

Social Media Addiction and Academic Procrastination among Higher Secondary Students of Bawanipatna Kalahandi District of Odisha

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Abstract

The main goal of this research was to explore the link between compulsive social media use and the tendency to delay academic tasks among higher secondary learners. It was initially assumed that no meaningful relationship would exist between the two factors. The study was carried out at two institutions in Bhawanipatna: Govt Higher Secondary School of Maa Maninkeswari University and Govt Women's Higher Secondary School. To gather information, the researchers used well-established questionnaires designed to measure both excessive social media engagement and academic postponement behaviours. For data analysis, both descriptive measures—like averages and score variability—and more advanced statistical tools were applied, including ANOVA and the Pearson correlation coefficient. Contrary to the original assumption, the findings showed a clear and positive connection between heavy social media reliance and putting off schoolwork. In simple terms, students who reported higher levels of social media dependency were also more likely to procrastinate on their academic responsibilities. This outcome rejects the null hypothesis and confirms that there is indeed a statistically significant association between these two behaviours. Overall, the study highlights how greater involvement with social platforms may go hand in hand with poorer study habits, specifically the repeated postponement of necessary academic tasks among senior secondary students.

Key Words: social media addiction, academic procrastination, higher secondary school

Introduction

The rapid growth of smartphones and internet accessibility has increased students' engagement with social networking sites such as Instagram, Facebook, WhatsApp, YouTube, and Twitter, making social media usage a daily habit among young people (Zhang & Wu, 2020). Although social media provides opportunities for learning, interaction, and creativity, excessive and uncontrolled use may lead to social media addiction, which negatively affects students'

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academic and personal lives (Shaibani, 2020). The increasing dependence on social media among students has become a major concern for educators, parents, and researchers because it can influence study habits, concentration, and time management skills (Perdomo et al., 2022).

Academic procrastination is another important issue commonly observed among students in educational institutions (Hussain & Sultan, 2010). Many students postpone academic work due to distractions, lack of motivation, poor self-regulation, stress, or involvement in non-academic activities (Fritzsche et al., 2003). Procrastination not only affects academic performance but also increases anxiety, guilt, and psychological distress among students (Eisenbeck et al., 2019). Students may initially use social media for a short break during study hours, but prolonged engagement often results in the postponement of assignments and reduced academic productivity (Melgaard et al., 2022). Students who fail to regulate their online activities often struggle to manage their study schedules effectively, leading to delays in completing academic tasks (Wang et al., 2021). Social media addiction may weaken students' concentration and self-discipline, thereby affecting their ability to prioritize educational responsibilities over entertainment and online interaction (Perdomo et al., 2022). The educational environment has also changed significantly due to technological advancement and online learning systems, especially after the COVID-19 pandemic (Melgaard et al., 2022). During the pandemic period, students became more dependent on digital devices and social media for communication, entertainment, and educational purposes, which increased screen time and internet exposure (Melgaard et al., 2022). Although online learning created flexible educational opportunities, it also contributed to increased distraction and procrastination because students had greater access to social media while studying from home (Melgaard et al., 2022). Excessive online engagement during this period further intensified concerns regarding students' academic discipline and time management (Melgaard et al., 2022).

Students who spend excessive time on social networking sites often fail to complete assignments on time, experience poor concentration during study sessions, and perform poorly in examinations (Pekpazar et al., 2021). Academic procrastination acts as a mediating factor between social media addiction and reduced academic achievement because students prioritize online activities over academic responsibilities (Pekpazar et al., 2021). This situation may create a cycle where poor academic performance leads to stress and frustration, which further encourages students to escape into social media usage (Eisenbeck et al., 2019). Students experiencing stress, anxiety, emotional instability, or psychological distress may use social media as a coping mechanism to avoid academic pressure (Eisenbeck et al., 2019). Excessive social media engagement provides temporary relief from stress but often results in neglect of academic duties and increased procrastination (Shaibani, 2020).

