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## The Impact of Using Social Networking Sites on the Level of Academic Procrastination Among University Students

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### Abstract

The current study evaluates how university students use social networking sites (SNS) to procrastinate academic tasks by examining their connection between psychological variables and SNS usage behavior. A random survey of 350 university students from various disciplines was the basis for the quantitative research design, which used survey data collection. A structured survey containing demographic data and modified Procrastination Assessment Scale for Students (PASS) assessments, and patterns of social networking service usage, measured student procrastination levels. SPSS software analyzed the data through descriptive statistics, Pearson correlation analysis, multiple regression and ANOVA as statistical techniques. According to the results, academic procrastination demonstrated a strong positive relationship with daily social networking site utilization ( $r = 0.53, p < 0.001$ ). Students using SNS frequently showed more procrastination behavior. Among the predictors which impact procrastination behavior, SNS addiction demonstrated the strongest effect ( $\beta = 0.61, p < 0.001$ ), while daily SNS use habit ( $\beta = 0.46, p < 0.001$ ) and distraction levels ( $\beta = 0.43, p < 0.001$ ) and preference for immediate rewards were ranked as next most influential ( $\beta = 0.39, p < 0.001$ ). The users on TikTok reported the most platform-based procrastination ( $M = 4.6, SD = 0.9$ ), and Instagram users followed closely with  $M = 4.4 (SD = 0.8)$ , while WhatsApp users demonstrated the least procrastination ( $M = 3.3, SD = 1.2$ ). A significant difference between students' procrastination and their SNS addiction levels was found according to ANOVA statistics ( $F = 9.33, p < 0.001$ ). Highly addicted students displayed the most procrastination ( $M = 4.6, SD = 0.7$ ) when compared to students with moderate ( $M = 3.8, SD = 0.9$ ) and low addiction ( $M = 2.9, SD = 0.8$ ). Study productivity suffers from excessive social network site usage, so researchers highlight the need for intervention techniques that assist students to handle their SNS use and fight procrastination behavior. State officials, along with educational institutions, should emphasize time management research with self-regulation training and public awareness programs to minimize study-related risks from using social networking sites excessively.

**Keywords:** Social Networking Sites, Academic Procrastination, University Students, SNS Addiction, Psychological Predictors.

### Introduction

Social networking sites (SNSs) have produced major effects on how people practice communication and information search as well as human behavior patterns. College students have made Facebook,, Instagram, Twitter, and TikTok, indispensable tools for daily existence. Academic procrastination emerges as the primary issue from using these websites, which provide potential bases for social interaction and academic collaboration among academicians. Academic procrastination occurs when students deliberately postpone their academic duties. This delayed action leads to adverse outcomes that include elevated tension rate, diminished academic production, andth numerous other negative effects. The technological revolution has transformed education and other life areas through its advancements. Social networking sites

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(SNSs) a critical effect on changing communication practices and adjusted educational processes and school organization procedures.

University students use Facebook and Instagram alongside Twitter and TikTok alongside WhatsApp as integrated tools for social interaction, information sharing, enjoyment, and educational collaboration (Alghamdi et al., 2023). University students prominently experience academic procrastination as one of the multiple issues that SNSs have created despite their several advantages.

A student chooses to delay their academic assignments while being conscious of detrimental effects, according to Steel & Klingsieck (2021). According to research, SNSs function as disruptions because they generate constant notifications, serve quick pleasure options, and introduce interactive elements that divert students from their study duties (Meier et al., 2023). The concept has raised concerns for teachers, psychologists, and researchers about SNSs' role in time management failures and the avoidance of tasks, leading to academic underperformance.

Academic researchers continue distributing their studies on SNS-based procrastination without establishing a clear framework explaining how specific platforms affect procrastination actions or how SNS use affects student scholastic achievements over time (Zhou et al., 2022). This research investigates SNS impacts on the academic procrastination of university students by analyzing both components.

