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UGWUANYI BENEDICT CHIDI¹

Enugu State University of Science and Technology, Nigeria

ORCID 0000-0002-5423-0843

ZBIGNIEW FORMELLA²

Università Pontificia Salesiana, Italia

ORCID 0000-0003-2846-0992

UGOCHUKWU EKPEREAMAKA LOVETH³

Enugu State University of Science and Technology, Nigeria

ORCID 0009-0007-5655-2559

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SOCIAL MEDIA ADDICTION AS CORRELATE OF ACADEMIC PROCRASTINATION AMONG STUDENTS OF FACULTY OF SOCIAL SCIENCES IN ENUGU STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY

UZALEŻNIENIE OD MEDIÓW SPOŁECZNOŚCIOWYCH JAKO KORELAT ZANIEDBAŃ NAUKOWYCH WŚRÓD STUDENTÓW WYDZIAŁU NAUK SPOŁECZNYCH PAŃSTWOWEGO UNIWERSYTETU NAUKI I TECHNOLOGII W ENUGU

Streszczenie: Prokrastynację naukową można zdefiniować jako tendencję do odkładania i opóźniania zadań akademickich lub ignorowania odpowiedzialności akademickiej przez cały okres studiów. Oznakami prokrastynacji akademickiej są odroczenia lub opóźnienie rozpoczęcia zadania, zwłoka w ukończeniu lub oddaniu zadań, przekroczenie zaplanowanego terminu zadania i wykonywanie innych zajęć niż dokończenie zadań. Jednym z powodów może być to, że studenci są zawsze zajęci korzystaniem z mediów społecznościowych. W artykule zbadano uzależnienie od mediów społecznościowych jako korelat prokrastynacji akademickiej

- Ugwuanyi Benedict Chidi**, doctor of psychology, lecturer at Enugu State University of Science and Technology ·Enugu in Nigeria, Department of Social Sciences and Humanities. E-mail address: ototo4u@yahoo.com
- Zbigniew Formella**, doctor of humanities science, full professor at Salesian Pontifical University at Rome, Director of the Department of Educational Psychology. E-mail address: formella@unisal.it
- Ugochukwu Ekpereamaka Loveth**, graduate of psychology Enugu State University of Science and Technology Enugu in Nigeria. E-mail address: ugochukwuloveth97@gmail.com

wśród studentów wydziału nauk społecznych Państwowego Uniwersytetu Nauki i Technologii w stanie Enugu w Nigerii (112 osób). Wykorzystano tu dwa zestawy narzędzi, obejmują one skalę prokrastynacji akademickiej McCloskeya, i formularz studencki dotyczący skali uzależnienia od mediów społecznościowych Sahina. Wyniki wykazały, że uzależnienie od mediów społecznościowych nie było istotnie powiązane z prokrastynacją w nauce wśród studentów wydziałów nauk społecznych ($r = 0,09$, $p > 0,05$).

Słowa kluczowe: prokrastynacja akademicka, media społecznościowe, podejmowanie decyzji

Abstract: Academic procrastination can be defined as the tendency to postpone and delay academic tasks or ignoring academic responsibility during the entire course of studies. The indicators of academic procrastination are postponed or delay the beginning of the task, delay finishing or submitting the assignments, pass over the deadline of task that has been planned and do other interesting activities than finishing the tasks. Part of the reason could be that students are always busy on social media. The study examined social media addiction as a correlate of academic procrastination among students of faculty of social sciences in State University of Science and Technology, Enugu State, Nigeria. Two sets of instruments were used in this study, they include McCloskey, academic procrastination scale and Sahin, social media addiction scale student form. Results indicated that social media addiction was also not significantly related to academic procrastination among students of faculty of social sciences ($r = .09$, $p > .05$).

Keywords: Academic procrastination, Social Media, Decision Making

Introduction

We live in a modern world. Some prefer to call it digital world but the bottom line is that there are a lot of things in this present generation that can distract the students. On the other hand, it is important to remember that distractions are part of the world that we live in and world. We can sum it up by stating that we live in world where there are so many distractions that it takes a lot of discipline to stay focused on the task at hand. As one tries to focus on an item, there are many things that could distract the individual such as, answering the phone, responding to emails, and surfing the latest headline. Aside from the traditional social, biological and technical distractions, one may find that unforeseen work issues may divert your focus (Sindell, Sindell 2008, p. 105).

