

Study of Screen Addicted and Non-Addicted Students on Academic Procrastination

Shagufta Rehman¹, Dr Mohd Ashraf Wagi²

¹Research Scholar, ²Sr Assistant Professor (Education) GDC Ajas

¹School of Education & Behavioral sciences University of Kashmir

Abstract

The current study investigates the difference in academic procrastination between screen-addicted and non-addicted students. Academic Procrastination was measured by the academic procrastination Scale developed by Savita Gupta and Liqayat Bashir . It has four Dimensions namely Time Management, Task Aversiveness, Sincerity and Personal Initiative. The scale contains 30 items, scored on a five-point continuum from 5 to 1, with higher scores indicating a higher level of academic procrastination. A comparative research design was utilized in the study. Students in the sample included those who were classified as screen-addicted and non-addicted based on their screen use patterns. Data analysis using statistical techniques such as mean, standard deviation and t-test. Outcome showed that students addicted to screens had significantly higher levels of academic procrastination than non-addicted students across all dimensions of procrastination. Similarly, a positive correlation was found between screen addiction and academic procrastination. The study points out the adverse effects of excessive screen exposure on students' academic behavior and emphasizes the importance of effective intervention strategies to improve students' time management and self-regulation.

Keywords: Screen Addiction, Academic Procrastination, Time Management, Task Aversiveness, Sincerity, Personal Initiative

1. Introduction

The fast development of Electronic technology has altered Nearly every facet of human life, especially in the area of education. Students are becoming more dependent on electronic devices – smart phones, laptops, tablets and other screen-based technologies – for academic work and for leisure activities today. These technologies offer a lot of benefits in the area of education such as easy access to information, online learning platforms and interactive learning tools. However, the excessive and improper use of these technologies has heightened the concern of screen addiction. Screen addiction is the excessive, compulsive and often unrestrained usage of digital screens that interferes with a person's day-to-day functioning including academic responsibilities, social interactions and psychological well-being. The issue of screen addiction has become a big behavioral problem among students now. As high-speed internet, social media, online gaming and streaming services grow; students are finding it harder to manage their screen time. Therefore, many students allot much of their screen time to non-study activities, often at the expense of their studies. This kind of engagement is too much; because it reduces the time spent studying and has a negative impact on concentration, motivation and self-discipline.

One of the most prominent academic consequences associated with excessive screen usage is **academic procrastination**. Academic procrastination is one of the most prominent academic consequences associated with excessive screen time. Academic procrastination is defined as the purposeful postponement or deferral of academic tasks like studying, completing homework, getting ready for tests, or participating in academic projects, even with the knowledge of the negative potential. It is a common problem among pupils and has been connected to, poor academic outcome, higher stress, anxiety and lower overall well-being. Academic procrastination is a complex concept that encompasses a number of behavioral and psychological elements. Academic procrastination is a complex phenomenon that encompasses several behavioral and psychological components. This is examined in the current study through four core dimensions:

Time Management: It relates to the ability of students to efficiently plan, arrange, and utilize their time for academic assignments. Poor time management can often lead to last-minute work and incomplete tasks.

- **Task Aversiveness:** The tendency to avoid or delay tasks perceived as difficult, boring or unpleasant. Students often put off tasks that they are not interested in or that seem overwhelming.
- **Sincerity:** The degree of seriousness, commitment and responsibility a student shows toward academic work. Higher Procrastination is associated with lower Sincerity.

Personal Initiative: Refers to the ability of students to initiate, self-motivate and be actively involved in academic activities without external pressure.