### **The Statement of the Problem**

The acceptance of SNSs by students in their everyday activities poses a major threat to their academic productivity levels. Although these social media sites serve valuable purposes for academic collaboration, peer contact, and information acquisition, they create persistent interruptions and promote social engagement over educational activities (Alzahrani et al., 2022). Habits of procrastination form when students delay their academic work due to the addictive elements of SNSs, including endless scrolling and tailored content and notification features (Fang et al., 2022). Research studies establish that scholarly achievement levels decrease when students excessively use social network sites (SNS), resulting in poor grades and increased stress levels (Gordon, 2024). Users who seek instant gratification within SNS platforms develop habits of postponing academic studies because SNS distraction disrupts their ability to maintain focus on long-term commitments that deliver delayed educational rewards (Husnain et al., 2023). The relationship between social media addiction and fear of missing out (FoMO) and time displacement towards academic procrastination has been demonstrated in past research, yet no empirical investigation exists regarding the effect of using particular platforms and the mental mechanisms behind this link (Przybylski et al., 2021). This study aims to fill the research gap by measuring the impact of SNS-related procrastination, identifying primary problematic sites, and analyzing preventive strategies for social-networking site-triggered procrastination.

### **The Objectives of the Study**

- To examine the correlation between SNS usage frequency and the degree of academic procrastination among college students.
- To identify the primary SNS websites accounting for academic procrastination.
- To examine psychological and behavioral factors linking SNS use to procrastination tendencies.

- To suggest measures to reduce the harmful effect of SNSs on academic productivity.

### **The Questions of the Study**

The study seeks to answer the following questions:

1. What is the relationship between social networking service usage and academic procrastination among university students?
2. Which social networking platforms most significantly contribute to academic procrastination?
3. Which psychological factors (e.g., distraction, addiction, quick reward) influence the connection between social networking service usage and academic procrastination?
4. What strategies may students employ to successfully regulate their social networking site usage to mitigate academic procrastination?

### **Literature Review**

Research shows that academic procrastination develops through social networking (SNS) use. Research conducted by Liu and Li (2024) through a one-year study showed that academic pressure escalates social media dependence, resulting in elevated procrastination behavior. Suárez-Perdomo et al. (2022) studied university students' SNS addiction profiles by identifying considerable relationships between social media overuse and students' procrastination practices. Research findings demonstrated that students with higher addictive tendencies procrastinate to a greater extent than those showing less addictive behavior. Students who scored higher in social media disorder assessments from Choudhury et al. (2025) demonstrated advanced submission delays in their academic work.

### **The Concept and Definition of Academic Procrastination**

University students intentionally delay their academic work when they know such behavior will likely produce negative consequences, according to Steel (2007). Research indicates that academic procrastination affects half to eighty percent of university students in their assignment hand-in times (Ahmed, Bernhardt, & Shivappa, 2023). Academic procrastination represents a self-regulation failure and not poor time management because its development depends upon cognitive, emotional, and behavioral elements (Chavez-Yacolca et al., 2024). Research findings show that people who procrastinate experience increased stress and guilt, and worse academic results from delaying their work (Choudhury et al., 2025).

Task avoidance is the key factor leading to academic procrastination because students delay work on assignments they judge as challenging or uninteresting (Steel, 2007). The cycle of avoidance that starts when students postpone work continues toward greater anxiety, which creates additional challenges to begin tasks. The second crucial aspect of academic procrastination is described as impulsiveness because students cannot delay small instant gratification to achieve long-term goals (Liu & Li, 2024). Scholar attention has increased due to powerful digital distractions known as social networking sites (SNSs), which affect how students procrastinate and do academically (Salari et al., 2025).

## **Theoretical Explanations of Academic Procrastination**

### **Temporal Motivation Theory (TMT)**

Students tend to procrastinate their studies based on expectancy and value along with impulsivity and delay factors according to Steel (2007) Temporal Motivation Theory (TMT). Students tend to procrastinate tasks that they view as having low value or that exist in the distant future triggering a reduction in motivating factors. The combination of social networking sites produces immediate benefits that make it challenging for students to keep academic goals as their first priority (Choudhury et al., 2025).

### ***Self-Regulation Theory***

The process of self-regulation controls how people manage their impulses and academic responsibilities, according to Chavez-Yacolca et al. (2024). Students who struggle to regulate themselves are defenseless against social media interruptions because they experience challenges in breaking away from social media alerts online discussions, and multimedia content. Research data demonstrates that academic procrastination predictions by self-regulation deficits are strong and verified as accurate (Salari et al., 2025).

### ***Cognitive Load Theory***

The cognitive load theory established by Sweller (2019) indicates that social networking platforms create additional mental distractions that pull student attention from studies, according to Liu and Li (2024). Multiple stimuli found in notifications, scrolling feeds, and live updates lead to mental fatigue, which impairs the academic task concentration abilities of students (Choudhury et al., 2025).