We may not be wrong to state that the world is constantly bustling with sorts of interventions craving for time and attention. We live in a noisy world with sounds of car honks on the road, constant email notification and the nonstop chatter of coworkers in the office, television playing in the background at home, and in addition, our cell phones buzzing with social media notifications and unwanted calls from loan, advertising, and marketing agents all day long. We live in a world where distractions come easy and it is getting so hard to focus our attention on the very things that matter. An average person gets distracted one hundred and

fifty times a day and it takes approximately twenty-three minutes for one's brain to refocus on a task once you have been distracted (Kalonias 2022, p. 23).

Today's university students are not left out in this world full of distractions. Digital distractions seem to be their major problem and they cause many interruptions. There are those who think that a student is unlikely to be distracted unless interrupted or distracted by another student. However, many of the interruptions and distractions that students suffer today do not come from other students but have their origin in portable technological devices that they carry with them. For this reason, a student can be alone and apparently totally focused on his task, and on the contrary, be digitally distracted. Many classroom situations can be distractions and part of them have digital base (Flanigan, Kim 2022). When all these distractions occur, students who are involved in it tend to neglect their studies. In fact, academic procrastination will begin to take place.

At this point we need to ask an important question. What is Academic procrastination? However, it will be nice to know the meaning of procrastination. The word originated from the Latin word *procrastinatus*, which evolved from the prefix *pro*, meaning 'forward', and *crastinus*, meaning 'belonging to tomorrow'. So, procrastination is the act of putting something into tomorrow (Culver 2011). As a matter of fact, procrastination is the act of putting off until sometime in the future what should be done now. The procrastinator is so daunted by each new task they receive that they attempt to run away from either managing the task or working on it. Consequently, they fill their time unrelated stalling activities. This can take the form of actively focusing on something totally unrelated, such as social activity or passively avoiding starting to work (Hunt 2005).

Academic procrastination can be defined as the tendency to postpone and delay academic tasks or ignoring academic responsibility during the entire course of studies. The indicators of academic procrastination are postponed or delay to start carrying out the task, delay finishing or submitting the assignments, pass over the deadline of task that has been planned and do other interesting activities than finishing the tasks. It is a common behavior that college students do during their academic period. For example, students postpone the preparation and submission of their assignments or presentations, completing projects, or even preparing their final examination (Amin, 2019). Academic procrastination is a special form of procrastination that occurs in the academic settings. It involves knowing that one needs to carry out an academic task or undertake an academic activity, such as writing a term paper, studying for examinations, finishing a school related project, or undertaking the weekly reading assignments, but, for one reason or another, failing to motivate oneself to do so within the expected time frame (Ackerman, Gross 2005).

As noted earlier, students have always suffered procrastination, but in this twenty-first century this is amplified by easy access to the internet and social media. Many thousands of hours are lost every year by students aimlessly clicking on

links that have little or no relevance to the research they are supposed to be doing. Likewise, many students by endlessly checking social media updates (Millard et al. 2023). The effects of procrastination can be severe and sometimes devastating, especially in academics. Educators know the ramification of missing deadlines. Students who procrastinate may be more likely to either perform more poorly, not master course outcomes and skills, fail a college course, or drop out altogether due to procrastinating. Even if they remain in school, they will suffer self-doubt and other psychological problems (Fudge, Ferebee 2021).

Purpose of Study

In the contemporary digital era, social media platforms have become ubiquitous, profoundly influencing the lives of individuals, especially university students. Among these students, the excessive use and addiction to social media have emerged as critical concerns. This study addresses the escalating problem of social media addiction and its direct correlation with academic procrastination among students of faculty of social sciences in Enugu State University of Science and Technology (ESUT). The pervasive nature of social media platforms offers students constant connectivity, but it also poses a significant challenge to their academic pursuits. It also affects their social-skills and time management skills. However, it also has positive effects such as having ability to seek facts and connect with other members of the class. But in general, many students suffer from social media usage (Kumar, Radcliffe 2019).

Furthermore, this study seeks to identify the psychological and academic consequences of social media addiction-induced procrastination. How does procrastination affect academic performance, leading to missed deadlines, rushed assignments, and compromised grades? These questions are pivotal in comprehending the holistic impact of social media addiction on the academic landscape of students of faculty of social sciences in Enugu State University of Science and Technology. In fact, we noticed that students pay more attention to their smart phones; chatting while lecture is going on, some students find it difficult to read at home without having their phones or notebooks around them. Consequently, causing distractions for them. So, we began to wonder why students find it difficult to make good use of their smart phone for the betterment of their academic pursuit. However, due to these reasons, this present study aims to give an answer to the following problem: will social media addiction significantly correlate with academic procrastination among students of faculty of social sciences in Esut Enugu State University of Science and Technology?

