



Internet Addiction and Perceived Stress as Predictors of Academic Procrastination among Undergraduate Students of Federal University Dutsin-Ma, Katsina State

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Abstract

This study investigated Internet Addiction and Perceived Stress as Predictors of Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State. The study has 5 objectives, 3 research questions and 2 hypotheses. It adopted descriptive survey of correlational type. The population comprised of undergraduate students in the Faculties of Social Sciences and Education. Simple random technique was used to select three departments in each of the faculties. Also, Purposive random sampling technique was used to select 270 respondents. Three instruments were used for data collection. These included Internet Addiction Scale (IAS), Perceived Stress Scale (PSS) and Academic Procrastination Scale (APS). The instruments were validated by two experts. The test--retest method of reliability was considered and Pearson Moment Correlation Statistics was employed and a reliability coefficient of 0.68, 0.70 and 0.70 were obtained, respectively. Data collected were analyzed using frequency and percentages and Pearson Product Moment Correlation (PPMC) Statistic all at 0.05 level of significance. The findings revealed that level of Internet addiction, Perceived Stress and Academic Procrastination were high among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State. There exists a significant relationship between Internet Addiction and Academic Procrastination and between Perceived Stress and Academic Procrastination. Recommendations among others were made; that educational psychologists and counsellors should strengthen their counselling intervention on the need to ensure that the undergraduate students take their academic activities seriously than being internet addicted that could prone them to academic procrastination. Undergraduate students should be committed to timely and conscious of handling of their academic activities seriously to avoid possibility of academic procrastination.

Key Words: Internet Addiction, Perceived Stress, Academic Procrastination, Undergraduates Students

Introduction

Internet addiction is the act of over depending on the Internet to the detriment of other aspects of life. It is when one engages in a heterogeneous spectrum of Internet activities with a potential illness value, such as gaming, shopping, gambling, or social networking. Internet addiction could also be seen as the uncontrolled investment of time in the Internet on activities such as dating and gambling that are capable of causing psychological disorders. Internet addiction is a multidimensional syndrome that manifests with both cognitive and behavioural symptoms. According to Bidi, Namdari-Pejman, Kareshki and Ahmadnia (2022), internet addiction is one of the harmful effects of the Internet and a new form of psychological disorders whose consequences pose physical, mental health problems and may lead to academic procrastination among the students.

University students, compared to other segments of the society appear to be more vulnerable to Internet addiction. This could be traced to the fact that they are digital natives. Digital natives represent those adolescents who were born into and grew up surrounded by technology in their different homes in the 21st century (Hayat, Kojuri & Amini, 2020). They added that these adolescents having grown up with technology as part of their lives are proficient at using them and spend long hours interacting on the Internet. University students' overdependence on the Internet could equally be attributed to their developmental needs as adolescents and young adults. In their search for identity as they transition from children to young adults physically, emotionally and otherwise, the adolescents yearn for interactions outside the home especially with their peers. These interactions are readily provided by other young adults on the Internet which accounts for the long hours they spend chatting online.

Stress occurs when academic demands made on a student exceed their coping limit. Lending credence to this assertion, Nordqvist (2017) noted that academic stress is an uncomfortable feeling to which students are subjected to that is too demanding and which poses a threat to their well-being especially, when such demands exceed the personal and social resources that they are able to mobilize. Put differently, when an undergraduate student is besieged with more academic tasks than what their resources can bear or accommodate within a specified period of time, they become overwhelmed and this could lead to academic stress. Buttressing this point further, Fasoro, Oluwadare, Ojo and Oni (2019) pointed out that stress is inevitable when a student's resources are insufficient to cope with situational demands and academic pressures.

It is noteworthy to mention that stress at a certain level can be a huge source of motivation for prompt delivery of assignments, examination preparation as well as the handling of other academic tasks. Observation however, has shown that excessive academic stress could be problematic to the extent that it could affect a student's concentration and worse still, academic performance. According to Ramli, Alavi, Mehrinezhad and Ahmadi, (2018), academic stress culminates in outcomes such as impaired functioning, burnout, and other health problems that can adversely affect students and the society at large. Academic stress could lead to limited or lack of energy, high blood pressure, feelings of depression, poor concentration and restlessness (Nagle & Sharma, 2018). It is noteworthy to mention that these negative effects of academic stress on students may vary from one student to another based on the coping strategies available to them at a particular time. Interestingly, academic stress could be fueled by some factors including addiction to the internet. This means that the allures of the internet could take students attention away from their academic work leaving them worse off. Put differently, addiction to the Internet could be one of the crucial antecedents of academic stress among undergraduate students (Lee, 2014).

