

Investigating The Relationship Between Social Media Use, Procrastination and Academic Performance

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ABSTRACT

Social media platforms have significantly impacted how teenagers engage with information and manage their academic responsibilities. The increasing popularity of these platforms has sparked concerns about their potential influence on students' academic achievements. This research explores the complex relationship between adolescents' social media use, procrastination tendencies, and academic performance in today's digital age. The study employs different scales—Social Media Use Scale (SMUS), Procrastination Assessment Scale (PAS), and Academic Performance Scale (APS)—to measure these variables. Data from 200 teenagers was collected using a stratified random sampling technique, and correlational analysis was utilized as the research methodology. The results demonstrate a significant correlation between procrastination and academic performance, while no significant correlation was observed between social media usage and academic performance in teenagers.

Keywords: *Social Media Usage, Procrastination, Academic Performance*

In a time where digital connectivity is widespread, social media has significantly transformed interpersonal interactions and behaviors. Particularly, teenagers are deeply immersed in online platforms, impacting their social connections, leisure activities, and academic commitments. However, beyond the surface level of connectivity, there exists a intricate relationship between social media usage, procrastination tendencies, and academic performance—a relationship that demands thorough investigation and analysis.

Social media usage

Social media has become an integral part of teenagers' lives, providing platforms for socializing, self-expression, and information sharing. Although it encourages creativity and connection, excessive usage can result in addiction, sleep disturbances, and mental health issues such as anxiety and depression. Cyberbullying and unrealistic standards also impact teenagers' self-esteem. Hence, it's essential for parents, educators, and policymakers to promote responsible use through digital literacy, setting boundaries, and open dialogue. Research indicates that the majority of American teens aged 13-17 use platforms like Snapchat and Instagram daily, but usage varies by age, location, and socioeconomic status. Teens utilize social media for communication, self-expression, entertainment, and seeking

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validation through likes and comments. While it shapes their social interactions and identities, the selective nature of content can lead to feelings of inadequacy. Challenges encompass cyberbullying, privacy concerns, and mental health ramifications. Understanding teens' social media behaviors is critical for devising strategies that ensure positive outcomes and responsible online conduct.

Procrastination

Teenagers often procrastinate due to factors like poor time management, fear of failure, heavy workloads, perfectionism, low motivation, digital distractions, and difficulty with self-regulation. To address this, they should learn time management skills, adopt a growth mindset, set realistic goals, reduce distractions, take breaks, and seek support. Social media worsens procrastination with its addictive features, constant alerts, comparison culture, and easy access on smartphones. Teens can combat this by practicing self-discipline, limiting online time, and engaging in offline activities for a balanced digital life. Collaboration among parents, educators, and mental health experts is vital for helping teens beat procrastination and enhance their productivity and well-being.

Academic performance

Several intricate factors affect adolescents' academic performance. Their cognitive development, including critical thinking and problem-solving abilities, influences how they approach academic tasks. Motivation, whether intrinsic or extrinsic, greatly impacts their engagement and dedication. The learning environment, which includes classroom dynamics and resource availability, plays a pivotal role in nurturing positive attitudes toward learning. Effective study habits and learning strategies, like time management and active learning, also contribute to academic achievement.

Emotional well-being, supportive parental involvement, and socioeconomic status additionally shape academic outcomes. While social media offers educational benefits, excessive use can be distracting and hinder academic success. Overall, a collaborative approach to addressing these diverse factors can enhance adolescents' academic performance and overall growth.

REVIEW OF LITERATURE

Udbhava Rathi et al. (2021) delved into studying the impact of social media usage on academic performance involving 60 students from South Bangalore. Employing Pearson's correlation analysis, they unveiled a negative association between time invested in social media and students' academic results, indicating that heightened social media engagement correlates with diminished academic success. Furthermore, the study shed light on prevalent distractions triggered by social media platforms and identified the platforms most responsible for diverting students' focus.

Regina S. et al. (2023) conducted a study exploring how university students' social media usage relates to their overall grade point average (GPA). The research involved 192 participants who completed a questionnaire detailing their social media habits. Results indicated that a significant majority of students (over 70%) spent a minimum of two hours on social media daily, with most (67.7%) spending more than 15 minutes per session. Notably, the study found a higher percentage of female participants (61.1%) admitting to social media addiction compared to males (45.5%).