Literature Review

Numerous studies have shown interests in our variables of study but we will like to limit ourselves to two theories namely Social cognitive theory and temporal motivation theory.

Social cognitive theory proposes that how an individual function is the result of dynamic interactions between behaviour, personal and environmental factors. This is often referred to as reciprocal determinism. For example, the likelihood of engaging in a particular behaviour (e.g being physically active) may be increased by individuals or personal factors, for example, outcome expectancies or self-efficacy. This may impact norms in a social group, which may in turn impact individual outcome expectancies/motivation and thus increase the likelihood of the behaviour occurring again (Nyman et al. 2018).

Social cognitive theory addresses the fact that behaviour change and goal attainment are not just accomplished through sheer will power, but rather through several self-regulatory skills including self-observation, self-evaluation, self-reaction and self-efficacy (Amster, Klein 2018). The influence of social media on social cognition and behavior is a critical area of study within the scope of social cognitive theory. This theory is of the view that individuals' behaviors are likely to be influenced by messages and role models in the mass media. In a nutshell, the theory emphasizes the reciprocal interaction between individual experiences, the actions of others (including social media) and environmental factors on subjective experiences (Reddy 2024).

On the other hand, temporal motivation theory is used to explain academic procrastination. This theory tried to explain selection processes of someone's decision making or behavior. Temporal motivation theory suggests that any person always prioritize activities which promise highest utility, at least in the perspective of that person for that certain time. In other words, people tend to procrastinate when they think the utility of doing the task is low (Siaputr 2010). Temporal motivation theory describes those learners procrastinate when they judge low prospects for success, low enjoyment while engaging in a task, or they perceive a delay between task management and expected outcome. This means, learner's self-efficacy beliefs, outcome expectations and emotions experienced in relation to task characteristics affect their decision to procrastinate (Woolford et al. 2023).

Hypothesis

The following hypothesis was tested in this study.

1. Social media addiction will significantly correlate with academic procrastination.

Participants

A total of 112 participants comprising 55 males and 57 female students of faculty of social sciences participated in this study. Participant's age ranged from 17-28 years, with a mean age of 1.25 and a standard deviation of 0.43. They were selected from Enugu State University of Science and Technology, (ESUT), Enugu State. The participants were selected using simple random sampling technique from four classes (Year 1, Year 2, Year 3, Year 4). 100 level students were 11, 200 level students were 32, 300 level students were 42, and 400 level students were 27. The no of Igbos students were 108 while Yorubas were just 4 students, other ethnic groups were not listed in Enugu State University of Science and Technology, Agbani Campus, Enugu State. Demographic variable such as gender, age and class level, faculty, ethnic group were explored.

Instruments

Two sets of instruments were used in this study, they include McCloskey (2011) academic procrastination scale and Sahin (2018) social media addiction scale student form.

Procedure

A total of 140 copies of the questionnaires on social media addiction and academic procrastination scale were randomly distributed within a period of one week and 3 three days on the target population. They were selected making use of convenient sampling technique from population of students of faculty of social sciences. They comprise of five departments; 16 from psychology, 29 from political sciences, 32 from history, 19 from economics and 16 from sociology. The participants are students of Enugu State University of Science and Technology, Agbani-Enugu State. The purpose of the study was explained to the participants by the researchers, and they were assured that every information provided by them will be confidentially kept. The administration of the questionnaires was done in the various classes during the lecture free periods. Thus, 140 copies of the questionnaires shared were collected after filling, 112 that were correctly filled were scored and analyzed, and the remaining 28 copies of each questionnaire were unloaded due to incomplete filling (some items were skipped in the questionnaire).

Design and Statistic

Correlation design was adopted for the two different variables (social media addiction and academic procrastination). Step wise multiple regression was

the main statistics used to test the hypothesis. Statistical Packages for the Social Sciences (SPSS) version was employed to do the analysis.