Such behaviour may gradually reduce students' confidence in their academic abilities and affect their educational success (Odacı, 2011). Research has also shown that bedtime procrastination and poor sleep quality caused by smartphone addiction can indirectly affect students' academic performance and productivity (Zhang & Wu, 2020). Students who stay awake late using social media platforms often experience fatigue, reduced concentration, and lack of motivation during study hours (Zhang & Wu, 2020). Poor sleep habits may further increase procrastination behaviour because tired students are less likely to complete academic

tasks efficiently (Zhang & Wu, 2020). Therefore, social media addiction not only affects students' time management but also impacts their physical and mental well-being (Perdomo et al., 2022). University and college students often face multiple academic responsibilities, including assignments, presentations, examinations, and research activities, which require effective planning and discipline (Fritzsche et al., 2003). However, easy access to social media platforms creates continuous distractions that interfere with students' academic focus and productivity (Shaibani, 2020). As a result, many students delay important academic tasks until deadlines approach, leading to stress and poor academic outcomes (Hussain & Sultan, 2010). Researchers have emphasized the importance of understanding how excessive digital engagement affects students' educational behaviour and academic achievement (Perdomo et al., 2022). However, the rapid increase in social media use among students from different educational levels indicates the need for further investigation into this issue in diverse academic contexts (Shaibani, 2020). Excessive dependence on social media may reduce students' academic efficiency, increase procrastination tendencies, and negatively affect their psychological well-being (Pekpazar et al., 2021). Identifying the connection between these variables may help educators, parents, counsellors, and educational institutions develop effective strategies to promote healthy technology use and improve students' academic discipline (Wang et al., 2021). This study is also important because modern educational systems increasingly rely on digital technology and online communication, making students more vulnerable to problematic social media usage (Melgaard et al., 2022). Understanding how social media addiction contributes to procrastination can help educational institutions create awareness programs, counselling services, and time-management interventions for students (Odaci, 2011).

Theoretical Framework

Excessive use of social networking sites may reduce students' attention toward academic responsibilities and increase the delay in homework completion, assignment writing, and examination preparation (Shaibani, 2020). Secondary school students are particularly vulnerable to poor self-regulation because adolescence is a developmental stage characterized by emotional instability and increased attraction toward social interaction and entertainment (Pekpazar et al., 2021). Thus, self-regulation theory provides a strong foundation for understanding how uncontrolled social media use contributes to academic procrastination among students. Secondary school students who experience low confidence regarding examinations, homework, or classroom performance may spend excessive time on social media platforms instead of focusing on their studies (Shaibani, 2020). Therefore, self-efficacy theory explains how students' perceptions of their academic abilities influence both social media addiction and procrastination behaviour. Another important theory included in the framework is the behavioural addiction theory. Behavioural addiction refers to excessive engagement in certain activities despite their harmful consequences on an individual's personal, social, or academic life (Pekpazar et al., 2021). Social media addiction is considered a behavioural addiction because students often develop compulsive patterns of checking notifications, browsing online content, and interacting on social networking platforms (Perdomo et al., 2022). Students addicted to social media may experience difficulty controlling the amount of time

spent online, which can interfere with academic responsibilities and reduce study time (Shaibani, 2020).

Perdomo et al. (2022) found that network addiction was associated with increased procrastination and reduced academic achievement among students. These findings suggest that behavioural addiction theory is useful in explaining how excessive involvement in social media activities may lead students to delay important academic tasks. Students who possess strong self-leadership skills are generally able to control distractions, manage their academic workload, and maintain focus on educational goals (Wang et al., 2021). On the other hand, students with poor self-leadership skills may become more dependent on social media for entertainment and emotional satisfaction, resulting in increased procrastination behaviour (Melgaard et al., 2022). Wang et al. (2021) found that students with stronger self-leadership abilities demonstrated lower levels of academic procrastination because they were better able to regulate their behaviour and maintain academic discipline. In the context of secondary school students, self-leadership is highly important because adolescents are still developing responsibility, decision-making skills, and time management abilities (Hussain & Sultan, 2010). Therefore, self-leadership theory helps explain why some students are able to balance social media use with academic responsibilities, while others become academically distracted and engage in procrastination. The framework also emphasizes the role of psychological distress in influencing social media addiction and academic procrastination. Psychological distress includes feelings of stress, anxiety, emotional tension, frustration, and mental pressure experienced by students during academic life (Eisenbeck et al., 2019). Secondary school students often face pressure related to examinations, academic competition, parental expectations, and future career concerns (Hussain & Sultan, 2010). As a coping mechanism, many students turn toward social media platforms for temporary relief, entertainment, and social support (Pekpazar et al., 2021).

