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Social Media Use, Procrastination, and Academic Motivation: A Correlation Analysis

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Abstract

This study aimed to assess the relationship between the usage of social network sites (SNS) and procrastination as well as academic motivation in undergraduate students. A sample of 64 undergraduate students (Mean = 21.3 years; SD= 1.8 years) were chosen using convenience sampling in various colleges/universities in the Delhi National Capital Region in India. Information sought using three standardized research instruments: the Bergen Social Media Addiction Scale (BSMAS), the Procrastination Assessment Scale for Students (PASS), and the Academic Motivation Scale (AMS-C 28). All the analysis tests were conducted using the Jamovi statistical software package and Spearman's Rank Order Correlation coefficients. The data analysis outcomes revealed that SNS usage and procrastination were statistically and positively correlated, as the correlation coefficient was .495, $p < .001$; however, there was a statistically negative correlation between SNS usage and academic motivation, as the correlation coefficient was −.609, $p < .001$. Although there was an indication that there was an inverse correlation between academic procrastination and academic motivation, as the correlation coefficient was −.078, $p < .539$, it was not statistically significant. The data analysis outcomes indicate that there was an indication that an excessive usage of SNS was positively correlated with the increase in academic procrastination and lack of academic motivation among the undergraduate students.

Keywords: social media use, procrastination, academic motivation, undergraduate students, correlation

1. Introduction

Social media has become an essential part of the lives of people, including college students. Social sites such as WhatsApp, Instagram, YouTube, and Facebook make it easy for college students to access information and communicate with each other. On the other hand, spending too much time on social media has been seen to have negative ramifications for academic performance and involvement. On average, college students dedicate 3-5 hours per day to social media sites compared to their academic involvement. The notifications and easy gratification associated with social media make it hard for college students to walk away and engage in their academic activities.

Definition of Academic Procrastination

Academic procrastination is described as unnecessary delay in starting and completing an academic task despite the expectation of undesirable consequences. Approximately 40-60% of college students have been found to be regular procrastinators. This not only impacts academic performance but also contributes to levels of stress. One of the causes of procrastination is the availability of digital

distractions such as social media. Many students find that when they have academic tasks that challenge them intellectually or bore them, they will often turn to social media as a way to escape. Social media gives immediate entertainment, socialization, and satisfaction. These are things that academic study does not provide. Social media can be accessed via smartphones, which means that a student always has a device available to distract them when they lack motivation to study. Academic motivation is defined by an internal motivation or drive towards involvement in learning tasks, therefore a key determinant of student success. Self-Determination Theory argues that autonomy, competence, and relatedness are key intrinsic needs whose satisfaction determines a student's level of motivation. Students today are constantly exposed to social media, thus their level of motivation towards involvement in academic tasks could be undermined by such factors as lack of intrinsic motivation within them due to constant exposure through social media to peers' achievements. Students' self-confidence could be undermined due to exposure to peers' achievements on social media. Spending time on social media translates to lost opportunities for development of academic interests. Social media immediate gratification could make academics less attractive due to a lack of immediate reward.

2. Literature Review

Social Media Usage Among Students

The usage of social media among college-going students has seen a huge rise in the past few years and has now become an integral aspect of the lives of these students. In the Indian context, the use of social media among college-going students has seen an huge rise, and almost all students have active social media accounts on different platforms. The main usage of social media in Indian educational institutions remains in the form of WhatsApp, where almost all colleges have their official WhatsApp group to post updates regarding assignments and study materials. The usage of Instagram remains prevalent in socializing and creating a network. YouTube is mostly used for entertainment purposes and watching study-related content. The usage of TikTok remains substantial.

On average, college-going individuals in India tend to spend a considerable amount of time ranging from 3 to 5 hours a day on the popular social media sites. The usage tends to be more during the exam sessions as well as during the stressful study sessions. There are differences among individuals depending upon personal traits, discipline, and motivations. Some students may use social media for academic purposes, while others may use the platforms for entertainment purposes. Identifying the significance of the two usages is crucial since the effects of the two usages may differ.

