

Assessing the Interplay between Excessive Video Gaming and General Procrastination: A Study among College Students

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Abstract

This study examines the interplay between excessive video gaming and general procrastination among college students aged 18–25. A sample of 120 college students (56% male, 44% female) was recruited using a convenient sampling method from a college in Pollachi. Participants completed the Video Gaming Addiction Scale (Gentile, 11 items) and the General Procrastination Scale (Lodha et al., 2019, 21 items). Data were analyzed using Pearson product-moment correlation and independent samples t-test in SPSS. Results indicated no significant relationship between video gaming addiction and general procrastination ($r = -.162, p = .077$). A significant difference in gaming addiction was found based on gaming type ($t = -1.957, p = .043$), with non-aggressive gamers scoring higher in addiction. No significant difference was found in procrastination based on gaming type ($t = -.371, p = .712$). These findings contribute to the understanding of gaming behavior in the college student population and highlight the need for further research with larger and more diverse samples.

Keywords: Video Gaming Addiction, General Procrastination, College Students, Internet Gaming Disorder, Behavioral Addiction

1. Introduction

1.1 Video Game Addiction

Video game addiction, also referred to as Internet Gaming Disorder (IGD), is characterized by severely reduced control over gaming habits, resulting in negative impacts on daily functioning — including personal, social, educational, and occupational responsibilities. This condition can encompass gaming on any electronic device, though most individuals who develop significant gaming problems predominantly play online. Many researchers classify video game addiction as a behavioural addiction similar to gambling disorder, wherein the gratification derived from winning becomes a primary motivator for continued play. The condition can affect children, adolescents, and adults, although teenagers and young adults are disproportionately represented among those diagnosed with this condition.

1.2 General Procrastination

Procrastination refers to the voluntary delay of intended actions despite expecting to be worse off for the delay. It is a prevalent behaviour among college students and has been associated with numerous negative outcomes, including missed deadlines, reduced academic performance, increased stress, and diminished psychological well-being. Procrastination may arise from several underlying factors, including fear of failure, perfectionism, poor time management, lack of motivation, and task aversiveness. At a

psychological level, chronic procrastination can contribute to anxiety, low self-esteem, and feelings of being overwhelmed, making it a significant concern within academic populations.

2. Review of Literature

Krishnan (2024) published a study in *Psychiatric Quarterly* examining the impact of social media addiction (SMA) and Internet Gaming Disorder on sleep quality. The study employed serial mediation analysis with 221 participants (63.3% female, 34.4% male) aged 18–53 years. It found that impulse control and bedtime procrastination fully mediated the relationship between SMA/IGD and sleep quality, supporting the hypothesis that poorer impulse control leads to greater bedtime procrastination and subsequently reduced sleep quality [1].

Pfuhl and Nordby (2018) investigated the relationship between video gaming and procrastination across two studies using delay discounting tasks. Results indicated that hours of video gaming were not significantly associated with procrastination or discount rates. However, participants who reported gaming primarily to escape reality or reduce stress exhibited higher levels of procrastination compared to those who played for entertainment, social, or reward-based reasons. The overall association between procrastination and gaming hours was weak but positive [2].

Saputra, Marjohan, and Ahmad (2023), published in *IBERS: Jurnal Pendidikan*, examined the contribution of academic procrastination to game addiction behavior among 163 university students using a descriptive correlational design. The General Procrastination Scale and a behavioral game addiction scale with Likert-type items were administered. Findings revealed that academic procrastination was in the moderate range and contributed significantly to game addiction behavior, suggesting that procrastination may serve as a risk factor for developing problematic gaming habits [3].

Gentile et al. (2009) observed that excessive gaming habits are associated with procrastination among college students. The authors proposed that gaming may function as an avoidance mechanism, enabling students to defer academic responsibilities through engagement in an immediately rewarding activity [4].

3. Need for the Study

Excessive gaming and procrastination are two prevalent issues among college students. Research has demonstrated that excessive gaming can lead to negative consequences such as social isolation, decreased academic performance, and increased stress. Similarly, procrastination has been associated with diminished productivity, heightened stress, and poor academic outcomes. Despite their co-occurrence within the college student demographic, the interplay between these two variables remains insufficiently studied. The present study addresses this gap by investigating the relationship between video gaming addiction and general procrastination, as well as examining whether the type of game played (aggressive vs. non-aggressive) differentiates students on both variables.

4. Methodology

4.1 Aim

To examine the prevalence of excessive gaming and procrastination among college students and to assess the relationship between these two variables.

4.2 Objectives

1. To determine the levels of video gaming addiction and general procrastination among college students.
2. To investigate the relationship between video gaming addiction and general procrastination among co-

llege students.

3. To examine differences in video gaming addiction and general procrastination based on type of game played.

4.3 Hypotheses

H0-A: There is no significant relationship between video gaming addiction and general procrastination among college students.

H0-B: There is no significant difference in video gaming addiction based on gaming type.

H0-C: There is no significant difference in general procrastination based on gaming type.

4.4 Sample

The study population comprised college students between the ages of 18 and 25. A total of 120 participants were selected using a convenient sampling method from a college in Pollachi town. The sample included 56% male and 44% female students. Inclusion criteria required participants to be enrolled in college and within the specified age range. Students outside this age group or not enrolled in college were excluded from the study.