In today's digital world, the connection between academic procrastination and screen addiction is especially concerning. Screen activities, particularly in the area of entertainment and social networking, offer instant gratification and an easy escape from hard academic work. This often causes students to delay their academic work in favor of more pleasurable screen activities. This behavioral pattern, over time, reinforces the habits of procrastination and undermines capacities for self-regulation. Research has demonstrated that there is a favorable relationship between excessive screen use and procrastination behaviors. Students with high levels of screen-based activity are more likely to have low levels of academic discipline and concentration and to engage in more task avoidance. In contrast, students who engage in a controlled and purposeful use of digital devices are probably to cope well with their academic responsibilities and show lower levels of procrastination. Although the research of this field is increasing, it is required to make a clear distinction between the academic behavior of screen-addicted and non-addicted students. Comparative studies between these two groups may provide a deeper insight into the effect of excessive screen usage on different dimensions of academic procrastination. Thus, the present study attempts to investigate the differences of screen-addicted and non addicted students on academic procrastination. The current research intends to provide a holistic view of the effect of screen addiction on students' academic functioning including aspects of time management, task aversiveness, sincerity, and personal initiative. The findings of this research are anticipated to be of great benefit to teachers, parents, and education policymakers in designing effective strategies to combat screen addiction and promote better academic habits among students.

2. Review of Literature

The growing integration of digital technology into students' lives has attracted considerable research attention, particularly in relation to its impact on academic behavior. Two major constructs that have emerged prominently in this context are **screen addiction** and **academic procrastination**.

Studies of screen addiction suggest that excessive use of digital devices may lead to behavioral dependence, reduced self-control and academic dysfunction. Research indicates that students who spend long hours on smartphones, social media and online entertainment platforms often have problems to maintain attention, organize their study schedule, and finish academic tasks in time (Kuss & Griffiths, 2017; Przybylski & Weinstein, 2017). Excessive screen engagement reduces productive studying time and creates habitual distractions that interfere with the learning process. Several researchers have studied the psychological and behavioral effects of screen overuse. Students addicted to screen time are generally less self-regulating and more impulsive (Billieux, 2012). These characteristics play a large role in maladaptive academic behaviors such as procrastination. Beside, digital environments are designed to offer immediate rewards and gratification, which further strengthens the avoidance of effortful academic tasks (Alter, 2017). Academic procrastination, in contrast, has been extensively studied as a significant factor influencing students' academic achievement. It is always associated with poor time management, lack of motivation, fear of failure and task avoidance (Steel, 2007). According to research, procrastination is more than just bad time management; it's a lack of self-control when people choose short-term satisfaction above long-term scholastic objectives. (Tice & Baumeister, 1997). Empirical evidence shows a significant positive relationship between screen addiction and academic procrastination. The more students engage in screen-based activities, the more likely they are to procrastinate on academic tasks, exhibit low academic commitment and struggle with initiating and finishing assignments (Meier, Reinecke, & Meltzer, 2016). In particular, social media usage has been noted as a major cause of procrastination, as it distracts from academic duties and consumes time (Rosen et al., 2013). Studies also show that the negative effect of excessive screen use on dimensions including time management and task aversiveness is substantial. Students are likely to avoid hard/challenging academic tasks and choose more easily available and fun screen activities (Sirois & Pychyl, 2013). In addition, students with higher levels of screen dependency have shown less sincerity and personal initiative (Schraw, Wadkins, & Olafson, 2007). Studies comparing addicted and non-addicted students show that non-addicted students generally have a higher degree of academic discipline, more motivation, and more efficient time management strategies. They tend to procrastinate less and are more likely to complete assignments in a timely and organized way (Hen, Goroshit, & Viengarten, 2019).

Although there is a wealth of research on both constructs separately, the number of studies on the multidimensional aspects of academic procrastination among students addicted and not addicted to screens using standardized tools is relatively few. This gap merits further research.

The present study attempts to extend the existing literature in light of the results obtained above, by investigating the differences between screen addicted and non-addicted students in various dimensions of academic procrastination, so as to obtain a broader understanding of their academic behavior.

3. Objectives and Hypotheses

Objectives of the Study

The current investigation is intended to accomplish the following objectives:

1. To assess the level of academic procrastination among screen-addicted students.
2. To assess the level of academic procrastination among non-addicted students.
3. To compare screen-addicted and non-addicted students on overall academic procrastination.
4. To examine the differences between screen-addicted and non-addicted students across the dimensions of academic procrastination, namely:
 - Time Management
 - Task Aversiveness
 - Sincerity
 - Personal Initiative
5. To ascertain the connection between students' academic procrastination and screen addiction.

4. Hypotheses of the Study

For empirical testing, the following hypotheses were developed:

H₁: There is a significant difference between screen-addicted and non-addicted students in overall academic procrastination.

