding the link between Internet addiction and academic behaviors. The study also highlights the prevalence of academic procrastination among students with high Internet addiction levels, highlighting the need for targeted treatments. A comprehensive strategy is needed to help students manage their internet usage while meeting their academic obligations.

The study by (Aznar-Díaz, 2020) reveals a consistent increase in internet addiction among college students in Mexico and Spain, reaching 11.75 percent. Despite this, Mexican students are often unaware of their addiction. The rise in addiction is attributed to socio-demographic factors such as technology usage, social networks, and long hours of internet usage. Mexican students show higher levels of academic procrastination. Factors such as gender, age, knowledge area, marital status, living situation, sexual orientation, religion, and smartphone use were identified as contributing factors. The study highlights the strong association between internet addiction and academic procrastination.

A study by (Arefin, 2017) and by (Boumosleh, 2018) investigated the relationship between smartphone addiction and academic performance among business students in Bangladesh and Lebanon. A Bangladeshi study found five factors contributing to smartphone addiction: positive anticipation, impatience and tolerance, withdrawal, disruption of everyday life, and cyber friendship. Tolerance and disruption in everyday life were found to significantly affect academic performance. A Lebanon study involving 688 undergraduate students found an independent relationship between smartphone addiction and cumulative grade point average using multiple logistic regressions.

A research by (Ng, 2017) looked at the connection between smartphone use and academic achievement. It looked at how students' use of smartphones to help their academic learning and how these activities connect to CGPA. According to the survey, students' CGPA decreased with the amount of time they spent using their smartphones for university-related learning activities. The research made the case for the necessity to assess and comprehend higher education students' usage of smartphones for teaching.

(Arumugam, 2014) Studied Chennai's medical students' cell phone use habits. There were 213 students in the research; their mean age was 17.8, and 67% of them were female. Most students used their phones while driving or charging, kept them under the pillow or next to the bed, and checked them at midnight. Fifty-two percent of the students admitted to being addicted to their phones, despite their poor academic performance and health issues and (Davey, 2014) examined 45 international papers to evaluate smartphone addiction among Indian teenagers residing in Uttar Pradesh. They discovered that the prevalence of

## **Adjustment, Academic Procrastination, and Internet Addiction among School Student: A Correlation Study**

smartphone addiction in India varied from 39% to 44%, harming Indian teenagers' psychological well-being, interpersonal skills, and increasing their risk of illness.

A study in Visakhapatnam district by (Kumari, 2022) found a positive correlation between ninth-class students' academic achievement and adjustment, emphasizing the importance of considering both academic and general adjustment factors in educational interventions. The study also revealed gender disparities in students' perception of adjustment, with male students reporting higher levels than females. Urban students showed higher levels of adjustment, suggesting the need for tailored interventions to address specific difficulties in both urban and rural settings.

The research by (Ansary, 2023) focuses research examines the relationship between academic success and social adjustment in upper secondary school students. It finds a negative correlation between lower academic performance and greater social adjustment, consistent with previous studies. Gender inequalities are also evident, with male students demonstrating more adjustment than females. The arts stream has greater social adjustment than the scientific stream.

### **METHODOLOGY**

#### ***Sample***

The research population consisted of students who were between the ages of 12 and 19 years old and were enrolled in school. With 204 participants, 111 girls (54.4%) and 93 men (45.6%) made up the sample size. Stratified random sampling, a probability sampling approach, was used. This method was used in order to ensure that every relevant subgroup is included in the research study, which calls for a population that accurately reflects the whole population under investigation. The data is collected in a hybrid format from Podar international school, Ahmedabad.

#### ***Objectives***

1. The Primary object of this study is to analyze the association between Social adjustment, Academic procrastination and Internet addiction.
2. The secondary objective of this study is to analyze the association between social adjustment sub variable and Academic procrastination.

#### ***Hypothesis***

- H0. There is no significant relationship between internet addiction and academic procrastination
- H0. There is no significant relationship between internet addiction and Adjustment.
- H0. There is no significant relationship between social adjustment and academic procrastination
- H0. There is no significant relationship between Emotional adjustment and Academic procrastination.
- H0. There is no significant relationship between Social adjustment and Academic procrastination.
- H0. There is no significant relationship between Educational adjustment and Academic H0.