However, excessive use of social media may further increase procrastination and reduce academic productivity (Shaibani, 2020). Eisenbeck et al. (2019) explained that psychological distress contributes to academic procrastination through psychological inflexibility, meaning that emotionally stressed students often avoid academic tasks rather than confronting them directly. This theory suggests that social media addiction and procrastination may both function as avoidance behaviours used by students to escape academic stress and emotional discomfort. The cognitive-behavioural perspective also supports the present study by explaining procrastination as a learned behavioural pattern influenced by thoughts, emotions, and environmental factors (Hussain & Sultan, 2010). Students who repeatedly delay academic tasks may gradually develop habitual procrastination behaviour due to poor time management and lack of motivation (Fritzsche et al., 2003). Social media platforms provide instant entertainment and immediate psychological rewards, which may reinforce procrastination habits among students (Perdomo et al., 2022). When students receive pleasure and satisfaction from online interaction, they may prioritize social media activities over educational responsibilities (Pekpazar et al., 2021). Over time, this behavioural pattern can negatively affect academic performance, classroom participation, and study habits (Melgaard et al., 2022). Therefore, the cognitive-behavioural perspective helps explain how repeated exposure to digital distractions contributes to long-term procrastination behaviour among secondary school students.

The theoretical framework also considers the influence of online learning and digital environments on students' academic behaviour. Melgaard et al. (2022) reported that academic procrastination increased significantly during online learning because students experienced less supervision, greater flexibility, and increased access to digital distractions. Secondary school students who use smartphones and internet-based educational platforms may find it difficult to maintain concentration when social media applications are easily accessible during study time (Zhang & Wu, 2020). The lack of structured classroom discipline in online environments may increase opportunities for procrastination and reduce students' ability to focus on academic tasks (Melgaard et al., 2022). This situation highlights the importance of developing self-control and responsible technology use among adolescents. Furthermore, Fritzsche et al. (2003) explained that students with high procrastination tendencies often produce lower-quality academic work because delayed task completion reduces preparation time and increases stress. Students who spend excessive time on social media may postpone homework and examination preparation until deadlines approach, leading to anxiety and poor academic performance (Hussain & Sultan, 2010). Secondary school students are especially affected because they are still developing organizational and planning skills necessary for effective learning (Odaci, 2011). Therefore, excessive social media use may negatively influence students' academic achievement through increased procrastination behaviour.

Rationale of the study

Social media's pervasiveness in daily life has completely changed how people connect with information, communicate, and engage with their surroundings. Social media has become an indispensable tool, especially for students, providing them with rapid access to a multitude of materials and educational possibilities. Along with their advantages, social media use has raised questions about how it can affect students' procrastination in their academic work. With an emphasis on determining if social media acts as a diversion and how they affect academic procrastination, this study attempts to explore how excessive usage of social media affects students' procrastination. Researching this problem is essential to comprehending the ways in which these behaviours affect the academic achievement, mental health, and general well-being of the next generation. Students can succeed academically and have a healthy balance with technology by recognizing patterns and creating methods to address these problems.

This study is very necessary because it can help our upcoming generation or student as well as teacher and others understand how social media is a good platform for academic purposes and aware them about how social media addiction is create big problem in the field of academic work.