H₂: There is a significant difference between screen-addicted and non-addicted students on the dimension of Time Management.

H₃: There is a significant difference between screen-addicted and non-addicted students on the dimension of Task Aversiveness.

H₄: There is a significant difference between screen-addicted and non-addicted students on the dimension of Sincerity.

H₅: There is a significant difference between screen-addicted and non-addicted students on the dimension of Personal Initiative.

H₆: There is a significant positive correlation between screen addiction and academic procrastination.

5. Methodology

Research Design

A descriptive, comparative, and correlation research approach was used in this study to look at differences between screen-addicted and non-addicted students on academic procrastination and to determine the relationship between the two variables.

Population and Sample

The population comprised students enrolled in higher educational institutions. Sample of 200 students was selected using extreme group technique .

- **Screen-Addicted Students (n = 100)**
- **Non-Addicted Students (n = 100)**

The age range of the participants was 18–25 years, representing undergraduate and postgraduate students.

Variables of the Study

- **Independent Variable:** Screen Addiction (Screen-Addicted vs Non-Addicted)
- **Dependent Variable:** Academic Procrastination
- **Dimensions:**
 - Time Management
 - Task Aversiveness
 - Sincerity
 - Personal Initiative

Tools Used for Data Collection

1. Academic Procrastination Scale

Developed by Savita Gupta and Liqayat Bashir

- Total Items: 30
- Dimensions:
 - Time Management (8 items)
 - Task Aversiveness (8 items)
 - Sincerity (7 items)
 - Personal Initiative (7 items)
- Response Format: Five-point scale (5 to 1)
- Scoring: Higher scores indicate higher academic procrastination

2. Screen Addiction Classification Criteria

Students were classified based on self-reported screen usage:

- **Screen-Addicted:** More than 5 hours/day of non-academic screen use
- **Non-Addicted:** Less than 3 hours/day

Method of Data Gathering

Permission was acquired from the relevant institutions prior to data collection. The study's goal was explained to the participants, and confidentiality was guaranteed.

Academic Procrastination Scale was administered in classroom settings. Students were instructed to respond honestly. Based on their reported screen usage, participants were categorized into screen-addicted and non-addicted groups.

The completed questionnaires were collected, scored, and tabulated for analysis.

Statistical Techniques Used

The data were analyzed using the following statistics:

- Mean and standard deviation
- The t-test for independent samples
- Pearson's Product Moment Correlation Analysis

Data Analysis and Interpretation

Descriptive Statistics:

Levels of Academic Procrastination

Academic Procrastination Levels

For descriptive analysis, students were categorized into High, Average and Low levels of Academic Procrastination by their total scores.

Table 1.1

Percentage Distribution of Screen-Addicted and Non-Addicted Students on Levels of Academic Procrastination

Level of Academic Procrastination	Screen-Addicted (n=100)	%	Non-Addicted (n=100)	%
High	52	52%	18	18%
Average	34	34%	46	46%
Low	14	14%	36	36%
Total	100	100%	100	100%

Interpretation:

Table above shows that most of the screen-addicted students (52%) are in the high level of academic procrastination, but only 18% of the non-addicted students are in this category. By contrast, the low level has a higher proportion of non-addicted students (36%) than screen-addicted students (14%).

It clearly shows that the students addicted to screen have a higher level of academic procrastination while the students not addicted have a relatively lower level of academic procrastination.

Inferential Statistics

Table 1.2

Comparison of Screen-Addicted and Non-Addicted Students on Academic Procrastination (Dimension-wise and Total)

Dimension	Group	Mean	SD	t-value
Time Management	Addicted	30.5	4.2	6.85**
	Non-Addicted	22.4	3.8	
Task Aversiveness	Addicted	31.2	4.5	6.47**
	Non-Addicted	23.1	3.9	
Sincerity	Addicted	25.1	3.7	4.28**
	Non-Addicted	21.3	3.2	
Personal Initiative	Addicted	25.6	3.9	3.92**
	Non-Addicted	22.5	3.4	
Total Score	Addicted	112.4	12.5	8.12**
	Non-Addicted	89.3	10.2	

**** Significant at 0.01 level**

Interpretation:

- Table 1.2 presents the results, showing significant differences between screen-addicted and non-addicted students on all dimensions of academic procrastination.
- In **Time Management**, screen-addicted students (Mean = 30.5) scored significantly higher than non-addicted students (Mean = 22.4), indicating poorer time management and greater delay in task completion.
- In **Task Aversiveness**, addicted students showed higher avoidance of academic tasks compared to non-addicted students.
- For **Sincerity**, the higher mean scores among addicted students reflect lower commitment and seriousness toward academic work.
- In **Personal Initiative**, addicted students demonstrated reduced self-motivation and independent effort.

