

A Review Paper on The Impact of Internet Addiction on The Level of Procrastination of University Undergraduate Students

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ABSTRACT

This review paper aims to investigate the critical field of internet addiction and its possible effects on individuals' mental health. It explores how internet addiction is strongly correlated to procrastination. It investigates the substantial correlation between internet addiction and procrastination. This study conducts a comprehensive analysis of the available literature to extract the findings from various studies, aiming to enhance our understanding of the correlation between internet addiction and increased levels of procrastination. Additionally, it explores potential interventions that can help individuals overcome this addiction and break the habit of procrastination. The review examines the strong correlation between procrastination and internet addiction among different student populations and settings. It investigates potential interventions that target responsible internet use, psychological support, and time management strategies to enhance students' academic performance and overall well-being. This research intends to investigate the reduction of internet addiction and procrastination via various interventions by critically assessing current information. The findings from this study aim to provide valuable insights to the fields of psychology, counseling, and student academics. The findings of this research provide useful insights for the domains of psychology, therapy, and education, highlighting the need of specific ways to address these interconnected behaviours.

Keywords: *Internet Addiction, Procrastination, College Students, Academic Achievement*

Almost every part of modern life has changed since the internet came along, from how we work and play to how we interact and get information. Numerous good things happen on the internet, but its widespread use has also caused bad habits to appear, like internet addiction. The term "internet addiction" refers to obsessive or badly managed thoughts, feelings, or actions related to computers and the internet that cause problems or discomfort (Shaw & Black, 2008). This is a big problem, especially among college students. This group is especially vulnerable due to their frequent use of digital tools for academic and social purposes, combined with the relative freedom and lack of parental control usually experienced in university settings (Young, 1998).

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Another common problem among college students is procrastination, which means putting things off until later. This can hurt their grades, mental health, and general productivity (Steel, 2007). More and more people are interested in the link between being addicted to the internet and putting things off. This is because the two behaviours often happen together and may make each other worse. This study paper will look into how university undergraduates' internet addiction affects their level of laziness. It will show how too much internet use can get in the way of academic duties and lead to a loop of falling behind and failing to meet expectations.

Both Internet addiction and putting things off have many causes that have to do with psychological, social, and environmental factors. When someone is addicted to the internet, they may spend a lot of time doing things like games, social networking, and looking for information. This can waste a lot of time that they could be using to do schoolwork (Kuss & Griffiths, 2012). This shift effect not only cuts down on the time you have to study, but it also encourages avoidance and escape, which are two main traits of procrastination (Tice & Baumeister, 1997).

Conversely, procrastination is a complicated behaviour that has many mental and emotional causes, such as fear of failing, avoiding tasks, and acting without thinking (Steel, 2007). By making these problems easier to get to and more fun to deal with, internet addiction may make these problems worse. For example, students who are worried about how well they are doing in school might use the internet to relax for a short time. This would keep them from doing hard chores and reinforce a habit of putting them off (Pychyl & Flett, 2012).

REVIEW OF LITERATURE

The reviewed literature consistently highlights a significant correlation between internet addiction and procrastination across various student populations and settings. Can and Zeren (2019) found that greater degree of internet addiction among teenagers were strongly associated with increased academic procrastination. This correlation underscores the necessity of addressing fundamental psychological needs to reduce procrastination and enhance academic performance. Similarly, Nadarajan, Hengudomsub, and Wacharasin's (2023) study of Thai university students revealed that elevated internet addiction contributes to academic procrastination, suggesting targeted interventions to mitigate this issue. Nwosu et al. (2020) extended this understanding by showing that excessive social media use predicts higher levels of academic procrastination among undergraduates. Their findings emphasize promoting responsible internet use to improve academic outcomes. Hayat, Kojuri, and Mitra Amini (2020) corroborated this by identifying a substantial correlation between internet addiction and academic procrastination in medical students, recommending interventions focused on time management skills to boost academic performance and well-being.