Review of Literature

Social media addiction and academic procrastination have become important educational concerns among school students in recent years because excessive use of digital platforms has significantly influenced students' academic behaviour, learning habits, and psychological well-being (Shaibani, 2020). Although many studies have focused on university students, the findings are also highly relevant for secondary school students because adolescents are increasingly dependent on smartphones and social networking platforms for communication

and entertainment (Zhang & Wu, 2020). The existing literature indicates that excessive social media use may reduce concentration, weaken time management skills, and negatively affect academic performance among students (Perdomo et al., 2022). Hussain and Sultan (2010) conducted a study to analyse procrastination among university students and identified procrastination as a common behavioural issue affecting students' academic achievement. The researchers found that poor time management, fear of failure, lack of motivation, and low academic interest were major causes of procrastination among students (Hussain & Sultan, 2010). The study also revealed that students often delayed academic tasks despite being aware of the negative consequences of such behaviour (Hussain & Sultan, 2010). These findings are important for secondary school students because adolescents frequently experience difficulties in managing study schedules and balancing academic and personal activities. The study highlighted that procrastination negatively affects academic performance, emotional stability, and learning efficiency among students (Hussain & Sultan, 2010). Students who lacked confidence in their academic abilities were more likely to avoid academic responsibilities and spend excessive time on internet activities (Odaç, 2011). The findings suggest that self-confidence and academic motivation play important roles in controlling procrastination behaviour among students. Although the study focused on university students, the conclusions are applicable to secondary school students because adolescents with low academic confidence may also become dependent on social media as a form of escape from academic pressure. The researchers found that self-leadership significantly reduced procrastination behaviour because students with better self-discipline and goal-setting abilities were more capable of completing academic tasks on time (Wang et al., 2021).

The study emphasized that students who were able to regulate their behaviour and maintain motivation experienced lower levels of procrastination (Wang et al., 2021). These findings are highly relevant for secondary school students because adolescence is a developmental stage during which students are still learning self-control, decision-making, and time management skills. The study suggests that strengthening self-leadership abilities may help reduce procrastination among school students. The study revealed that students who frequently procrastinated produced lower-quality academic work due to delayed task completion and lack of preparation time (Fritzsche et al., 2003). Students with high procrastination tendencies experienced stress, anxiety, and poor academic performance because they postponed important academic activities until deadlines approached (Fritzsche et al., 2003). These findings are particularly relevant for secondary school students because procrastination habits developed during adolescence may continue into higher education and professional life. The study also emphasized that procrastination negatively affects both academic achievement and emotional well-being among learners (Fritzsche et al., 2003). The study suggested that social media addiction distracts students from academic responsibilities and reduces productive study time (Pekpazar et al., 2021). These findings are highly significant for secondary school students because adolescents are among the most active users of social networking platforms. Excessive involvement in social media activities may weaken students' concentration and reduce their interest in educational tasks.

The researchers found that online learning environments increased procrastination behaviour among students because of reduced supervision, flexible schedules, and easy access to digital

distractions (Melgaard et al., 2022). Many students found it difficult to maintain discipline and concentration while studying from home (Melgaard et al., 2022). The study highlighted that students with poor self-regulation skills were more likely to delay academic tasks in online learning situations (Melgaard et al., 2022). These findings are relevant for secondary school students because many schools have adopted digital learning platforms, making students more exposed to internet-related distractions and procrastination behaviour. The study identified that students with higher levels of internet addiction demonstrated greater procrastination tendencies and lower academic achievement (Perdomo et al., 2022). Excessive internet use reduced students' study time and negatively influenced their learning behaviour (Perdomo et al., 2022). The findings suggest that addiction to digital networks and online entertainment may interfere with academic discipline and productivity among students. These conclusions are important for secondary school students because adolescents are increasingly dependent on smartphones and internet-based communication. The researchers found that excessive smartphone use negatively affected students' self-control, sleep quality, and daily functioning (Zhang & Wu, 2020). Students who spent long hours on smartphones often delayed sleeping and experienced difficulties maintaining academic concentration during the daytime (Zhang & Wu, 2020). The study emphasized that poor self-regulation is strongly connected with smartphone addiction and procrastination behaviour.

