

Comparative Study

The Impact of Social Media Addiction on Academic Procrastination: A Comparative Study of Undergraduate and Postgraduate Students in Lucknow City

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ABSTRACT

Social media addiction among students hampers academic performance by fostering excessive usage, withdrawal symptoms, and neglect of responsibilities. This addiction exacerbates academic procrastination, diverting attention from studies to social media. Managing social media usage is vital for improving academic outcomes and student well-being. Therefore, this study explores the relationship between social media addiction and academic procrastination among university students in Lucknow city. A correlational study was conducted on 301 students, with 181 classified as social media addicted and 120 as non-addicted. Quota sampling was used for data collection, and Spearman Rank Correlation, analyzed using SPSS-version 25, was employed. Social media addiction was assessed with the Bergen Social Media Scale, while academic procrastination was measured using the Procrastination Assessment Student Scale. Results show a clear link between social media addiction and academic procrastination for both undergraduate and postgraduate students, rejecting H₀ 1 and H₀ 2. While there's no significant relationship between non-addiction of social media and academic procrastination for undergraduates (H₀ 3 not rejected), it's significant for postgraduates (H₀ 4 rejected). This underscores the importance of addressing social media addiction to curb academic procrastination among students.

Keywords: *Social Media Addiction, Academic Procrastination, Undergraduate Students, Postgraduate Students, Bergen Social Media Scale, Procrastination Assessment Student Scale*

Social media usage has soared among Indians, with 467 million users reported in 2024, largely due to widespread internet accessibility. This surge aligns with India's overall internet user base, which reached a staggering 692 million, encompassing nearly half of the country's population (India Social Media Statistics, 2024). Globally, as of January 2024, the worldwide internet user count reached 5.35 billion, constituting 66.2% of the global population. Among these users, 5.04 billion individuals, equivalent to 62.3% of the world's population, actively engaged on social media platforms (Petrosyan. A, 2024).

In an era characterized by the omnipresence of social media platforms, the phenomenon of social media addiction has garnered significant attention due to its pervasive influence on

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various aspects of individuals' lives. Social media addiction, as defined by Helon. C et al, (2018), manifests as an excessive preoccupation with social networking sites (SNSs), disrupting not only academic pursuits but also impeding social interactions, personal relationships, and psychological well-being. This behavioral addiction shares notable parallels with other addictive behaviors, including withdrawal symptoms and mood fluctuations (Andreassen, 2012), underscoring its complex and multifaceted nature.

Simultaneously, academic procrastination (AP) has emerged as a prevalent challenge among university students worldwide, posing significant obstacles to academic success and overall well-being. Abu Ghazal's (2012) investigation into the extent of AP among students at Yarmouk University in Jordan revealed a notable prevalence of procrastination behaviors, highlighting the widespread nature of this phenomenon and its far-reaching implications.

Furthermore, the advent of the digital age, characterized by rapid technological advancements and information proliferation, has exacerbated procrastination tendencies among students. The ease of access to social media platforms and the allure of constant connectivity present unprecedented distractions, potentially exacerbating procrastination behaviors among students grappling with academic responsibilities.

In this context, the intersection between social media addiction and academic procrastination assumes paramount importance. Individuals demonstrating signs of social media addiction may find themselves prone to delaying academic tasks, thereby compromising their academic performance. Steel (2007) argues that despite being cognizant of the negative consequences associated with procrastination, individuals engrossed in social media usage may succumb to procrastination tendencies, further complicating academic pursuits.

Against this backdrop, the present study endeavors to investigate the impact of social media addiction on academic performance among undergraduate and postgraduate students in Lucknow City. Through a comparative analysis of these student cohorts, this research aims to shed light on any apparent differences in the relationship between social media addiction and academic performance. By exploring the intricate interplay between social media addiction and academic procrastination, this study seeks to advance our understanding of the factors shaping students' academic success in the digital age. Through nuanced exploration and empirical inquiry, this research endeavor aspires to offer valuable insights that inform interventions and strategies aimed at mitigating the adverse effects of social media addiction on academic performance.

Research Objectives

The present seeks to fulfil following objectives-

- To study the relationship between Social Media Addiction and Academic Procrastination of Undergraduate students.
- To study the relationship between Social Media Addiction and Academic Procrastination of Postgraduate students.
- To study the relationship between non-Addiction of social media and Academic Procrastination of Undergraduate students.
- To study the relationship between non-Addiction of social media and Academic Procrastination of Postgraduate students.