## Adjustment, Academic Procrastination, and Internet Addiction among School Student: A Correlation Study

### *Instruments*

Three measures were used in this study,

1. **The Academic Procrastination Scale** by Savita Gupta and Liyaqat Bashir (2018) was used, consisting of thirty items with four dimensions: Time Management, Task Aversiveness, Sincerity, and Personal Initiative. The scale has sufficient content validity and internal consistency. The scoring system for the scale is Likert summarised, with five consecutive points awarded for each statement.
2. **The Adjustment Inventory** for School Students by Sinha and Singh (1971) is a standardized tool designed to measure the adjustment of secondary school students in three areas: emotional, social, and educational. The inventory contains 60 items, with 20 items for each area. The tool is highly reliable and valid, with coefficients of reliability of .95, .93, and .94, and validity of .51 with hostel superintendent ratings of adjusted students. The scoring method for the inventory is 1 and 0.
3. **The Internet Addiction Test (IAT)** is a widely used scale for assessing internet addiction, developed by Young's. The 20-item IAT evaluates characteristics and actions associated with obsessive Internet usage, such as compulsivity, escapism, and dependency. It also assesses issues with social, professional, and personal functioning. Each statement is scored from 1 to 5, representing a Likert scale continuum and the examinee's level of endorsement of the behavior. The total score of the IAT is the sum of the examinee's evaluations for the 20 item responses, with a maximum score of 100 points. Scores between 0 and 30 indicate normal Internet usage, while scores between 31 and 49 indicate mild to moderate Internet addiction, between 50 and 79 indicate moderate addiction, and between 80 and 100 indicate severe reliance on the Internet.

### *Procedure*

After the approval of the proposed assigned dissertation, the research methodology was finalized along with the objectives, hypothesis, and research design, tools required for the study, data collection techniques and techniques for data analysis. The sample population was defined and three psychometric tests as tools were finalized upon. Test being above mentioned, Academic procrastination scale, Internet addiction test and Adjustment Inventory for School Students.

## RESULTS AND DISCUSSION

**Spearman's rho rank correlation coefficient**

*Table No. 1 Correlations between Social Adjustment, Academic procrastination and Internet Addiction.*

Particulars	Variables		Social adjustment	Academic procrastination
Spearman's rho	Social adjustment	Correlation Coefficient	1	-0.39113
		Sig. (2-tailed)	.	7.28E-09
		N	204	204
	Academic procrastination	Correlation Coefficient	-0.39113	1
		Sig. (2-tailed)	7.28E-09	.
		N	204	204
	Internet Addiction	Correlation Coefficient	-0.43674	0.587321
		Sig. (2-tailed)	6.56E-11	2.63E-20

## **Adjustment, Academic Procrastination, and Internet Addiction among School Student: A Correlation Study**

### ***Internet addiction and academic procrastination***

The data in the above table no 4.4 can be interpreted to show that there is a .000 p-value and a  $\rho = .589^{**}$  correlation between academic procrastination and Internet addiction. This indicates that the two variables have a positive correlation that is statistically significant. Thus, we are rejecting our null hypothesis, which states that "Internet addiction and academic procrastination do not significantly correlate." Research done by (Estrada-Araoz, 2023) suggests a link between Internet addiction and tardiness in the classroom, especially among Peruvian nursing students. Excessive internet use has a bad effect on time management and academic achievement, according to studies. To solve this problem and encourage appropriate technology use, university administration must take proactive steps.

### ***Adjustment and Internet addiction***

The analysis of the data indicates a significant finding in the correlation study between social adjustment and Internet addiction. A statistically significant negative correlation is indicated by the correlation coefficient ( $\rho$ ), which is found to be  $-.435$  with a p-value of .000. Consequently, the null hypothesis—which suggested that there is no meaningful connection between Internet addiction and social adjustment—is rejected. According to the data, these two variables do in fact have a notable and negative relationship. This research looked at how college students' addiction to mobile phones was affected by physical exercise. The results showed that physical activity and cell phone addiction are negatively correlated. Psychological capital did not play an indirect role in this association; social adaptation mediated it to some extent by (Chen H, 2022). According to the research, encouraging more social adaptation, raising psychological capital, and increasing physical activity levels are crucial tactics for preventing cell phone addiction among college students.