Furthermore, some university students' vulnerability to Internet addiction could equally be linked to the fact that they have the opportunity for free and unlimited Internet access, are free from parental control and interference while in school, and have

flexible schedules. They are equally proficient at using the internet and this high rate of Internet proficiency among undergraduate students could make them susceptible to Internet addiction. Additionally, Internet addiction among undergraduate students could stem from the fact that the Internet facilitates the ease of doing their assignments, research works and by extension, enhances interpersonal communication with peers and mentors (Chang, 2014). These activities could lead to heavy internet use which may become detrimental to other areas of life if left unchecked. Internet addiction is a huge source of worry to relevant stakeholders in the university as it could be related to other academic vices which could be detrimental to a student's academic wellbeing.

Interestingly, Günlü and Ceyhan (2017) buttressed this point as they noted that internet addiction fuels academic procrastination among undergraduate students. This is to say that students who are compulsively addicted to the internet may have the tendency of procrastinating academic tasks. Academic procrastination is the tendency of a student to defer or put off academic tasks till a later date. According to Klingsieck (2013), it could be defined as the voluntary delay of a vital and/or crucial activity, despite the expectation of potential negative consequences that outweigh the positive consequences of the delay. Going further, Klingsieck asserted that academic procrastination is an irrational behavior that is often accompanied by subjective discomfort and negative consequences. Obviously, academic procrastination is not likely to serve the academic interest of students. It is therefore glaring that a student that is susceptible to academic procrastination is more concerned about the immediate pleasure it offers than the ultimate loss they incur in terms of time. It is interesting to note that there are causative factors to academic procrastination. Academic procrastination could be caused by poor time management, poor study skills and low self efficacy. For instance, a student that is a poor manager of time is likely to keep postponing academic works. More so, a student that lacks the requisite study skills of study aids, note taking and test-taking strategies is likely to be vulnerable to academic procrastination.

Similarly, Sirois (2016) equally posited that academic procrastination can be caused by lack of self-regulation which leads to the voluntary delay of the onset or completion of the intended academic tasks. Thus, academic procrastination has traditionally been conceptualized as a self-regulation or time management problem Yang, Asbury and Griffiths (2019) observed that students who experience academic procrastination, feel academic anxieties, and have low self-regulation skills. As an extension to self-regulation, students who procrastinate exhibit deficits in short-term mood repair and deficits in emotion regulation over long-term goals (Sirois and Pychyl, 2013). Thus, students are bound to procrastinate academic tasks when they consider such tasks as boring, de-motivating and frustrating. In this digital era, students tend to delay their homework and other academic tasks as the chunk of their time is spent surfing the internet. In other words, students who exude academic procrastination behavior and perfectionist behaviours are found to be at higher risk of Internet addiction. Academic procrastination is not without its impacts on students' academic output. Ashraf, Malik and Musharraf (2019) found out that internet addiction has negative effect against of academic procrastination among the students. In addition, Ashraf, Malik and Musharraf

stated that internet addiction serves as a problem factor against negative consequences of academic procrastination among the undergraduate students.

Hailikari, Katajavuori and Asikainen (2021) found that academic stress correlated with academic procrastination and it had a huge role to play in explaining the variance of academic procrastination level among the students. In addition, Hailikari, Katajavuori and Asikainen established the ability of students to organize their time and effort had the highest relation with academic procrastination; implying that students time and effort management can be used to understand their self-reported level of academic procrastination. Therefore, it as a result of the above gap that this study seeks to examine Internet Addiction and Perceived Stress as Predictors of Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State

Statement of the Problem

The digital age has introduced unprecedented accessibility to entertainment, social media, and non-academic content, thereby exacerbating tendencies toward academic procrastination. With smartphones, tablets, and laptops readily available, students are constantly tempted to engage in online distractions rather than focusing on their academic responsibilities. The allure of instant gratification provided by social media notifications, streaming services, and online gaming platforms competes with the long-term benefits of completing academic tasks in a timely manner.