Social Media & Procrastination

Studies have provided evidence of the positive correlation of social media use with academic procrastination. Students are observed to be more involved in procrastination activities in their academic work if they spend an increased amount of time on social media. There are several reasons for this association. First, social media notifications and the continuous flow of information disturb students during their studying periods and split their attention. Secondly, social media meets people's need for instant gratification, such as likes and comments on posts and entertaining posts, whereas academic work does not provide instant gratification or reward due to its delayed nature. This statement has an underlying truth, shown in behavioral economics, as people tend to prefer instant to delayed gratification. Fourth, the habit of constantly checking social media becomes automatic and habitual. Fifth, the desire to escape from negative emotions (such as anxiety, boredom, and frustration) associated with academic tasks becomes the reason why the individual procrastinates.

The Role of Social Media and Academic Motivation

Research on associations between the usage of social media and academic motivation reveals negative associations. High usage of social media is linked to low intrinsic motivation for learning, low persistence in academics, and low goal orientation. There are multiple reasons for this negative association. Social comparison theory applies here as the students measure their performances against the accomplishments of their acquaintances on social media, which affects self-confidence and self-perception of competence. Spill-over of time from using social media to other pursuits like academics decreases due to its consumption of the limited time available for academic pursuits. The entertainment benefits of social media are immediate due to its optimized algorithm; therefore, other activities like academics are comparatively duller to the mind. Depression and anxiety linked to the overconsumption of social media affect academic motivation due to lower mental capacity and energy levels.

Procrastination and Academic Motivation

Hypothetically, there should be a negative correlation between procrastination and motivation. High-academic-motivated students should be more task-oriented and less procrastinating. Nonetheless, the findings are not so simple. There are negative correlations between procrastination and motivation, but some findings are less strong than expected. There are a number of explanations to these findings. High-self-efficacy students procrastinate but are not less motivated because of confidence in completing the task. Students can be low-motivated but not procrastinating because of conscientiousness and external pressure. There are multiple dimensions of motivation—specifically, those of intrinsic, external regulation, and amotivation—each of which may have been differently associated with procrastination. Other proposed moderators that may have influenced findings are emotion regulation and coping strategies. This means that these two constructs, procrastination and motivation, are associated differently than previously simply theorized.

Methodology

Aim and Objectives

Objective: To examine the interrelated factors of social media usage, academic procrastination, and academic motivation among undergraduate students.

Aim

To examine the degree to which undergraduate students utilise social media
To ascertain the degree of academic procrastination demonstrated by participants
To evaluate students' academic motivation
Finding the link between using social media and putting things off
To investigate the correlation between social media usage and academic motivation.
To study the correlation between procrastination and academic motivation.

Hypotheses for Research

H1: A substantial positive correlation exists between social media utilisation and academic procrastination.
H2: The use of social media and academic motivation are not related in a positive way.
H3: A substantial inverse correlation exists between academic procrastination and academic motivation.
Research Design: The study utilised a correlational and cross-sectional research design. Cross-sectional research design involves collecting data at a certain moment in time. The method is particularly useful

for looking into how the different variables are related to each other. The study utilised a correlational research design.

Sample and Method of Sampling

Sample and Sampling

Sampling Procedure: The inquiry utilised convenience sampling.

Sample Size: N = 64 (42 undergraduate students and 22 postgraduate students)

Recruitment: The participants for this study were selected from multiple colleges and universities across the NCR region.

Summary

Criteria for Inclusion and Exclusion

Requirements for Inclusion:• Currently enrolled in college or graduate school • Age 18 to 25

Can read and understand English

Capable of giving informed consent

Criteria for exclusion:

Surveys that aren't fully answered

Not between the ages of 18 and 25

Not a student yet

Instruments and Tools

Bergen The Social Media Addiction Scale (BSMAS)

This scale, which comprises six things, is designed to find out if someone is using social media too much. The scale uses a 5-point Likert scale, where 1 means extremely rarely and 5 means very often. There are six Addiction constructs on the scale: Salience, Mood Modification, Tolerance, Withdrawal, Conflict, and Relapse. The total score can be anything from 6 to 30, and a higher number means more social media addiction. Coefficient of reliability for internal consistency: $\alpha = 0.78$

Procrastination Assessment Scale for Students (PASS)

The PASS is a 12-item scale assessing academic procrastination. Each item is rated on a 5-point scale (1 = Never, 5 = Always) measuring procrastination frequency across various academic tasks. Total scores range from 12-60, with higher scores indicating more procrastination. Internal consistency in the present study: $\alpha = 0.81$.