### ***Academic procrastination and Adjustment***

"The interpretation of the data shows strong evidence that refutes the null hypothesis. In particular, the correlation between academic procrastination and social adjustment is determined to be  $-0.411$  in the previously mentioned table, with a corresponding p-value of 0.000. This suggests that the two variables have a statistically significant negative correlation. The results indicate a meaningful relationship between these aspects, and as a result, we reject the null hypothesis, which proposed that "There is no significant relationship between Social Adjustment and Academic Procrastination." The research investigated by (Li, 2023) the correlation between procrastination in academics and social support among 483 junior high school students. The findings indicated that social support ranged from moderate to high, with gender, grade levels, and class cadres all having a major impact. While class cadres demonstrated greater support, girls reported higher levels of social support. First-year students showed the lowest levels of procrastination, while non-student cadres showed higher levels. The study made clear how important it is for parents, students, and schools to work together to address and lessen academic procrastination.

### ***Academic Procrastination and Emotional Adjustment***

According to the data interpretation, there is a  $-0.134$  association with a matching p-value of 0.057 between Academic Procrastination and Emotional Adjustment, as shown in the table. Given the considerable negative association between academic procrastination and emotional adjustment, the null hypothesis—which holds that there is no meaningful relationship between the two variables—is rejected. Autoregressive cross-lagged panel studies are used to ascertain the precise emotions directional relationships that impact procrastination. Additionally, the study shows reciprocal relationships between

## Adjustment, Academic Procrastination, and Internet Addiction among School Student: A Correlation Study

procrastination and emotions associated with learning. The results provide valuable perspectives for prospective investigations and remedial measures aimed at tackling student procrastination problems.

### *Academic procrastination and Social adjustment*

"After analysing the information in the preceding table, it is clear that there is a 0.099 rho value and 0.162 p-value associated with the link between academic procrastination and social adjustment. Given that the calculated p-value exceeds the predefined significance threshold, it is likely that the two variables do not significantly correlate. Therefore, based on the findings of this study, the null hypothesis, which posits that "There is no significant association between academic procrastination and social adjustment," is accepted. The study's lack of a significant correlation between academic procrastination and emotional adjustment may be due to the sample's lack of diversity or representation of a broader student population, making the findings potentially ungeneralizable. A more comprehensive sample might be needed to understand the nuances of this relationship across diverse student backgrounds.

### *Educational adjustment and academic procrastination*

The statement suggests that a table was utilized to conduct the analysis, possibly to display correlation coefficients between educational adjustment and academic procrastination. Here's a quote that illustrates this: Academic procrastination and educational adjustment have a correlation coefficient (rho) of -0.085 and a corresponding p-value of 0.225, according to the analysis shown in the above table. The calculated p-value, which is greater than the predetermined significance threshold, indicates that there does not seem to be a meaningful link between the two variables. The null hypothesis, which reads, "There is no significant association between Educational Adaptation & Academic Procrastination," is therefore accepted in light of the information in the table.

**Table No. 2 Wilcoxon test for gender between Social Adjustment, Academic procrastination and Internet Addiction.**

Test Statistics			
	Academic Procrastination	Adjustment	Internet Addiction
Mann-Whitney U	5138.500	4898.500	4973.000
Wilcoxon W	9509.500	11114.500	11189.000
Z	-.055	-.627	-.449
Asymp. Sig. (2-tailed)	.956	.531	.653
a. Gender as the Grouping Coefficient			

Given the result of the Wilcoxon test, our null hypothesis, which states "There is no significant difference in adjustment, internet addiction, or academic procrastination between males and females," is accepted.

## **CONCLUSION**

This study examined the relationship between academic procrastination, internet addiction, and adjustment, focusing on social, educational, and emotional aspects. The results showed significant correlations between these variables. A positive correlation was found between academic procrastination and internet addiction, defying the null hypothesis that there was no significant relationship between the two variables. An inverse correlation was found

## **Adjustment, Academic Procrastination, and Internet Addiction among School Student: A Correlation Study**

between internet addiction and social adjustment, suggesting a negative correlation between higher levels of internet addiction and worse social adjustment.