Academic procrastination, a prevalent issue among students, involves the habitual delay of academic tasks despite awareness of the negative consequences it entails. This behavior pattern often leads to suboptimal academic performance and heightened stress levels among students. Steel (2017) highlights that procrastination not only undermines academic achievement but also contributes to increased stress and anxiety levels, creating a detrimental cycle that further perpetuates procrastination and academic underachievement. Furthermore, there is evidence to suggest that internet addiction and academic procrastination may be interconnected. Students who are prone to procrastination may turn to the internet as a form of distraction or avoidance behavior (Kuss & Griffiths, 2017). This can create a vicious cycle where students procrastinate by spending time online, which in turn exacerbates their academic difficulties and contributes to further procrastination. Also, stress is negatively correlated with academic procrastination. Academic stress is positively correlated to self-regulation and academic procrastination is negatively correlated to self-regulation. In this study, the main predictors of “academic procrastination” are “academic stress”. Therefore, there is need to investigate Internet Addiction and Perceived Stress as Predictors of Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State

Objectives of the Study

The main objective of this study is to determine Internet Addiction and Perceived Stress as Predictors of Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State. Specifically to determine:

1. The level of Internet Addiction among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State
2. The level of Perceived Stress among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State.
3. The level of Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State.
4. Significant relationship between Internet Addiction and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State
5. Significant relationship between Perceived Stress and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State

Research Questions

The following research questions were raised to guide the conduct of this study:

1. What is the level of Internet Addiction among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State?
2. What is the level of Perceived Stress among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State?
3. What is the level of Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State?

Research Hypotheses

The following null hypotheses were formulated and tested in the study.

- H₀₁:** There is no significant relationship between Internet Addiction and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State
- H₀₂:** There is no significant relationship between Perceived Stress and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State

Methodology

This study adopted descriptive survey of correlational research design. This type of study seeks to establish what relationship exists between two or more variables. Usually, such studies indicate the direction and magnitude of the relationship between the variables. The population of the study comprised of undergraduate students in the Faculties of Social Sciences and Education, Federal University of Dutsin-Ma. Simple random technique was used to select Departments of Economics, Geography and Sociology in the Faculty of Social Sciences, while in the Faculty of Education,

Departments of Educational Psychology and Counseling, Science Education and Special Education were selected. Purposive random sampling technique was used to select 45 final year (400 level) undergraduate students in the six departments of both two Faculties of Social Sciences and Education. Hence, the sample of this study makes 270 respondents.

Three researcher designed instruments were used for the data collection in this study. These included; Internet Addiction Scale (IAS), Perceived Stress Scale (PSS) and Academic Procrastination Scale (APS). The instruments were validated by the two expert lecturers that specialized in test, measurement and evaluation in University of Ilorin, Ilorin Nigeria to determine both face and content validity. Also, to determine reliability of the instrument test--retest method was used and equally subjected to Pearson Moment Correlation Statistics and the reliability coefficients 0.68, 0.70 and 0.70 were obtained respectively. Each of the three scales has 10 items with 4 points scale ranging from Strongly Disagree (1), to Disagree (2), Agree (3) and Strongly Agree (4). The three research questions were answered by frequency count and percentage. The research hypotheses were tested using Pearson Product Moment Correlation (PPMC) Statistic all at 0.05 level of significance

Results

Answering of Research Questions

Research Question 1: What is the level of Internet Addiction among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State?

Table 1: Percentage Distribution of Level of Internet Addiction among Respondents

Variable	Scores range	Frequency	Percentage %	Remark
Internet Addiction	51-80	208	77	High
	31-50	20	7	Mild
	1-30	42	16	Low

Table 1 revealed that out of 270 (100%), 208 (77%) represented high level of internet addiction, 20 (7%) mild low level of internet addiction and 42 (16%) low level of internet addiction. This indicates that, the level of internet addiction was high among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State

Research Question 2: What is the level of Perceived Stress among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State?

Table 2: Percentage Distribution of Level of Perceived Stress among Respondents

Variable	Scores range	Frequency	Percentage %	Remark
Perceived Stress	51-80	203	75	High
	31-50	26	10	Mild
	1-30	41	15	Low

Table 2 revealed that out of 270 (100%), 203 (75%) represented high level of Perceived Stress, 26 (10%) mild low level of Perceived Stress and 41 (15%) low level of

Perceived Stress. This indicates that the level of Perceived Stress was high among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State

Research Question 3: What is the level of Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State?