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Hypotheses of the study

Following hypotheses were formulated in line with the objectives of the study-

- There is no significant correlation between Social Media Addiction and Academic Procrastination of Undergraduate students.
- There is no significant correlation between Social Media Addiction and Academic Procrastination of Postgraduate students.
- There is no significant correlation between non-Addiction of social media and Academic Procrastination of Undergraduate students
- There is no significant correlation between non-Addiction of social media and Academic Procrastination of Postgraduate students.

Need and significance of the study

The need for this study arises from the growing concern over the pervasive use of social media among students and its potential impact on academic performance. In Lucknow City, as in many urban centers, students face increasing distractions from social media platforms, which may contribute to academic procrastination and ultimately hinder their educational outcomes. Understanding the specific relationship between social media addiction and academic performance among undergraduate and postgraduate students in Lucknow City is crucial for educators, policymakers, and parents alike.

The significance of this study lies in its potential to shed light on how social media addiction influences academic performance differently across undergraduate and postgraduate levels in Lucknow City. By conducting a comparative analysis, we can identify any distinct patterns or trends that may exist between these two groups. Such insights can inform the development of targeted interventions and strategies to help students manage their social media usage effectively and improve their academic outcomes. Moreover, this study can contribute to the broader literature on social media addiction and its impact on academic performance, providing valuable insights for researchers and practitioners in the field of education and psychology.

LITERATURE REVIEW

In their study, **Pekpazar A. et.al (2021)** asserted that as social media use has grown, social media addiction has become a widespread issue that has an impact on university students' performance and well-being.

According to research by **Ndubuaku et al., 2020; Yakut & Kuru, (2020)**, social media addiction, also known as compulsive social media use, has been dubbed a global serious issue of concern and has been found to be more common among students.

Further, **Cao et al. (2020)** found that excessive use of social media, also known as social media addiction, can result in decreased productivity at work.

Despite the advantages of using social media for educational purposes (**Noise, 2016**), the negative consequences, particularly the risk of social media addiction and its link to academic procrastination, are apparent.

With the widespread adoption of social media, it has become an integral aspect of daily life, providing instant access to global events and information (Kaplan, 2019). Users can easily

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share content, including personal updates, photos, and advertisements, fostering quick and seamless communication (**Özdemir & Erdem, 2016**).

Social media serves as a virtual platform for users to express themselves and connect with others effortlessly (**Bedir & Gülcü, 2016:70**).

Given its accessibility and diversity, individuals spend significant amounts of time engaging with social media platforms (**Ünal, 2015**).

The pervasive use of social media has led to concerns about internet addiction, particularly social media addiction, as internet usage and addiction rates continue to rise (**Deniz & Gürültü, 2018; Balcı & Gülnar, 2009**).

The rapid evolution of technology poses risks, with excessive and uncontrolled use of social media contributing to adverse effects on individuals' well-being (**Akter, 2014**). However, when used judiciously, social media can offer both social and academic benefits (Akar, 2017). Academic procrastination, a common behavior among students, involves delaying academic tasks, resulting in inefficiency and anxiety (**Akdemir, 2013; Çetin, 2016**). This behavior often stems from ineffective study habits and poor time management skills (**Yüce, 2016**).

According to studies, Facebook, WhatsApp, and Twitter are the social media platforms that students use the most frequently (**Alkhalaf AM et.al 2018**).

According to **Rozgonjuk & Kattago (2018)**, procrastination is the propensity for someone to put off doing something vital until it causes them discomfort.

Procrastination is defined by **Steel P. (2007)** as purposefully putting off duties despite the consequences, acting in an evasive or avoidant manner, struggling with motivation, or failing to exercise self-control. Further he reported that 50% of the university students who participated in his study admitted to being frequent procrastinators and that 75% of them believed themselves to be such.

According to a study conducted by **Jones & Blankenship (2021)**, Academic procrastination is linked to dysfunctional learning outcomes for many students, including low academic performance, poor academic work quality, a lack of information, time restrictions, dropout, and a prolonged term of study.

Muyana (2018), stated that a belief in ability, attention deficiency, social issues, time management, initiative, personality, and laziness are all contributors to academic procrastination.

Anierobi et al. (2021)'s findings also showed that among undergraduates, social media addiction predicted both academic procrastination and academic success. Based on the study's findings, it was suggested, among other things, that students, regardless of their gender, be guided into the right use of social media for academic objectives with counselling services to aid those with chronic or addictive use.

Additionally, **Siah et al. (2020)** found that young adult students were more likely to be attracted in by the joyful experiences and immediate satisfaction offered by social media.

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In his research, **Uztermur (2020)** discovered a favourable correlation between social media addiction and academic procrastination but a negative correlation with academic success. In addition, excessive social media use causes people to neglect their everyday responsibilities and impairs their ability to complete academic work and commitments.