The **overall academic procrastination score** also shows a significant difference ($t = 8.12, p < 0.01$), confirming that screen-addicted students exhibit a **higher degree of academic procrastination** compared to their non-addicted counterparts.

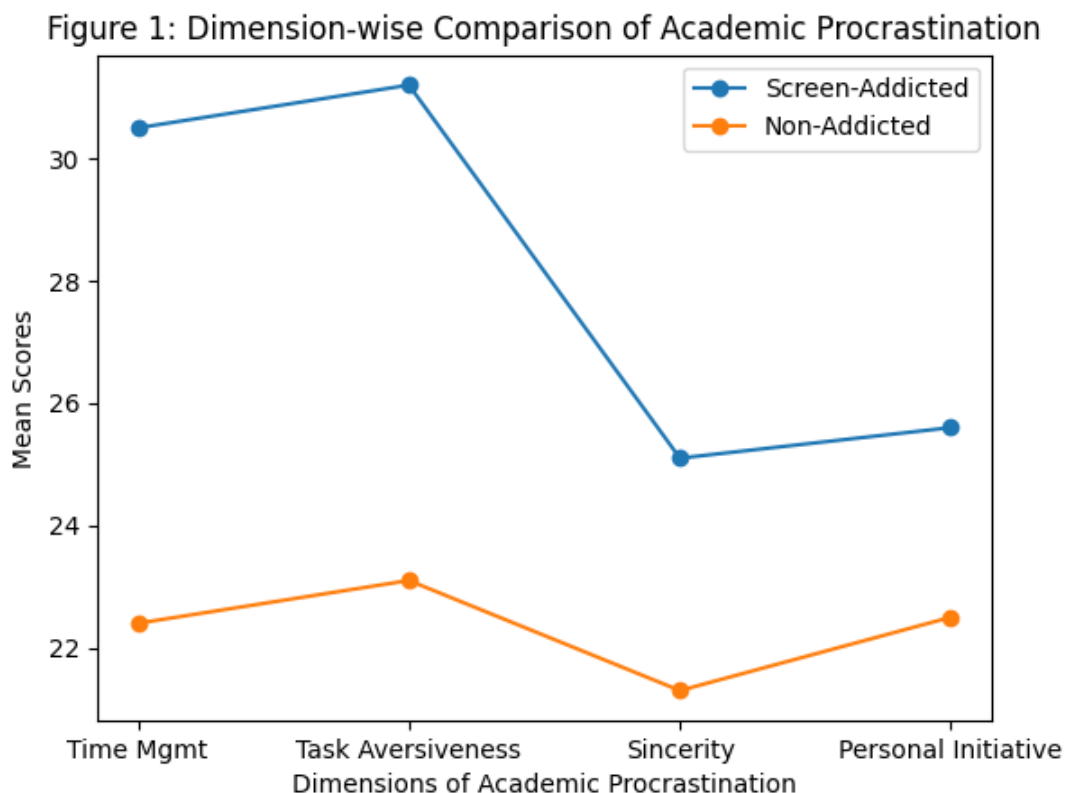


Figure1. A comparison of screen-addicted and nonaddicted students on academic procrastination dimensions. The higher mean scores among the screen-addicted students suggested higher levels of procrastination in all dimensions.

6. Discussion

The purpose of the current study was to examine the distinction among screen-addicted and non-addicted students on academic procrastination and examine the relationship between screen addiction and procrastination. The results obtained with both descriptive and inferential analyzes give a strong support to the hypotheses stated in the study.