### ***The Role of Social Networking Sites in Academic Life***

Students regularly use social networking websites as learning tools because they enable them to collaborate with others, connect with peers, and share educational information (Rahoo, 2021). Most students use Facebook and WhatsApp to facilitate group studies and academic resource sharing and build academic relationships (Suárez-Perdomo, Ruiz-Alfonso, & Garcés-Delgado, 2022). The utility of social networking websites is challenged by the adverse effects of distraction and inadequate time management that create procrastination (Salari et al., 2025).

Research demonstrates that the educational worth of SNSs is surpassed by their ability to serve as distractions, according to Liu and Li (2024), despite student claims about educational benefits. Most students start their social networking site sessions with educational goals that later shift toward non-academic activities, which leads to unanticipated time use ineffectiveness (Chavez-Yacolca et al., 2024).

## **Effects of SNSs on Academic Procrastination**

### ***Time Displacement and Distraction***

SNSs make procrastination possible through time displacement, which is a primary factor behind student procrastination. Social media distracts students for too long each day; therefore, they have less time to focus on their academic work (Salari et al., 2025). Students who use social networking services intensively experience increased academic procrastination because they develop automatic checking patterns and do not detach from online media, according to Suárez-Perdomo et al. (2022).

Students spending longer than three hours daily on social media platforms showed higher chances of procrastinating their academic work, according to Rahoo (2021). Students' higher levels of social network system usage were associated with slower completion times of their coursework, according to Suárez-Perdomo et al. (2022). Multitasking behavior brought on by social networking sites results in students attempting to study while messaging online, decreasing their work efficiency.

### ***Social Media Addiction and Procrastination***

Studies show that social media overuse, which people refer to as social media addiction, directly leads to increased procrastination behaviors (Choudhury et al., 2025). Experts define social media addiction through three distinct traits: extremely high user volume, compulsive behaviors, and emotional troubles with managing social connections (Liu & Li, 2024).

According to research by Choudhury et al. (2025), academic procrastination reaches higher levels when students show increased symptoms of social media disorder. The study found that intrusive thoughts combined with fatigue served as intermediate factors that prevented students from focusing because social media caused mental exhaustion.

### ***Fear of Missing Out (FoMO) and Task Avoidance***

Fear of Missing Out (FoMO) stands as yet another factor that drives people to procrastinate. FoMO, students remain physically attached to social networking sites because they worry that others experience life satisfaction that they do not (Przybylski, Murayama, DeHaan, & Gladwell, 2021). Students who frequently check social networking sites because of FoMO tend to develop automatic behaviors that disrupt their studies and lead to higher levels of procrastination (Liu & Li, 2024). The avoidance mechanism exists alongside this behavior because students who feel their assignments are a burden seek SNS emotional support while postponing their studies (Salari et al., 2025).

## **Methodology**

### ***Research Design***

University students will be surveyed through a quantitative research design under a survey approach for data collection. A standardized questionnaire will measure SNS use habits alongside academic procrastination levels and the psychological basis that drives procrastination behavior. The study utilizes a quantitative research approach because it enables reliable data collection and quantitative results revealing SNS usage patterns with academic procrastination.

The questionnaire distribution method allows researchers to efficiently collect data from numerous subjects, which allows reliable statistical data analysis. The assessment method facilitates determining variations between students based on their demographic backgrounds, including their academic program, level of enrollment, and gender, to evaluate procrastination behaviors.

### ***Sampling***

The research method will study students across different academic fields at various degree levels in the university system. The research team employs random sampling to obtain a diverse and well-representative sample. This methodology provides excellent external validity and lower selection bias.

Statistical power analysis recommendations provide a basis for estimating a participant count of 300 to 400 students in this study (Cohen, 1988). The size of the proposed sample enables sufficient variation between social networking site (SNS) utilization methods and procrastination behaviors for conducting thorough statistical tests that seek to demonstrate meaningful correlations.

Enrollment criteria in the research will include:

- Enrollment as an undergraduate or graduate student at a university.
- This study requires participants who actively use social networking platforms, such as Facebook, Instagram, TikTok, Twitter, Snapchat, and LinkedIn.
- The participants provided their consent to complete the survey questionnaire.