Table 3: Percentage Distribution of Level of Academic Procrastination among Respondents

Variable	Scores range	Frequency	Percentage %	Remark
Academic Procrastination	51-80	173	64	High
	31-50	29	11	Mild
	1-30	68	25	Low

Table 3 revealed that out of 270 (100%), 173 (64%) represented high level of Academic Procrastination, 29 (11%) mild low level of Academic Procrastination and 68 (25%) low level of Academic Procrastination. This indicates that the level of Academic Procrastination was high among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State

Testing of Hypotheses

H₀₁: There is no significant relationship between Internet Addiction and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State

Table 4: Showing Correlation between Internet Addiction and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State

Variables	N	Mean	SD	Df	Cal .r-Value	P-value	Decision
Internet Addiction	270	29.68	19.27	268	.319	.000	rejected
Academic Procrastination	270	39.46	11.10				

P<0.05

Table 4 revealed that the calculated r-value is (.319), while the p-value (.000) is less than 0.05 level of significance and 268 degree of freedom. Therefore, the null hypothesis which states that there is no significant relationship between Internet Addiction and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State is rejected. It implies that increase internet addiction equally leads to an increase in academic procrastination among the undergraduates students of Federal University, Dutsin-Ma, Katsina State. It means that there exists a significant relationship between Internet Addiction and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State

H0₂ There is no significant relationship between Perceived Stress and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State

Table 5: Showing Correlation between Perceived Stress and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State

Variables	N	Mean	SD	Df	Cal.r-Value	P-value	Decision
Perceived Stress	270	30.18	27.15	268	.311	.000	rejected
Academic Procrastination	270	48.23	19.12				

P<0.05

Table 5 revealed that the calculated r-value (.311), while the p-value (.000) is less than 0.05 level of significance and 208 degree of freedom. Therefore, the null hypothesis which states that there is no significant relationship between Perceived Stress and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State is rejected. It implies that increase in Perceived Stress equally leads to an increase in academic procrastination among the undergraduates' students of Federal University, Dutsin-Ma, Katsina State. It implies that there was significant relationship between Perceived Stress and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State.

Discussions of finding

The result of the research question one revealed that the level of internet addiction was high among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State. The finding of this study agrees with Souza, Manish and Shravan (2018) who found that 79% of students (respondents) in higher institutions were highly internet addiction. This implies that majority of undergraduate students in tertiary institution are engaged internet addiction.

The result of the research question two revealed that level of Perceived Stress was high among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State. The finding of this study do not agree with Ng, Chiu, and Fong, (2016) who found that level of perceived stress among the college students was at high level of prevalence. But Khalid, Zhang, Wang, Ghaffari, and Pan, (2019)., who found that the level of academic stressed among the undergraduates students was high.

The research question three revealed that the level of academic procrastination was high among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State. The finding of this study agrees with Ashraf, Malik and Musharraf (2019), who

found that the level of academic procrastination among college students was at high level.

The hypothesis one revealed there exists significant relationship between Internet Addiction and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State, (calculated r-value (.319), while the p-value (.000) is less than 0.05 level of significance. The finding of this study corroborates with Ashraf, Malik and Musharraf (2019), who found out that internet addiction has negative effect against of academic procrastination among the students. In addition, Ashraf, Malik and Musharraf stated that internet addiction serves as a problem factor against negative consequences of academic procrastination among the undergraduate students.

The hypothesis two revealed that there was significant relationship between Perceived Stress and Academic Procrastination among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State, (calculated r-value (.311), while the p-value (.000) is less than 0.05 level of significance. The finding of this study agrees with Hailikari, Katajavuori and Asikainen (2021) found that academic stress correlated with academic procrastination and it had a huge role to play in explaining the variance of academic procrastination level among the students. In addition, Hailikari, Katajavuori and Asikainen established the ability of students to organize their time and effort had the highest relation with academic procrastination; implying that students time and effort management can be used to understand their self-reported level of academic procrastination.

Conclusions

Based on the findings of this study, the followings conclusions were reached; that the level of internet addiction, Perceived Stress and Academic Procrastination were high among Undergraduates Students of Federal University, Dutsin-Ma, Katsina State. There exists significant relationship between Internet Addiction and Academic Procrastination among Undergraduates Students and there was significant relationship between Perceived Stress and Academic Procrastination among Undergraduates Students. It further concludes that increase internet addiction equally leads to an increase in academic procrastination and that the increase in Perceived Stress equally leads to an increase in academic procrastination among the undergraduates' students.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Educational psychologists should develop intervention and proactive prevention strategies that would address issues of internet addiction and academic procrastination in order to prevent the trend of stress among undergraduate students.
2. Guidance counsellors should strengthen their counselling intervention on the need to ensure that the undergraduate students take their academic activities seriously than being internet addicted that could prone them to academic procrastination.

3. Undergraduate students should be committed to timely and conscious of handling of their academic activities seriously to avoid possibility of academic procrastination.
4. The university managements should intensify its effort to sensitize and enlighten the undergraduate students on need to use or utilize internet appropriately than being addicted that could cause academic procrastination among the students

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