The descriptive analysis showed that most of the screen-addicted students are in the high level of academic procrastination, but non-addicted students are more concentrated in the average and low categories. This demonstrates that greater engagement with screen-based activities is associated with increased delay in academic tasks. Screen-addicted students are likely to invest a lot of time on non-academic digital activities which may reduce the time and energy available for academic responsibilities and thus contribute to procrastination behavior.

The inferential analysis also verified that there are significant differences between the two groups in all dimensions of academic procrastination. Students who were addicted to screens scored higher on time management, indicating that they had trouble planning, organizing, and using their time well. This result suggests that excessive screen time prevents students from keeping regular study schedules. This corroborates prior studies highlighting the negative impact of digital distractions on self-regulation and time management (Steel, 2007; Rosen et al., 2013).

In terms of task aversiveness, screen-addicted students were also more likely to avoid or delay tasks perceived to be difficult or uninteresting. Academic tasks can seem less appealing compared to the instant gratification and entertainment offered by digital platforms. This supports the view that procrastination is encouraged by the availability of more pleasurable alternatives (Alter, 2017).

Significant differences were also observed in the dimension of sincerity, with students addicted to the screen showing lower levels of commitment and seriousness toward academic work. This can be explained by divided attention and reduced academic engagement due to excessive screen use. In personal initiative, addicted students were higher (indicating poorer initiative), reflecting lower self-motivation and reduced independent effort in accomplishing academic tasks.

These findings support research suggesting that high levels of screen time are linked to reduced intrinsic motivation and self-directed behavior (Meier et al., 2016).

The total academic procrastination scores showed a highly notable distinction between the two groups, supporting the important impact of screen addiction on students' proclivities to procrastinate academic duties. In addition, there is a positive correlation between screen addiction and academic procrastination, i.e., increase in screen usage is associated with increase in procrastination behavior. This supports the theoretical view of procrastination as a failure of self-regulation, further worsened by environments that supply immediate rewards and distractions (Tice & Baumeister, 1997). In general, the results of this investigation are in line with earlier research, supporting the notion that overexposure to screens has an adverse effect on students' academic behavior. The research emphasizes the necessity of regulating screen time and fostering self-discipline among students to reduce the inclination toward procrastination. To summarize, the discussion highlights that screen addiction is not only a behavioral habit but a notable

academic problem as it impacts students' ability to manage time, work on assignments, and be proactive in their academic pursuits.

7. Conclusion

The current study aimed to look into the differences among screen-addicted and non-addicted students on academic procrastination, and to explore the relationship between screen addiction and academic procrastination. From the data analysis and interpretation, it can be concluded that screen addiction has a significant effect on the academic behavior of students.

The findings unequivocally show that academic procrastination is more common among screen-addicted students than among non-addicted students. They tend to procrastinate in their academic work, have poor time management skills and lower levels of sincerity and personal initiative. Conversely, students who are not addicted demonstrate better academic discipline, manage their time more efficiently, and are more committed to their studies. Additionally, screen addiction and academic procrastination were found to be positively correlated, which implies that the increase in screen usage is associated with the increase in procrastination behavior. Thus, excessive use of digital devices is a significant factor in postponing academic responsibilities.

The study demonstrates that poor academic achievement is not only because of poor time management but also poor motivation and self-regulation which are caused by uncontrolled use of screens.

8. Educational Implications

The findings of the study carry important implications for educators, parents, institutions, and policymakers:

Awareness Programs: Educational institutions should organize awareness programs to educate students about the negative impact of excessive screen time on academic performance.

Time Management Training: Time management training is the best way to learn how to manage time effectively.

Teach students how to manage their time. Teach students how to prioritize their schoolwork and avoid procrastination.

Self-Regulation Promotion: Interventions that focus on self-control, goal setting and discipline should be promoted to reduce the dependence on screens.

Guidance and counseling: Students who show signs of screen addiction and academic procrastination should be offered counseling services.

Screen Time Monitoring: Parents and teachers have a responsibility to monitor and regulate students' screen time, especially non-academic use.

Encouraging Good Screen Time: Instead of a total ban on technology, students should be taught to use digital resources for academic and skill development.

Institutional Policies: Schools can develop policies to prevent excessive use of digital devices during academic hours.

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