These findings are highly relevant for secondary school students because adolescents frequently use smartphones late at night, which may affect both academic performance and mental health. Students addicted to social media often delayed homework, assignment completion, and examination preparation because they prioritized online activities over academic responsibilities (Shaibani, 2020). The study also indicated that social media addiction negatively affected students' academic productivity and time management abilities. These findings are directly applicable to secondary school students because adolescents are highly active on social networking platforms and may struggle to balance educational and recreational activities. Psychological distress reduced students' ability to manage academic responsibilities effectively and increased avoidance behaviour (Eisenbeck et al., 2019). The study emphasized that procrastination is not only related to laziness but is also influenced by emotional and psychological factors. These findings are important for secondary school students because adolescents often face academic pressure, emotional instability, and social stress, which may contribute to procrastination behaviour and excessive social media use. Overall, the reviewed literature indicates that social media addiction and academic procrastination are closely interconnected among students (Pekpazar et al., 2021). Previous studies consistently show that excessive social media use weakens self-regulation, reduces academic motivation, increases distraction, and negatively affects academic achievement (Shaibani, 2020). The literature also highlights that psychological factors such as stress, anxiety, self-efficacy, and self-leadership significantly influence procrastination behaviour among students (Eisenbeck et al., 2019). Although most studies were conducted among university students, the findings are highly relevant for secondary school students because adolescents are increasingly exposed to digital technology and social networking platforms (Zhang & Wu, 2020).

Statement of the problem

In view of the above fact the investigator study on social addiction and academic procrastination among higher secondary student. Therefore, the title of the present study was stated as “*SOCIAL MEDIA ADDICTION AND ACADEMIC PROCRASTINATION AMONG HIGHER SECONDARY STUDENT*”.

Operational definition of key terms

The following operational term were taken to have meanings defined below;

Social media addiction: Excessive use of different types of social media channels even it can be harmful to our study health and relationships.

Academic procrastination: Academic procrastination happens when students keep putting off their work until it’s almost too late, often leaving them stressed and rushed to finish before the deadline.

Objective of the study

1. Find out the relationship between social media addiction and academic procrastination among higher secondary students.
2. To find out the difference in social media addiction in relation to stream and gender.
3. To find out the difference in academic procrastination in relation to stream and gender.

Hypothesis of the study

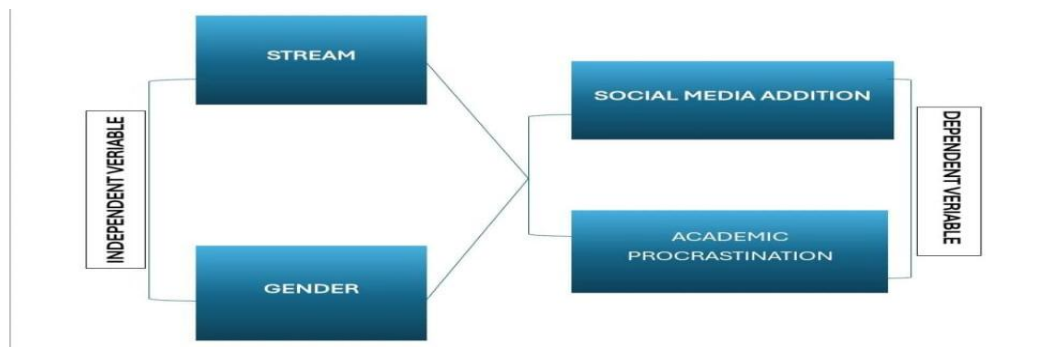
1. H₀₁: There is no significant correlation between social media addiction and academic procrastination among higher secondary students.
2. H₀₂: There is no significant difference in social media addiction in relation to stream and gender.
3. H₀₃: There is no significant difference in academic procrastination in relation to stream and gender.

The Delimitation of the Study

The study suffers from the following limitations;

The present study was delimited to the higher secondary student of Government women's college Bhawanipatna and students of higher secondary school maa Maninkeswari university of Kalahandi district Odisha.