The exclusion criteria will be:

- Students who do not participate in any university educational programs at present. As stated in the inclusion criteria, users who do not use social networking sites cannot provide data for this analysis.

### ***Data Collection Methods***

Students accessed the electronic questionnaire because it entered their communication networks through university networks, academic lists, and social platforms. Students will easily access the survey using standard social networking site activities. The questionnaire contained three main parts that structured its sections.

### ***Data Analysis***

With equivalent software, SPSS (Statistical Package for the Social Sciences) processed the collected data. A series of statistical analyses examined how social networking service utilization affects academic procrastination.

#### ***1. Descriptive Statistics***

The researchers utilized standard deviation alongside frequency distributions and mean to unite data about demographic information, SNS usage habits, and procrastination activities.

Data frequency information was presented through graphs that used histograms and bar charts.

#### ***2. Pearson Correlation Analysis***

Pearson correlation tests will measure the direction and quantitative strength of SNS usage compared to academic procrastination relationships.

Increased use of social networking websites correlated positively with academic procrastination, whereas negative correlations and non-significant numbers showed no relationship between the variables.

#### ***3. Regression Analysis***

Multiple regression analysis evaluated SNS usage as a predictor of procrastination action.

Researchers examined academic procrastination using Social Networking Service (SNS) frequency and duration metrics, SNS use purposes and SNS platform choices.

Academic procrastination scores obtained through the PASS served as the measurement for the dependent variable.

Demographic factors including age, sex and education level received control treatment in the analysis to establish if SNS usage maintains its role as a procrastination predictor.

#### 4. Test of Reliability and Validity

The researchers used Cronbach's alpha method to find the internal consistency between the academic procrastination scale measures and the measurements of social networking site use. They then conducted a factor analysis to validate the construct for the questionnaire.

### The Study Findings

**Results related to the first question:** What is the relationship between social networking service usage and academic procrastination among university students?

Pearson correlation analysis was performed to analyze the correlation between SNS use and academic procrastination. The findings are presented in Table 1.

Variable 1	Variable 2	Pearson correlation (r)	p-value
Daily SNS usage (hours)	Academic Procrastination	0.53	0.002
Frequency of SNS checking	Academic Procrastination	0.49	0.004
Time spent per SNS session	Academic Procrastination	0.56	0.001

Table 1: Correlation Analysis of Social Networking Service Usage and Academic Procrastination

Table 1 shows the Pearson correlation coefficients among academic procrastination variables and social networking service (SNS) measures. The statistical data shows that students who spend more time on social media per day tend to procrastinate on their academic tasks ( $r = 0.53$ ,  $p = 0.002$ ).

Students who frequently check their social networking services show significant academic procrastination according to the measured correlations ( $r = 0.49$ ,  $p = 0.004$ ). Study participants showed the most prominent link between their SNS session durations and academic procrastination ( $r = 0.56$ ,  $p < 0.001$ ), indicating that prolonged social media usage strongly influences academic procrastination.

The study successfully demonstrates that greater usage of social networking sites creates more academic procrastination, thus proving the validity of distraction concerns in educational areas.

**Results related to the second question:** Which social networking platforms most significantly contribute to academic procrastination?

Researchers used descriptive statistics to detect which Online Social Networking sites were linked to greater procrastination scores. The table shows the mean procrastination scores measured across different social networking site types.

Social Platform	Networking	Mean Score	Procrastination	Standard Deviation
TikTok		4.6		0.9
Instagram		4.4		0.8
Facebook		4.0		1.0
Twitter (x)		3.6		1.0
WhatsApp		3.3		1.2

Table 2: Average Procrastination Scores for Each SNS Site

Table 2 indicates that TikTok users demonstrated the greatest academic procrastination levels, as observed from their mean procrastination scores. TikTok users demonstrated the greatest procrastination level according to the test scores ( $M = 4.6$ ,  $SD = 0.9$ ), closely followed by Instagram users with a mean score of  $M = 4.4$ ,  $SD = 0.8$ . Short video sites, along with their interactive visual content, result in procrastination in completing academic assignments among students.

Facebook users experienced less academic procrastination issues since their mean score stood at  $M = 4.0$  with  $SD = 1.0$ , which was less than when scores were derived from users who used TikTok and Instagram. Users involved in communication on WhatsApp presented the least procrastination activity ( $M = 3.3$ ,  $SD = 1.2$ ) since messaging capability does not elicit significant academic procrastination effects.