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Asma Alshantiti et al. (2023) conducted a study to explore how social media usage, addiction, and exposure influence the academic performance of students. The research utilized an online cross-sectional study, employing convenience sampling among undergraduate medical students in Medina, KSA during the 2021/2022 academic year. Statistical methods such as chi-square and Fisher's exact tests were used to assess the impact of social media usage on academic success. Results revealed that students with outstanding GPAs ($GPA \geq 4.5$) displayed lower tendencies towards social media addiction (54.8%) and believed that using social media did not contribute positively to their grades compared to other students. Interestingly, the study also found that students who were addicted to social media reported benefits from its use in enhancing their academic performance.

Ajay M. Bhandarkar et al. (2021) explored the link between academic achievement and social media use. They conducted a cross-sectional survey-based study at a medical school spanning three months from November 2018 to January 2019, involving 400 medical undergraduates who actively used social media. The findings indicated a significantly higher level of social media activity among students with lower academic performance compared to those with higher grades. Additionally, the study revealed a modest negative relationship between academic performance and social media use, while there was a strong positive correlation between social media use and the score indicating addiction to social media.

METHODOLOGY

Aim:

To investigate the impact of social media usage and procrastination on academic performance in teenagers.

Objectives:

- To explore the relationship between social media usage and academic performance among teenagers.
- To investigate how procrastination affects academic performance in teenagers.

Hypotheses:

- H1: A significant correlation exists between social media usage and academic performance among teenagers.
- H2: There is a significant relationship between procrastination and teenagers' academic performance.

Variables:

- Independent variables: social media usage and procrastination
- Dependent variable: academic performance

Tools used in the study:

- *Social Media Use Scale (SMUS)*: The Social Media Use Scale (SMUS) is a tool used to measure students' engagement with social media platforms. It comprises 17 questions rated on a 9-point Likert scale without reverse scoring, demonstrating high reliability and validity.
- *Procrastination Assessment Scale (PAS)*: The Procrastination Assessment Scale (PAS) measures academic procrastination through 44 items rated on a 5-point Likert scale, showing good test-retest reliability (0.80) and concurrent validity.

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- *Academic Performance Scale (APS)*: The Academic Performance Scale (APS) evaluates academic performance with 8 items rated on a 5-point Likert scale without reverse scoring. It demonstrates strong test-retest reliability (0.85) and internal consistency (0.89), along with concurrent validity.

Research design:

This study will utilize a correlational research design where the researcher does not manipulate or control any variables directly. Instead, the association between variables will be examined through correlation, which may indicate a positive or negative relationship.

Sample:

The study will target a sample size of 200 teenagers aged between 13 and 19 years.

Sampling technique:

The study will use a stratified random sampling method to obtain a diverse and representative sample of young adults. Stratification will be done based on gender, and participants will be randomly chosen.

Procedure:

The study employed a survey approach, using standardized questionnaires to gather data on three variables. Both male and female participants were invited to take part after receiving an overview of the study's topic and providing voluntary consent through a consent form. No incentives were offered to participants, and their time and information sharing were appreciated. Subsequently, each questionnaire was scored individually following manual instructions.

RESULTS AND INTERPRETATION

Table 1 displays the correlation between Social Media Usage (SMUS) and Academic Performance (APS) in teenagers.

		SMUS	APS
SMUS	Pearson Correlation	1	-.105
	Sig. (2-tailed)		.140
	N	200	200
APS	Pearson Correlation	-.105	1
	Sig. (2-tailed)	.140	
	N	200	200

Table 1 presents the correlation between social media use and academic performance in teenagers, showing a non-significant negative relationship with a correlation coefficient of -.105. The correlation did not reach statistical significance at the 0.05 or 0.01 level.

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Table 2 outlines the correlation between Procrastination (PAS) and Academic Performance (APS) in teenagers.