Conceptual framework



Research gap

It is found from literature that many researchers conduct research from abroad, like the USA, Pakistan, Turkey, China, Norway, Spain, etc., but there is less explicit research conducted in Odisha, India specially Kalahandi district. The present researcher wants to study in the Kalahandi district of Odisha. Most researchers conducted research among university students. But in the present study, the investigator will feel a necessity to conduct a study among higher secondary students.

Methodology

As we know, descriptive method studies the current status of the phenomenon and suggests measures for further improvement so it was used. This study was completely quantitative in nature so the quantitative aspects survey questionnaire to gather numerical data that could be analysed statistically.

Population

The population of this study included all students from various higher secondary schools in Bhawanipatna district of Kalahandi.

Sample

239 students from the Govt Higher Secondary School, Bhawanipatna, and the Govt Women's Higher Secondary School, Bhawanipatna. The sample was collected through a stratified random sampling technique.

Tools and techniques

Without any data, the research is nothing, so the investigator used a standardised questionnaire (social media scale was developed by Cengiz Şahin (2018), and academic procrastination scale was developed by Kaliya Anplllld Yadav (2013). The questionnaire was designed to gather quantitative data from Higher secondary students.

Data collection procedure

The authorities gave the researcher authorization in advance to collect data. After meeting the investigator, the respondent gave them a tour to gather information, and the investigator thanked the respondent for their cooperation. The institutional review board's ethical criteria

were followed for conducting this study. Anonymity and confidentiality were maintained throughout.

Statistical Procedure for Data Analysis

The data collected from the survey questionnaire were analysed using descriptive statistics and inferential statistics such as mean, standard deviations (SD), ANOVA, and Pearson product-moment correlation.

Objective 1: To find out the correlation between social media addiction and academic procrastination among higher secondary students.

H0₁: There is no significant correlation between social media addiction and academic procrastination among higher secondary students.

Table1 Correlations

Variable	Social Media Addiction Score	Academic Procrastination Score
SOCIAL MEDIA ADDICTION SCORE		
Pearson Correlation	1	.150
Sig. (2-tailed)		.020
N	239	239
ACADEMIC PROCRASTINATION SCORE		
Pearson Correlation	.150	
Sig. (2-tailed)	.020	
N	239	239

The correlation analysis presented in the table revealed that there was a positive correlation between social media addiction scores and academic procrastination scores among students. Both correlations, as indicated by the Pearson correlation coefficients of 0.150, are statistically significant at the 0.05 level with df 237. It shows that social media addiction and academic procrastination were positively and significantly correlated. Thus, the null hypothesis that there is no significant correlation between social addiction and the academic procrastination of higher secondary students is rejected. This suggests that as social media addiction increases, there is a tendency for academic procrastination to increase as well, and vice versa.

Analysis and Interpretation

Objective 2: To find out the difference in social media addiction in relation to stream and gender.

H0₂: There is no difference in social media addiction in relation to stream and gender.

Table 3. ANOVA OF SOCIAL MEDIA ADDICTION SCORE

Tests of between-subject's effects

Dependent Variable: SOCIAL MEDIA ADDICTION SCORE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	720.299 ^a	5	144.060	.716	.612
Intercept	1684141.313	1	1684141.313	8374.343	.000
Stream	279.865	2	139.932	.696	.500
Gender	53.436	1	53.436	.266	.607
Stream * Gender	382.858	2	191.429	.952	.388
Error	46857.994	233	201.107		
Total	1731779.000	239			
Corrected Total	47578.293	238			

a. R Squared = .015 (Adjusted R Squared = -.006)

Summary of 3*2 factorial design ANOVA of social media addiction of students

Source of variance	d	SS	MSS	F-VALUE	REMARK S
STREAM (A)	2	279.865	139.932	.696	.500
GENDER(B)	1	53.436	53.436	.266	.607
A*B	2	382.858	191.429	.952	.388
ERROR	233	46857.994	201.107		
TOTAL	239	1731779.000			

Interpretation of objective-2

A 3 (stream: Arts, Science, Commerce) × 2 (gender: Male, Female) between-subjects ANOVA was conducted on social media addiction scores.