A significant inverse relationship was found between academic procrastination and adjustment, suggesting that those prone to procrastination struggle to achieve the best possible social adjustment. However, a negative correlation was found between academic procrastination and emotional adjustment, indicating a statistically significant decrease in emotional adjustment as academic procrastination increases.

The null hypothesis was accepted, as no significant connection was found between academic procrastination and social adjustment. Academic procrastination did not significantly correlate with educational adjustment, supporting the null hypothesis.

The findings highlight the complex interactions between academic procrastination, internet addiction, and various aspects of adjustment. These findings have implications for developing targeted therapies and support networks for individuals with internet addiction and academic procrastination tendencies, targeting social adjustment and emotional difficulties. Further investigation into these connections is recommended, considering other factors that could impact these dynamics.

### ***Limitation***

The research on internet addiction and academic procrastination among school students has limitations, including restricted generalizability, sample size, and quantitative methodology. The study's cross-sectional design makes it difficult to prove temporal causation and social desirability bias. Additionally, the lack of qualitative data and potential influence of external variables on these issues limit the study's insights.

### ***Future Implication***

1. Longitudinal studies should be undertaken to investigate the temporal associations among academic procrastination, social adjustment, and internet addiction. This will assist in determining the causality's direction over time.
2. Qualitative Research: - To get a better insight of students' experiences, perceptions, and the qualitative components of their internet usage, supplement quantitative data with qualitative research techniques like focus groups or interviews.
3. In comparison Analysis of Social Media Platforms: - Examine how different social media platforms affect students' procrastination in the classroom and social adjustment. Distinct impacts on behaviour and psychological health may be seen across different platforms.
4. Investigation of Family Dynamics: - Examine how parental participation, communication styles, and family dynamics relate to internet addiction, social adjustment, and procrastination in the classroom. Having a more comprehensive understanding of these environmental aspects may help.
5. Intervention Strategies: - Create and assess intervention plans to lessen internet addiction's negative effects on procrastination in the classroom and social adjustment. This might include technology solutions, counseling services, or educational initiatives.
6. Cross-Cultural Studies: - Carry out cross-cultural research to find out whether there are cultural differences in the linkages between social adjustment, internet addiction, and academic procrastination.



## Adjustment, Academic Procrastination, and Internet Addiction among School Student: A Correlation Study

7. Age-Group Variations: - Examine possible differences in the relationships between various age groups within the student body to see if these interactions are influenced by developmental variables.
8. Incorporation of Online Behaviour: - Provide a more thorough analysis of online actions and behaviours, taking into account both advantages and disadvantages, in order to provide a more nuanced view of how internet usage affects procrastination and adjustment.
9. The purpose of this section is to assess the efficacy of technology-assisted therapies, which include online platforms and mobile apps, in treating social adjustment and academic procrastination concerns as well as encouraging responsible internet usage.
10. In-depth Analysis of Adjustment Domains: - Examine the social, educational, and emotional adjustment domains in further detail to see how internet addiction may affect each domain differently and lead to procrastination in the classroom.

### REFERENCES

- Ansary, K. (2023). Relationship of Academic Achievement with Social Adjustment of the. *International Journal of Research Publication and Reviews*, 1749-1755.
- Arefin, R. I. (2017). Impact of Smartphone Addiction on Academic Performance of Business Students: A Case Study. *Independent Journal of Management & Production*, 955-975.
- Arumugam, B. e. (2014). A descriptive study on behavior associated with mobile phone usage and its effect on health among medical students in Chennai. *Journal of Evolution of Medical and Dental Sciences*, 3 (7).
- Aznar-Díaz, J.-M. R.-R.-G.-S.-M. (2020). Mexican and Spanish university students' Internet addiction and academic procrastination: Correlation and potential factors. *PLoS ONE*.
- Boumosleh. (2018). Smartphone Addiction among University Students and Its Relationship with Academic Performance. *Global Journal of Health Science*, 10 (1) , 48.
- Chaurasia, k. (2018). Adjustment Social Support And Coping Among Cancer Patients. *shodhganga*, 123.
- Chen H, W. C. (2022). The Relationship between Physical Activity and College Students' Mobile Phone Addiction: The Chain-Based Mediating Role of Psychological Capital and Social Adaptation. *International Journal of Environmental Research and Public Health*, 19(15):9286.
- Davey, S. D. (2014). Assessment of Smartphone Addiction in Indian Adolescents: A Mixed Method Study by Systematic-review and Meta-analysis Approach. *Int J Prev Med*, 1500-1511.
- Dennis, R. K. (2023). Internet. *Britannica*. Retrieved from vedantu.
- Devi, R. (2020). Academic achievement of secondary school Students in relation to academic procrastination Peer pressure educational aspirations and Obedient disobedient tendency. *shodh ganga*, 11-13.
- DIGITAL 2023: INDIA. (2023). *datareportal*. Retrieved from <https://datareportal.com/reports/digital-2023-india>
- Dr. Arshad Hossain, P. S. (2013). Impacts of Internet Addiction on the degrees of Social Adjustment of the. *jstore*, 2349-5138.
- Estrada-Araoz, b. Q.-A. (2023). Internet Addiction and Academic Procrastination In Peruvian Nursing Students: A Cross-Sectional Study. *journal of law and sustainable development*, 2764-4170.
- G. Tserkovnikova, D. Y. (2016). Psychological Aspects of Internet Addiction of Teenagers. *International Journal of Environmental & Science Education*, 8846-8857.