4.5 Instruments

General Procrastination Scale (GPS): Developed by Lodha et al. (2019), the GPS comprises 21 items rated on a 5-point Likert scale and measures six core dimensions: task avoidance, time management, self-regulation, motivation, emotional regulation, and goal orientation. The scale demonstrated high internal consistency (Cronbach's alpha = 0.88) and satisfactory split-half reliability ($r = 0.81$).

Video Gaming Addiction Scale: Developed by Dr. Doug Gentile, this scale consists of 11 items rated on a 5-point Likert scale. Reliability was established through the test-retest method, and construct validity was confirmed to be adequate.

4.6 Procedure

Institutional permission was obtained prior to data collection. Informed consent was obtained from all participants. Data were collected via Google Forms administered directly to participants. Clarifications were addressed on an individual basis. Statistical analysis was conducted using SPSS software. Pearson product-moment correlation was used to examine the relationship between variables, and an independent samples t-test was used to assess group differences based on gaming type.

5. Results

Table 1: Descriptive Statistics of Video Gaming Addiction and General Procrastination

Variable	N	Mean	Standard Deviation
Video Gaming Addiction	120	5.050	1.9616
General Procrastination	120	63.563	8.9534

Table 1 presents the descriptive statistics for both variables. The mean score for video gaming addiction was 5.050 (SD = 1.9616), and the mean score for general procrastination was 63.563 (SD = 8.9534), based on a sample of 120 college students.

Table 2: Pearson Correlation Between Video Gaming Addiction and General Procrastination

Variable	Pearson Correlation (r)	Sig. (2-tailed)	N
Video Gaming Addiction vs. General Procrastination	-.162	.077	120

Table 2 presents the Pearson correlation between video gaming addiction and general procrastination. The correlation coefficient was $r = -.162$ ($p = .077$), indicating a weak negative and non-significant relationship. As the p-value exceeds the 0.05 threshold, the null hypothesis H_0-A is accepted — there is no significant relationship between video gaming addiction and general procrastination among college students.

Table 3: Group Statistics of Video Gaming Addiction and General Procrastination by Gaming Type

Variable	Gaming Type	N	Mean	Std. Deviation	Std. Error Mean
Video Gaming Addiction	Aggressive (1)	56	4.688	1.8963	.2534
Video Gaming Addiction	Non-Aggressive (2)	64	5.391	2.0207	.2526
General Procrastination	Aggressive (1)	56	63.27	8.742	1.168
General Procrastination	Non-Aggressive (2)	64	63.88	9.135	1.142

Table 4: Independent Samples T-Test — Video Gaming Addiction by Gaming Type

Variable	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.
Video Gaming Addiction (Equal variances assumed)	-1.957	118	.043	-.7031	.3593
General Procrastination (Equal variances assumed)	-.371	118	.712	-.607	1.638

Table 4 indicates that there is a significant difference in video gaming addiction between gaming types ($t = -1.957$, $df = 118$, $p = .043$). As the p-value is less than 0.05, the null hypothesis H_0-B is rejected. Non-aggressive gamers reported higher mean addiction scores ($M = 5.391$) compared to aggressive gamers (M

= 4.688). Conversely, no significant difference was found in general procrastination based on gaming type ($t = -.371$, $p = .712$); therefore, the null hypothesis H0-C is accepted.

6. Discussion

The present study aimed to assess the relationship between video gaming addiction and general procrastination among college students, as well as to examine differences based on gaming type.

Regarding H0-A, the Pearson correlation analysis revealed no significant relationship between video gaming addiction and general procrastination ($r = -.162$, $p = .077$). This finding is partially consistent with Pfuhl and Nordby (2018), who also reported a weak positive association between gaming hours and procrastination. It is possible that the relationship between gaming and procrastination is moderated by motivational factors, such as gaming to escape reality, rather than the amount of time spent gaming per se.

Regarding H0-B, a significant difference in video gaming addiction was found based on gaming type ($t = -1.957$, $p = .043$), with students who primarily play non-aggressive games reporting higher addiction scores. This finding warrants further investigation, as it challenges the common assumption that aggressive gaming content is the primary driver of addictive gaming behavior.

Regarding H0-C, no significant difference in general procrastination was found based on gaming type ($t = -.371$, $p = .712$). This suggests that the tendency to procrastinate may be relatively independent of the type of game played, and may instead be influenced by other individual or contextual variables.

7. Conclusion

The findings of the present study indicate that there is no significant relationship between video gaming addiction and general procrastination among college students. While gaming addiction levels differed significantly based on gaming type — with non-aggressive gamers showing higher addiction scores — procrastination levels did not differ significantly across gaming types. These results suggest that the relationship between gaming and procrastination is more nuanced than previously assumed, and that gaming type alone is not a reliable predictor of procrastination behavior.

8. Limitations

Several limitations should be acknowledged in interpreting these findings. The sample size was limited to 120 participants, which may restrict the generalizability of results. The age range was restricted to 18–25 years, and data collection was confined to a single college in Pollachi, limiting geographic representativeness. Additionally, only college students were included; therefore, findings cannot be extended to non-student populations.

9. Implications and Future Directions

Future research should replicate this study with larger and more diverse samples across multiple institutions and geographic regions. Investigations may extend beyond college populations to include non-student adults and adolescents. Future studies could also differentiate among subtypes of video gaming addiction (e.g., online multiplayer vs. single-player, mobile vs. console gaming) to better understand the differential impact on procrastination and related outcomes. Longitudinal designs would also help clarify the directionality of the gaming–procrastination relationship.

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