Main effect of stream: $F(2, 233) = 0.696, p = .500 \rightarrow$ not significant.

Main effect of gender: $F(1, 233) = 0.266, p = .607 \rightarrow$ not significant.

Stream × Gender interaction: $F(2, 233) = 0.952, p = .388 \rightarrow$ not significant.

Since all p-values are greater than .05, we fail to reject H02. The findings indicate that there is no significant difference in social media addiction based on stream, gender, or the interaction between stream and gender among higher secondary students.

Objective 3:

To find out the difference in academic procrastination in relation to stream and gender.

Descriptive Statistics

Table 4. Descriptive statistics of the Academic procrastination score-

Stream	Gender	Mean	Std. Deviation	N
Arts	Male	70.872	9.8760	39
	Female	68.650	7.8399	40
	Total	69.747	8.9162	79
Science	Male	66.200	9.8142	40
	Female	63.850	7.8235	40
	Total	65.025	8.8974	80
Commerce	Male	73.225	11.3646	40
	Female	67.500	9.8580	40
	Total	70.363	10.9559	80
Total	Male	70.092	10.7048	119
	Female	66.667	8.7335	120
	Total	68.372	9.8944	239

H03: There is a no difference in academic procrastination in relation to stream and gender

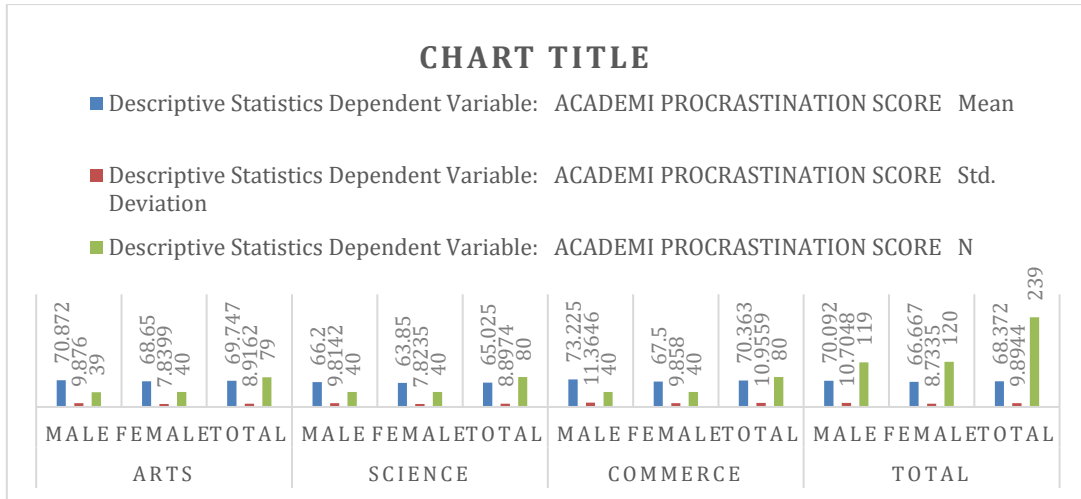


Table 5. ANOVA OF ACADEMIC PROCRASTINATION SCORE

Tests of Between-Subjects Effects

Dependent Variable: ACADEMI PROCRASTINATION SCORE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2225.924 ^a	5	445.185	4.922	.000
Intercept	1117514.032	1	1117514.032	12355.584	.000
STREAM	1365.523	2	682.762	7.549	.001
GENDER	703.819	1	703.819	7.782	.006
STREAM * GENDER	157.491	2	78.745	.871	.420
Error	21073.934	233	90.446		
Total	1140573.000	239			
Corrected Total	23299.858	238			

A 3 × 2 ANOVA was conducted to examine the differences in academic procrastination scores based on stream (Arts, Science, Commerce) and gender (Male, Female) among higher secondary students.

Main effect of stream: $F(2, 233) = 7.549, p = .001 \rightarrow$ significant.

Main effect of gender: $F(1, 233) = 7.782, p = .006 \rightarrow$ significant.