Academic Motivation Scale—College Version (AMS-C 28)

The AMS-C 28 is a 28-item scale measuring seven dimensions of academic motivation: intrinsic motivation to know, intrinsic motivation to accomplish, intrinsic motivation to experience stimulation, external regulation, introjected regulation, identified regulation, and amotivation. Each item is rated on a 7-point scale (1 = Does not correspond at all, 7 = Corresponds exactly). Total scores range from 28-196, with higher scores indicating stronger motivation. Internal consistency in the present study: $\alpha = 0.82$.

All analyses were performed using jamovi.

4. Results

Descriptive Statistics.

Variable	Mean	SD	Minimum	Maximum
Social Media Use (BSMAS)	17.10	6.35	6	30

Variable	Mean	SD	Minimum	Maximum
Procrastination (PASS)	25.90	10.10	11	51
Academic Motivation (AMS-C 28)	90.50	41.00	31	182

Table 1: Descriptive Statistics for Study Variables (N = 64)

The sample showed moderate-to-high levels of social media use (M = 17.10), moderate levels of procrastination (M = 25.90), and considerable variability in academic motivation (M = 90.50).
Table 1 presents descriptive statistics for the three study variables

Correlation Analysis

Table 2: Spearman's Correlations Among Study Variables (N = 64)

Variable Pair	Correlation (ρ)	p-value	Effect Size (ρ^2)
Social Media Use ↔ Procrastination	.495	< .001	.245
Social Media Use ↔ Academic Motivation	−.609	< .001	.371
Procrastination ↔ Academic Motivation	−.078	.539	.006

Table 2 presents Spearman's rank-order correlation coefficients among the three variables.

Hypothesis Testing
Hypothesis 1: VALIDATED. There was a strong positive link between using social media and putting things off ($\rho = .495$, $p < .001$). Students who used social media more often said they put things off more often. The effect size was medium to substantial, with social media use accounting for 24.5% of the variance in procrastination.
Hypothesis 2: VALIDATED. There was a strong negative link between using social media and wanting to do well in school ($\rho = -.609$, $p < .001$). Students who used social media more said they were less motivated to do well in school. The effect size was substantial, with 37.1% of the variance in motivation accounted for by social media usage.
Hypothesis 3: NOT SUPPORTED. There was no significant relationship between procrastination and academic motivation ($\rho = -.078$, $p = .539$). In this group, there was no significant relationship between procrastination and motivation.

5. Discussion

Discussion of the Results

The study identified two strong links and one weak link between the three variables. The positive link between social media use and procrastination indicates that students who engage more extensively with social media are likely to postpone academic responsibilities more often. The considerable negative connection between social media use and academic motivation indicates that those who extensively utilise social media have significantly less motivation to participate in academic endeavours.
Using social media and putting things off
The strong positive link between using social media and putting things off is in line with what other studies have found. Social media gives you instant incentives and pleasure, which makes it a more appealing option than schoolwork. Students quickly resort to social media for instant satisfaction when they have boring or hard schoolwork to do. Over time, this trend makes people put things off more. Also, notifications from social networking apps can break up study sessions, making it hard to stay

focused for long periods of time. Students can always find something to do on their phones when they don't feel like studying because social media is so easy to access.

Using social media and being motivated to do well in school

The pronounced negative association between social media use and academic motivation is particularly noteworthy. This means that social media makes students much less likely to want to do schoolwork.You can utilize the time you invest in social networks to work on homework or to learn more about whatever it is that interests you. Students would be less convinced of their own academic competencies when they see other people's carefully chosen triumphs across social media. Equally, the instant enjoyment and excitement of social media make school subjects less interesting; thus, people become less interested in learning. Putting things aside and wanting to achieve well in school

The trivial correlation of procrastination and academic motivation was not expected. In theory, low-motivated pupils should procrastinate more; however, this is not the case. This may mean that several factors influence both motivation and procrastination. For example, students who are very sure about their skills may delay work without losing interest, while students skilled at controlling their emotions may show different patterns of procrastination no matter how motivated they are-completing the integration.