In a similar vein, **Nwosu et al. (2020)** showed that among undergraduate students, internet addiction predicted academic procrastination. They also found in their study that social media use may not cause academic procrastination unless it becomes severe, such as being hooked to social media.

According to **Rozgonjuk et al. (2018)** Social media use may be one of the most prevalent behaviours linked to procrastination. Many students struggle with uncontrollable procrastination in their academic lives, and social media use was one of the main causes.

RESEARCH METHODOLOGY

A correlational research design-based study was conducted on a sample of 301 (181 social media Addicted and 120 Non-addicted) students. The Primary data was collected using Quota sampling technique. The data was analysed using Spearman Rank Correlation with the help of SPSS-version 25.

Social media addiction was evaluated through the Bergen Social Media Scale, while academic procrastination was measured using the Procrastination Assessment Student Scale.

Description of the tools used:

Bergen Social Media Scale by Andreassen et al. (2016)	Procrastination Assessment Student Scale by Rothblum and Solomon (1984)
<ul style="list-style-type: none"> • It comprises six items reflecting addiction criteria like withdrawal, salience, mood modification, conflict, tolerance, and relapse. Each item is rated on a five-point scale from very rarely to very often. • A composite score ranging from 6 to 30 is calculated, with a cutoff score of >3 on at least four criteria indicating addiction experiences during the past year. The scale's internal consistency coefficient was 0.88. 	<ul style="list-style-type: none"> • This scale measures academic procrastination, focusing on six specific areas of academic achievement: weekly readings, studying, writing term papers, general academic tasks, attending meetings, and administrative tasks. • It comprises 30 items, each rated on a five-point scale ranging from "strongly agree" to "strongly disagree."

Data Analysis and Interpretation

- **Demographic Profile of the respondents**

Gender:

Among Undergraduates, females constitute the majority with 52.3%, while males account for 47.7%. **Among Postgraduates**, females are the predominant group at 81.1%, with males comprising 17.9% and 1.1% identifying as others.

Age:

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Undergraduates: The majority falls within the 18-21 age bracket, constituting 69.8%, while 30.2% are aged 22-25. **Postgraduates:** The majority are aged 22-25 years, making up 91.6%, with only 8.4% falling in the 18-21 age range.

Faculty:

Among Undergraduates, the majority are in Pure Sciences, accounting for 46.5%, followed by Arts and Humanities at 10.5%. **Among Postgraduates**, Arts and Humanities represent the majority with 38.9%, followed by Pure Sciences at 29.5%.

Type of College/University:

Among Undergraduates, a majority attend Private institutions, comprising 82.6%, whereas only 15.1% attend Government/Semi-Government institutions. **Among Postgraduates**, the majority also attend Private institutions, constituting 65.3%, with 28.4% attending Government/Semi-Government institutions.

Type of Family:

Among Undergraduates, nuclear families are slightly more prevalent at 32.6%, compared to Joint Families at 39.5%. **Among Postgraduates**, Joint Families are the majority at 60.5%, while Nuclear Families account for 67.4%.

Type of Gadget for Social Media:

Among both Undergraduates and Postgraduates, Smartphones are overwhelmingly preferred, with 100% usage among undergraduates and 98.9% among postgraduates.

Social Media Platforms Usage:

WhatsApp is widely used across both groups, with 98.8% usage among **undergraduates** and 100% among postgraduates, indicating a majority. Snapchat is more popular among undergraduates, with 75.3% usage, while **postgraduates** show slightly higher usage at 80.0%. LinkedIn and Skype are more commonly used by postgraduates, with 57.0% and 91.6% usage respectively, compared to 43.0% and 11.6% usage among undergraduates.

Table-1 Relationship between Social Media Addiction and Academic Procrastination of Undergraduate students.

Variables		N	ρ	Sig
Social Media Addiction	Academic Procrastination	86	0.651*	.000

*Note: * Correlation is significant at the 0.05 level*

The above table shows a significant and positive correlation between social media addiction and academic procrastination of undergraduate students, therefore, H_0 is rejected. It can be concluded that, as the social media addiction increases, the academic procrastination in undergraduate students will also increase.

Table-2 Relationship between Social Media Addiction and Academic Procrastination of Postgraduate students.

Variables		N	ρ	Sig
Social Media Addiction	Academic Procrastination	95	0.725*	0.000

*Note: * Correlation is significant at the 0.05 level*

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The above table shows a significant and positive correlation between social media addiction and academic procrastination of postgraduate students, therefore, $H_0 2$ is rejected. It can be concluded that, as the social media addiction increases, academic procrastination in postgraduate students will also increase.