## Adjustment, Academic Procrastination, and Internet Addiction among School Student: A Correlation Study

- ghadiri, F. a. (2020). The Role of Big Five-Factor of Personality and Social Adjustment in predicting students' educational procrastination. 9(2). *Educational and Scholastic studies*, 117-135.
- Hayat AA, K. J. (2020). Academic procrastination of medical students: The role of Internet addiction. *National library of medicine*, 83-89.
- khanna. (2021, November 15). *Technology* . Retrieved November 16, 2023, from India times: <https://www.indiatimes.com/technology/news/india-internet-usage-report-554181.html>
- Kumari, M. M. (2022). A Study on the Relationship between Adjustment and Academic Achievement among 9th Class Students in Visakhapatnam District. *International Journal of Advances in Engineering and Management*, 1319-1324.
- Li, M. (2023). A Study on the Relationship between Social Support and Academic Procrastination among Junior High School Students. *The Educational Review, USA*, 7(8) 1178-1183.
- Li, M. (2023). A Study on the Relationship between Social Support and Academic Procrastination among Junior High School Students. *The Educational Review*,, 1178-1183.
- Mak, L. W. (2014, november). Epidemiology of Internet Behaviors and Addiction Among Adolescents in Six Asian Countries. *Cyberpsychology, Behavior, and Social Networking* , 720–728.
- Mythily, S. Q. (2008). Prevalence and correlates of excessive Internet use among youth in Singapore. *Annals of the Academy of Medicine Singapore*, 9-14.
- Naeim, A. R. (2020). The Relationship Between Internet Addiction and Social Adjustment, and Test Anxiety of the Students of Ardabil University of Medical university. *Shiraz E-Medical Journal*, Vol.21, issue 11; e99209.
- NALWA, A. P. (2003). Internet Addiction in Students: A Cause of Concern. *Cyberpsychology & Behavior*, 653-656.
- Ng, S. F. (2017). The Relationship Between Smartphone Use and Academic Performance: A Case of Students in a Malaysian Tertiary Institution . *Malaysian Online Journal of Educational Technology*, Volume 5 - Issue 4 .
- Parasuraman S, S. A. (2017). Smartphone usage and increased risk of mobile phone addiction: A concurrent study. *Int J Pharm Investig*, 125-131.
- Rahimi, S. H. (2023). Understanding academic procrastination: A Longitudinal analysis of procrastination and emotions in undergraduate and graduate students. . *Motiv Emot*, 47, 554–574 .
- Steel, P. (2007). The Nature of Procrastination: A Meta-Analytic and Theoretical Review of Quintessential Self-Regulatory Failure. *Psychological bulletin*, 65-94.
- Weissman, M. M. (1975). The Assessment of Social Adjustment. *JAMA Psychiatry*, 32(3):357-365.

### **Acknowledgment**

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Srivastava, S. & Kumar, C. (2024). Adjustment, Academic Procrastination, and Internet Addiction among School Student: A Correlation Study. *International Journal of Indian Psychology*, 12(2), 742-751. DIP:18.01.074.20241202, DOI:10.25215/1202.074