Stream × Gender interaction: $F(2, 233) = 0.871, p = .420 \rightarrow$ not significant.

Since the p-values for stream and gender are less than .05, the null hypothesis (H03) is rejected for the main effects of stream and gender. However, as the interaction effect is not significant ($p > .05$), the null hypothesis is retained for the interaction between stream and gender.

The findings indicate that academic procrastination significantly differs across streams (Arts, Science, and Commerce) and between male and female students. However, there is no significant interaction effect between stream and gender on academic procrastination among higher secondary students.

In the Arts stream, male students ($M = 70.87$) reported slightly higher academic procrastination scores than female students ($M = 68.65$). In the Science stream, males ($M = 66.20$) also showed higher procrastination levels than females ($M = 63.85$). In the Commerce stream, the gender difference was comparatively larger, with males ($M = 73.23$) scoring higher than females ($M = 67.50$). Overall, male students ($M = 70.09$) demonstrated higher academic procrastination scores than female students ($M = 66.67$).

Since the p-values for stream ($p = .001$) and gender ($p = .006$) are less than .05, the null hypothesis (H03) is rejected for the main effects of stream and gender. However, because the interaction effect is not significant ($p = .420$), the null hypothesis is accepted for the interaction between stream and gender. Thus, H03 is partially rejected.

Result and Discussion

The study examined the relationship between social media addiction and academic procrastination among 239 higher secondary students. Pearson correlation revealed a significant positive relationship ($r = .150$, $p = .020$), leading to rejection of H01. This indicates that higher social media addiction is associated with increased academic procrastination, consistent with Pekpazar et al. (2021), who found that Instagram addiction negatively affects academic performance through procrastination.

A 3×2 ANOVA tested differences in social media addiction. No significant effects were found for stream ($F = .696$, $p = .500$), gender ($F = .266$, $p = .607$), or their interaction ($F = .952$, $p = .388$). Therefore, H02 was accepted. Social media addiction appears evenly distributed across streams and genders.

For academic procrastination, significant main effects were found for stream ($F = 7.549$, $p = .001$) and gender ($F = 7.782$, $p = .006$), but not for their interaction ($F = .871$, $p = .420$). Thus, H03 was rejected for main effects but accepted for interaction. Male students ($M = 70.09$) procrastinated more than females ($M = 66.67$). Commerce stream students showed the highest procrastination ($M = 70.36$), followed by Arts ($M = 69.75$) and Science ($M = 65.03$). These findings suggest that curriculum structure and gender-related behavioural patterns influence procrastination tendencies.

Educational Implication

1. Help students deal with distraction from social media during study time.
2. Aware students to how postponing the academic tasks due to the overuse of social media creates mental stress or Borden.

Recommendation for further studies

The following suggestion can be recommendation for further research

1. These types of studies can be conducted at the elementary level.
2. Addressing social media addiction among students may help reduce academic procrastination tendencies, thereby improving academic performance and time management skills.
3. Further research in this area is warranted to develop comprehensive strategies for promoting academic success and well-being among students.

Conclusion

The findings revealed a significant positive correlation between social media addiction and academic procrastination. Students who reported higher levels of social media addiction also demonstrated greater tendencies to delay their academic tasks. This indicates that excessive use of social networking platforms is associated with increased procrastination behaviour in academics.

Regarding social media addiction, no significant differences were found across streams or between male and female students. Social media addiction appears to be evenly distributed among Arts, Science, and Commerce students, as well as between genders.

For academic procrastination, significant differences were observed. Male students procrastinated more than female students. Among the three streams, Commerce students showed the highest level of academic procrastination, followed by Arts students, while Science students exhibited the lowest. However, no interaction effect was found between stream and gender, meaning the pattern of gender differences was similar across all streams.

In conclusion, while social media addiction does not vary by stream or gender, it positively correlates with academic procrastination. Academic procrastination itself differs significantly by both stream and gender. These findings highlight the need for targeted interventions addressing social media usage, stream-specific academic support, and gender-sensitive strategies to reduce procrastination among higher secondary students.

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