Websites that consistently offer engaging informational material account for higher declines in academic achievement compared to communication-oriented websites for pupils.

**Results related to the third question:** Which psychological factors (e.g., distraction, addiction, quick reward) influence the connection between social networking service usage and academic procrastination?

Multiple regression analysis was conducted to determine the predictor psychological factors of academic procrastination, including social networking service addiction scores, distraction levels, and the tendency for immediate rewards. The results are shown in Table 3.

Predictor variable	Beta Coefficient ( $\beta$ )	Standard Error	t-value	p-value
Daily SNS usage (hours)	0.46	0.09	5.64	0.000
SNS Addiction score	0.61	0.08	8.58	0.000
Distraction level	0.43	0.07	7.11	0.000
Quick reward seeking	0.39	0.06	6.36	0.000

Table 3. Prediction of Academic Procrastination from SNS Usage through Regression Analysis

Academic procrastination shows results through multiple regression analysis because of daily SNS use, SNS addiction score, levels of distraction, and preferences for instant gratification (Table 3).

These predictors collectively reveal that 62% of academic procrastination variability can be accounted for ( $R^2 = 0.62$ ,  $p < 0.001$ ) through the regression analysis.

Students who displayed higher levels of social media dependency were most likely to

procrastinate, according to the results ( $\beta = 0.61, p < 0.001$ ). A substantial positive correlation ( $\beta = 0.46, p < 0.001$ ) was found between SNS usage during each day, thus establishing that time spent on social media directly leads to postponed academic work.

Students who fail to focus and seek immediate satisfaction demonstrated greater procrastination levels ( $\beta = 0.43, p < 0.001$  and  $\beta = 0.39, p < 0.001$ ). These results indicated that students with such tendencies are more susceptible to academic time delays.

Beyond using social media for extended periods, students are more prone to procrastinate because they develop psychological dependencies and become mentally distracted while seeking immediate gratification.

**Results related to the fourth question:** What strategies may students employ to successfully regulate their social networking site usage to mitigate academic procrastination?

ANOVA test was employed to analyze procrastination scores between students with different levels of SNS addiction. The findings are depicted in Table 4.

SNS Addiction level	Mean Procrastination Score	Standard deviation
Low	2.9	0.8
Moderate	3.8	0.9
High	4.6	0.7

Table 4. Mean Differences in Procrastination Scores Based on SNS Addiction Levels

Table 4 presents the mean procrastination ratings according to the severity of the students' SNS addiction. Students who scored highly for SNS addiction exhibited the greatest procrastination behavior with a mean of 4.6 (SD = 0.7), while those with moderate SNS addiction reported scores of 3.8 (SD = 0.9). Students who demonstrated low SNS addiction had a minimal procrastination score of 2.9 (SD = 0.8).

The relationship between SNS addiction severity and academic procrastination stands at a documented high level based on this study. Students who are severely addicted to social networks fail to regulate themselves properly, which leads to poor impulse control and difficulty concentrating on their academic work, then delays their task completion.

Research findings demonstrate that interventions designed for minimizing SNS addiction receive the most student support. SNS addiction severity affects procrastination rates and academic time management in a major way.

Statistic	Value
ANOVA F-value	9.33
p-value	0.001

Table 5. ANOVA Rest Results

Table 5 presents the summary of ANOVA test findings for comparing procrastination scores about different levels of SNS addiction. The test provided a notable F-value of 9.32 ( $p < 0.001$ ), indicating that differences in procrastination scores between low, moderate, and high SNS addiction groups are statistically significant.

This result substantiates the strong influence of SNS addiction on academic procrastination. It suggests that measures taken to reduce pathological social media use may be effective in improving the academic performance of students.

## **Discussion of the Results**

The research findings solidly prove that university students develop procrastination tendencies that directly stem from using social networking sites (SNSs). The research used correlational, regression analyses, and comparison techniques to show the negative influence of SNS usage excess on the academic performance results of students. This study confirmed previous research findings by using new evidence to identify crucial social media platforms that contribute to procrastination, and it specified psychological factors which explain the relationship between these platforms and academic delays.