This shows that the evidence points to a clear trend that shows that access to social media is a major reason why students procrastinate and lose interest in schooling. This is because social media makes you procrastinate more, since it draws your attention away from what you are doing. In addition, social media makes you less motivated since it makes you compare yourself to others, and you do not care much about schooling. This shows that the correlation between procrastination and motivation is very weak since both actions are independent and social media impacts them differently.

6. The End

The study explored the linkage of usage of social media, procrastination, and academic motivations among a group of college-going students in the Delhi NCR region, comprising a total of 64 students. The outcome of this study proves two of the three theories. Individuals who usage of social media is high tend to procrastinate and don’t feel much passionate about performing well at school. There is no strong linkage of procrastination and being motivated. The outcome of this study indicates that the youths who are devoting more time to social media are less passionate about studies and tend to be more rebellious.

This study explains the effects of digital technology on the performance of pupils. As social media usage increases within the lives of students, there is a need to examine these effects on the students' motivations and behaviors during these processes so that we are able to make an effective teaching aid. There is a strong negative relationship between social media usage and the desire to perform well at school. This indicates that we can make an intervention at this point because performing well at school requires motivation.

7. Limitations

When you try to make sense of the results, keep these things in mind:

Sample Size: A sample size of 64 is small, which makes it hard to find small effects and hard to use the results on a larger population.Convenience sampling could introduce bias into the selection process.Students who filled out an online survey may use technology and be motivated differently than

those who didn't.Geographic Limitation: The data were only obtained from the Delhi-NCR region, suggesting that the findings may not be applicable to other regions of India where social media usage and academic limitations may differ.Cross-Sectional Design: Data were gathered at a single time point, preventing the establishment of causality. One way to answer these questions would be to use the Social Learning Theory. One study says that social networking websites lower motivation. Another study claims that social networking causes procrastination. Another study says that social networking causes procrastination and a lack of motivation. Yet social networking itself might not have any connection to the variables. In addition to this, there could be the risk of biased self-reporting, where the participants fail to report their problematic behavior appropriately. The BSMAS does not differentiate on the basis of usage. Social academic use of social media might have different impacts compared to other uses.

Unmeasured variables: Some of the important variables that have not been measured are personal characteristics, mental health status, sleep quality, and family support, which could influence the findings of the correlation.

Not important finding: The absence of a correlation between procrastination and motivation, albeit intriguing, does not conclusively establish the nonexistence of a relationship due to insufficient statistical power.8. Ideas for the Future

The future course of research must be directed at a few aspects such as:

Longitudinal Studies. Longitudinal studies on the pupils over time will bring to light the relationship between the three variables and determine the possible causative variables.More Representative Samples: Studies including larger samples consisting of people from different parts of the world will make this study even more generalizable.

Different types of social media use: Examining diverse platforms, objectives (academic versus recreational), and usage patterns may produce a more refined understanding of their implications.

Mediational Analysis: An analysis of potential mediating variables (self-efficacy, emotion regulation, sleep quality) would clarify the mechanisms that underpin the observed correlations.Intervention Studies: Randomized trials examining interventions aimed at lessening the use of social media and promoting health on the web could determine if lessened social media use is linked to increased scholastic success.

Qualitative Research: We could learn more about the use by kids of social networks and what it means when it comes to education by conducting interviews and focus groups.9“In the modern era, the Occ

“What does this mean for the students?”

The findings indicate that college students should be cautious about how they spend their time on social media.You should attempt to limit your use of social media each day, set study environments that do not permit mobile devices, and use technology that blocks study times on social media.Students should learn how social media influences them when it comes to focusing and motivating themselves.

What it means for teachers

Digital wellness is something that can be added to the help that teachers provide to kids with homework. This may include teaching kids how to use technology well, talking to kids about how using social media can negatively affect your academics, as well as teachers teaching kids how to use technology well.

What all this means for schools

Institutions of higher learning should provide technology-free study areas, encourage digital wellness campaigns, provide digital literacy education in the classroom, and assist students struggling with

technology-related homework. An institutional study looking into these connections would help plan targeted responses.Things Parents Should Know

Parents should recognise how social media influences their kids' schooling and assist them understand how to use technology, especially when school is hard. If students can talk about technology without being condemned, they can learn how to use it in a healthy way.

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