		PAS	APS
PAS	Pearson Correlation	1	-.421**
	Sig. (2-tailed)		.000
	N	200	200
APS	Pearson Correlation	-.421**	1
	Sig. (2-tailed)	.000	
	N	200	200

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 2 illustrates the correlation between procrastination and academic performance among teenagers. The correlation coefficient of $-.421$ signifies a substantial negative association between procrastination and academic performance. This correlation is statistically significant at the 0.01 level.

DISCUSSION

The objective of this research is to investigate how social media usage and procrastination influence academic performance among teenagers. The data was specifically collected from 200 teenagers using a survey form comprising three standardized questionnaires: one focusing on social media usage, another on procrastination, and the third on academic performance. Participants were asked to select their responses without any right or wrong answers. Subsequently, the data was scored and analyzed using IBM SPSS 20, employing the correlation method to establish relationships between social media usage, procrastination, and academic performance.

The study aims to achieve two objectives that could reveal insights into the relationships among social media usage, procrastination, and academic performance in teenagers. Two hypotheses were formulated and tested to determine significant outcomes and establish these relationships.

The tables in the result section provide insights into the data analysis outcomes. Pearson correlation was utilized to establish relationships, with Table 1 showing the correlation between social media usage and academic performance among teenagers. The correlation value of $-.105$ indicates a negative non-significant relationship. This finding raises concerns about social media's potential as a major distraction, affecting academic activities negatively.

The impact of social media on academic performance varies widely due to factors like time spent, content nature, and individual characteristics. These variations may mask significant relationships across the broader population. Moreover, the type of content consumed on social media can either enhance or detract from academic performance.

Table 2 illustrates the correlation between procrastination and academic performance among teenagers, indicating a significant negative relationship with a correlation value of $-.421$ at the 0.01 level. Procrastination negatively impacts academic performance by leading to poor study habits and compromised time management, resulting in lower achievement levels.

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Procrastination often stems from a lack of motivation, unclear goals, impulsivity, and stress. These factors can significantly affect teenagers' academic performance by influencing their study habits, engagement, and overall effort invested in their studies. After thoroughly analyzing each hypothesis, it can be concluded that hypothesis 2 holds significant relevance in this study, highlighting the negative impact of procrastination on academic performance among teenagers.

CONCLUSION

The primary objective of the study was to investigate how social media usage and procrastination influence the academic performance of teenagers. The correlation scores were derived using the Pearson Correlation method through parametric measurements. Table 1 presents the correlation between social media usage and academic performance among teenagers. The correlation coefficient of $-.105$ indicates a negative relationship between social media usage and academic performance, albeit not significant at the 0.05 or 0.01 level.

Similarly, Table 2 illustrates the correlation between procrastination and academic performance among teenagers, showing a negative relationship with a correlation coefficient of $-.421$, which is significant at the 0.01 level.

Social media platforms offer numerous distractions that can divert students' attention from their academic responsibilities. Constant notifications, messages, and entertaining content create an environment conducive to procrastination, resulting in decreased study time and lower academic achievement.

Moreover, procrastination amplifies the adverse effects of social media usage on academic performance. When teenagers prioritize scrolling through social media or engaging in online interactions, they postpone essential tasks, sacrifice valuable study time, and compromise their ability to comprehend and retain information effectively.

Limitations

- The study primarily focuses on specific demographic groups, such as teenagers from particular socio-economic backgrounds or geographic regions. Care should be taken when generalizing the results to wider populations.
- It is essential to acknowledge the cross-sectional nature of many studies exploring the link between social media usage, procrastination, and academic performance. Longitudinal research endeavours are imperative to gain a deeper understanding of how these factors evolve over time and their cumulative impact on teenagers' academic journeys.

FUTURE IMPLICATIONS:

- The findings underscore the importance of implementing educational interventions that equip teenagers with effective time management skills and strategies to navigate social media distractions. These interventions should be seamlessly integrated into school curricula to foster academic excellence among students.
- It is crucial to highlight the pivotal role of parents in guiding and mentoring their teenagers regarding responsible social media usage. Encouraging parents to establish

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clear boundaries around screen time can aid teenagers in prioritizing their academic commitments.

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Conflict of Interest

The author(s) declared no conflict of interest.

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