Results

Tab. 1. Correlations of demographic variables (gender, age, level of study, faculty and ethnic group), social media addiction and academic procrastination

Variables	M	SD	1	2	3	4	5	6	7
Gender	1.51	.50	-						
Age	1.25	.43	-.22**	-					
Level of Study	2.76	.93	.03	.35***	-				
Faculty	2.79	1.37	-.07	.22**	-.05	-			
Ethnic Group	1.04	.19	-.1	.11	-.16*	-.08	-		
Social Media Addiction	82.40	13.91	.15*	.01	-.06	.14	-.09	-	
Academic Procrastination	74.07	11.67	-.02	-.02	.08	.01	-.01	-.09	-

***p < .001; **p < .01, *p < .05

Tab. 2. Step wise multiple regression predicting academic procrastination from social media addiction

Variables	Step 1	Step 2
Gender	-.05	-.06
Age	-.08	-.08
Level of Study	.11	.12
Faculty	.04	.02
Ethnic Group	.01	.01
Social Media Addiction	.10	.10
R	.11	.15
R ²	.01	.02
R ² change	.01	.01
F value	F(5,106)=.24	F(6,105)=.39

Note: *= $p < .05$

Result of Table 1 above showed that none of the demographic variables, gender ($r = -.02$) age ($r = -.02$), level of study ($r = .08$), faculty ($r = .01$) and ethnic group ($r = -.01$) have significant relationship with academic procrastination. Social media addiction was also not significantly related to academic procrastination among ESUT students ($r = .09$, $p > .05$).

The results of the Step Wise Multiple Regression in Table 2 above indicated that the demographic variables, gender ($\beta = -.05, p > .05$), age ($\beta = -.08, p > .05$), level of study ($\beta = .11, p > .05, p > .05$), faculty ($\beta = .04, p > .05$) and ethnic group ($\beta = .01$) were not significant predictors of academic procrastination among ESUT students. The demographic variables however accounted for none significant 11% variance as predictors of academic procrastination among ESUT student ($R = .11, p > .05$). Social media addiction entered in step 2 of the equation did not significantly predict academic procrastination among ESUT students ($\beta = .10, p > .05$). It accounted for none significant 1% variance in predicting academic procrastination among student ($\Delta R^2 = .01, p > .05$). Therefore, social media addiction is not identified as a factor that explains academic procrastination among ESUT students.

Summary of Findings

1. Gender, age, level of study, faculty and ethnic group were not significantly related to academic procrastination among ESUT students.
2. Social media addiction was not significantly related to academic procrastination among ESUT students.
3. Gender, age, level of study, faculty and ethnic group were not significant predictor of academic procrastination among students.
4. Social media addiction did not significantly predict academic procrastination among ESUT students.

Findings and implication of the study

The findings of this study are in consonant with the previous studies (Tiking et al. 2024), who examined the link between academic procrastination and social media addiction. Academic procrastination has no significant relationship with the moderating variables of sex, age, year level, academic status, and social media sites. This implies that, the level of academic procrastination reported by the participants is not directly influenced or moderated by their demographic characteristics, such as sex, age, year level, academic status, number of units enrolled, internet connectivity, and the specific social media sites they use.

On the other hand, the faculty of social sciences in Enugu State University of Science and Technology should consider an intervention program focusing on other possible factors leading to academic procrastination of her students, and pointing out the possible effect social media addiction may likely cause the students in the nearest future. This will help the students in time to overcome the possible cause of procrastination and addictive behavior.

Limitations of the study

The first limitation of the study centers on the number of the participants. The small sample size may not be good enough to make generalization. Only five departments and few numbers of participants from the departments were used. Secondly, some students were in a rush in filling the questionnaire without properly going through the items before responding. Due to this reason, some of the respondents were unable to correctly fill the questionnaires. Due to this reason, some questionnaires were invalid and were not part of those used for scoring. Creating rapport with the respondents was difficult, as the students were busy for the forthcoming semester exam.

Summary and Conclusion

Considering the findings of this study, social media addiction was not significantly related to academic procrastination among students of faculty of social sciences in Enugu State University of Science and Technology. Hence, these students should be encouraged to manage and use their time adequately to overcome other possibly environmental factors that may lead them to procrastinating their academic tasks. Also, a program should be organized on social media addiction to enable them understand the consequences social media addiction may have on their psychosocial lives. It is important to remember that in this twenty first century, the so-called digital age, computers and internet have undoubtedly gained a central place in human life and social media plays a significant role in the scenario. Unfortunately, some students are always busy on social media. Students should be made to understand that the adverse effect of using social media sites can be seen in students who are giving up their homework and study hours and many students have become addicted to it (Scruthi 2022). Our findings support the idea that students procrastinate for different reasons and social media is not only the reason behind their academic procrastination.

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