Table-3 Relationship between Non-Addiction of social media and Academic Procrastination of Undergraduate students.

Variables		N	ρ	Sig
Social Media Addiction	Academic Procrastination	76	0.174	0.133

The above table shows an insignificant correlation between Social Media Addiction and Academic Procrastination, therefore, $H_0 3$ is not rejected. It can be concluded that there is no significant relationship between non-Addiction of social media and Academic Procrastination of Undergraduate students.

Table-4 Relationship between Non-Addiction of social media and Academic Procrastination of Postgraduate students.

Variables		N	ρ	Sig
Social Media Addiction	Academic Procrastination	44	0.300	0.048

The above table shows a positive and significant correlation between Social Media Addiction and Academic Procrastination, therefore, $H_0 4$ is rejected. It can be concluded that there is significant relationship between non-Addiction of social media and Academic Procrastination of postgraduate students.

CONCLUSION AND RECOMMENDATIONS

The significant and positive correlation between social media addiction and academic procrastination among both undergraduate and postgraduate students in Lucknow City suggests several possible reasons behind these results.

Firstly, the pervasive nature of social media platforms offers students a constant source of distraction, making it easier for them to procrastinate on academic tasks. The allure of notifications, updates, and the endless scrolling feeds can draw students away from their studies, leading to delays in completing assignments or preparing for exams.

Secondly, social media addiction often leads to a compulsive need for validation and instant gratification, which can detract from students' ability to focus on long-term academic goals. The immediate rewards of likes, comments, and shares on social media may overshadow the importance of investing time and effort into academic pursuits, thereby fueling procrastination tendencies.

Moreover, the prevalence of social comparison on social media platforms may exacerbate feelings of inadequacy or fear of failure among students, leading to avoidance behaviors and procrastination as a coping mechanism. Constant exposure to curated and idealized images of success and achievement may contribute to unrealistic expectations and performance anxiety, prompting students to delay tasks rather than face perceived shortcomings.

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Additionally, the addictive nature of social media, characterized by its ability to trigger dopamine release and reinforce habitual behaviors, can further perpetuate procrastination tendencies among students. The instant gratification derived from scrolling through feeds or engaging in online interactions may override the perceived effort required for academic tasks, leading to procrastination as a means of seeking immediate pleasure.

Furthermore, the demands of academic life, coupled with the pressures of social and personal responsibilities, can create a sense of overwhelm and stress for students. Social media may serve as a convenient escape or coping mechanism to alleviate stress temporarily, leading to excessive use and subsequent procrastination on academic obligations.

In light of these potential reasons, it becomes evident that addressing social media addiction and its impact on academic procrastination requires a multifaceted approach that addresses underlying psychological, behavioral, and environmental factors. By understanding the complex interplay between social media usage patterns and academic behaviors, educators and policymakers can develop targeted interventions and support mechanisms to promote healthy digital habits and enhance academic performance among students in Lucknow City.

Based on these findings, following below recommendations can be proposed to mitigate the adverse effects of social media addiction on academic performance:

- **Educational Awareness Programs:** Implement educational campaigns aimed at raising awareness among students about the potential consequences of excessive social media usage on academic performance. Provide strategies and resources to help students manage their social media habits effectively.
- **Time Management Workshops:** Offer workshops and seminars focused on improving time management skills, particularly in relation to balancing social media engagement with academic responsibilities. Provide practical tools and techniques for prioritizing tasks and minimizing procrastination tendencies.
- **Parental and Institutional Support:** Encourage collaboration between educational institutions and parents to establish guidelines and boundaries regarding social media use, especially during academic periods. Foster a supportive environment that promotes healthy study habits and academic engagement.
- **Technology Utilization Tools:** Integrate technology-based tools and applications that promote productive use of social media and limit distractions during study sessions. Explore the use of productivity apps or browser extensions that help students stay focused and minimize time spent on social media platforms.
- **Counseling and Support Services:** Offer counseling and support services to students struggling with social media addiction or academic procrastination. Provide individualized guidance and resources to address underlying issues and develop effective coping strategies.

By implementing these recommendations, educational institutions and stakeholders can work collaboratively to mitigate the negative impact of social media addiction on academic performance, thereby fostering a conducive learning environment for students in Lucknow City.

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Future scope of study

Following areas of research can be explored to extend the present study-

1. Investigate how social media addiction affects academic performance over several years.
2. Test new methods to reduce social media addiction and improve academic success.
3. Compare different student groups to see how social media addiction impacts them differently.
4. Interview students to understand how social media addiction affects their academic lives.
5. Explore using apps and tools to help students manage social media use and focus on academics.

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Conflict of Interest

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