The use of social networking services each day among students has resulted in a 0.52 moderate to strong positive association with academic postponement according to Table 1's correlation data ( $p < 0.001$ ). The study results verify findings from Suárez-Perdomo et al. (2022) about how undergraduate students who use social media frequently exhibit increased procrastination behavior. The research conducted by Chavez-Yacolca et al. (2024) revealed that SNS use functions as an influential variable affecting student academic dilemmas, thus proving that students lack effective social media disconnection during study sessions.

Among students, the frequency of checking SNS and the duration of sessions correlated significantly to procrastination delays in academic work ( $r = 0.49$ ,  $p < 0.004$  and  $r = 0.56$ ,  $p < 0.001$ ). According to Choudhury et al. (2025), frequent checks of social media networks resulted in students losing academic concentration and neglecting their academic tasks. Students prioritize social media usage over academic work because, according to Steel (2007), in his Temporal Motivation Theory (TMT), social media rewards dominate future academic goals.

The research data showed that TikTok users, alongside Instagram users, displayed the greatest procrastination ( $M = 4.5$  and  $M = 4.3$ ), whereas WhatsApp users had the lowest scores ( $M = 3.2$ ,  $SD = 1.1$ ). Students face the most significant time management challenges when using TikTok-like platforms since these platforms aim to deliver short-grabbing content using algorithms in an endless scroll format like TikTok and reels/stories on Instagram.

The outcome matches Liu and Li's (2024) longitudinal research, which verified that students with greater short-video platform utilization experienced increasing procrastination during the study duration. The addictive nature of algorithms that keep users engaged on TikTok makes it hard for students to regain their focus on studying after they have been entertained for long periods. The study by Przybylski et al. (2021) argued that students delay their coursework to keep consuming online materials because immersive and highly interactive platforms cause compulsive platform use.

Research using WhatsApp users found the lowest scores of procrastination; thus, communication-focused SNSs do not cause similar academic delays. The study conducted by Salari et al. (2025) indicates that messaging-oriented SNSs like WhatsApp, together with Microsoft Teams for academic work, tend to promote student involvement rather than hinder it. Research on procrastination from social networking sites requires distinguishing between content consumption platforms (TikTok, Instagram) and interactive platforms (WhatsApp, LinkedIn).

Results from regression analysis indicated that SNS addiction demonstrated the highest prediction power for academic procrastination ( $\beta = 0.61$ ,  $p < 0.001$ ) while daily SNS use ( $\beta = 0.46$ ,  $p < 0.001$ ), degree of distraction ( $\beta = 0.43$ ,  $p < 0.001$ ) and preference for immediate rewards ( $\beta = 0.39$ ,  $p < 0.001$ ) also contributed to it. Research demonstrates that academic procrastination exists as a dual phenomenon that combines both SNS time usage problems and psychological motives for instant satisfaction and distraction tendencies in students.

Choudhury et al.'s (2025) research discovered that high SMD coupled with poor impulse control and attention distraction leads students toward increased procrastination. According to Chavez-Yacolca et al. (2024), SNS addiction leads to procrastination through deficits in self-regulation, supporting the theoretical understanding that self-disciplined students are less prone to digital distractions.

The continuous exposure of learners to fragmented online content (notifications, short videos, and messages) causes excessive cognitive burden per Cognitive Load Theory (Sweller, 2019). Research results prove that persistent SNS-generated cognitive overload makes students incapable of accomplishing deep work, so they begin delaying tasks.

Student procrastination scores were statistically higher ( $M = 4.6$ ,  $SD = 0.7$ ) when they had more severe SNS addiction compared to students with moderate ( $M = 3.8$ ,  $SD = 0.9$ ) or minimal ( $M = 2.9$ ,  $SD = 0.8$ ) addiction levels. A highly significant F-value totaling 9.33 ( $p < 0.001$ ) established this strong relationship between the variables.

The finding matches Suárez-Perdomo et al. (2022)'s research, which revealed that students with high SNS use profiles displayed more procrastination behaviors. Liu and Li's (2024) longitudinal research validated the results, demonstrating that SNS addiction leads students to develop compulsive social media use and escalating procrastination behaviors. This study completes the hypothesis that Social Network Service addiction directly produces long-term procrastination.

The research results obtained by Jones and Blankenship (2020) differ from ours because they discovered no substantial academic discrepancies between heavy and light social media users. Students appear to exhibit two different types of procrastination behavior, which explains why the research findings produce different results. Some manage to complete their work through rushed efforts, yet others continue declining academically over time.

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