Research by Saleem, Owaisi, and Tufail (2015) on Pakistani higher education students and by Zhang et al. (2022) on college students further confirmed these trends. Both studies highlighted that increased internet addiction leads to more frequent procrastination, impacting productivity and academic achievement. This was echoed by Suárez-Perdomo, Ruiz-Alfonso, and Garcés-Delgado (2022), who identified distinct profiles of network addiction influencing academic behaviors and outcomes among undergraduates. Investigations by Zhang and Wu (2020), Al Shaibani, Hejab, and Shaibani (2020), and Anierobi et al. (2021) focused on the negative impacts of social media and smartphone

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addiction, linking these behaviors to academic procrastination and reduced performance. These studies underscore the need for strategies to manage digital behaviors to enhance academic success. Research conducted during the COVID-19 pandemic by Tezer et al. (2020) revealed that increased internet reliance exacerbates academic procrastination among high school students. Similarly, Hinsch and Sheldon (2013) and Malyshev and Arkhipenko (2019) found that excessive social internet use is linked to higher procrastination and lower life satisfaction, highlighting the broader impacts of digital addiction on well-being. Studies by Tian et al. (2021), Xie et al. (2023), Liu et al. (2018), Chen, Li, and Kim (2021) delved into the psychological mechanisms connecting internet addiction to procrastination, such as intrusive thinking, DAS symptoms, and time management disposition. These findings stress the importance of addressing mental health issues to mitigate procrastination and enhance academic performance. Finally, research by Reinecke et al. (2018), Sharma and Kastiya (2020), and Choo (2022) confirmed that internet addiction significantly affects procrastination and overall psychological well-being across various contexts, including workplace environments and university settings in Malaysia.

In conclusion, the consistent findings across these studies highlight a pervasive correlation between internet addiction and procrastination. Addressing this issue requires comprehensive interventions focusing on responsible internet use, psychological support, and time management strategies to improve academic and overall well-being among students.

CONCLUSION

The internet has revolutionised our methods of work, recreation, social interaction, and education. The internet offers several benefits, but, its widespread use has also resulted in detrimental habits such as internet addiction. College students, who often utilise digital technology and have more freedom in university, are particularly susceptible to this addiction (Shaw & Black, 2008; Young, 1998).

Procrastination is a significant issue among college students, negatively impacting their academic performance, emotional well-being, and efficiency (Steel, 2007). The co-occurrence and potential reinforcement of internet addiction and procrastination make them subjects of study. This study investigated the impact of internet addiction on the tendency of university students to delay or postpone tasks, highlighting how excessive use of the internet may undermine academic achievement and result in delays and unmet goals.

Psychological, social, and environmental factors influence both procrastination and internet addiction. Internet addiction may result in the excessive engagement in activities such as gaming, social networking, and information seeking, which can lead to the wastage of academic time (Kuss & Griffiths, 2012). This decrease in focus reduces the amount of time spent studying and encourages the act of avoiding tasks, which is often known as procrastination (Tice & Baumeister, 1997). Procrastination is promoted by intricate psychological and emotional factors such as the fear of failure, a strong dislike for tasks, and impulsiveness (Steel, 2007). Internet addiction promotes procrastination by providing convenient and enjoyable distractions (Pychyl & Flett, 2012).

The following studies support this conclusion: Can & Zeren (2019), Nadarajan, Hengudomsub, & Wacharasin (2023), Nwosu et al. (2020), Hayat, Kojuri, & Mitra Amini (2020), Saleem, Owaisi, & Tufail (2015), Zhang et al. (2022), Suárez-Perdomo, Ruiz-

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Alfonso, & Garcés-Delgado (2022), Zhang & Wu (2020), Al Shaibani, Hejab, & Shaibani (2020), Anierobi et al. (2021), Tezer et al. (2020), Hinsch & Sheldon (2013), Malyshev & Arkhipenko (2019), Tian et al. (2021), Xie et al. (2023), Liu et al. (2018), Chen, Li, & Kim (2021), Reinecke et al. (2018), Sharma & Kastiya (2020), and Choo (2022).

As a result, the strong correlation between procrastination and internet addiction a wide range of solutions that focus on responsible internet use, mental health support, and smart time management. Taking care of these problems is necessary to help kids do better in school and be healthier generally.

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Conflict of Interest

The authors have no competing interests to disclose.

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