THE IMPACT OF SOCIAL MEDIA ADDICTION AND PROCRASTINATION AMONG DISTANCE LEARNING STUDENTS AND NON-DISTANCE LEARNING STUDENTS

A

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DECLARATION

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submitted in partial fulfillment of the requirements for the award of the Degree of Master of Psychology (Clinical and Counseling) to MIER College of Education (Autonomous), is an authentic record of my own research work carried out under the supervision of Dr. Jasleen Kaur, Assistant Professor.

I further declare that the work embodied in the present dissertation:

a) Is my original work and has not been copied from any research journal, dissertation, thesis, or book; and

b) Has not been submitted by me for the award of any other Degree/Diploma/Certificate of any University or Institution.

c) All sources of information used in this study have been duly acknowledged.

Date: _____ (Signature of the Candidate)

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LIST OF ABBREVIATIONS

BSMAS	Bergen Social Media Addiction Scale
PPTS	Procrastination and Precrastination Test Scale
M	Mean
SD	Standard Deviation
r	Correlation Coefficient
t	t-test Value
SPSS	Statistical Package for Social Sciences
DL	Distance Learning
NDL	Non-Distance Learning

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ABSTRACT

The study titled "A Comparative Study on the Impact of Social Media Addiction on Procrastination Among Distance Learning and Non-Distance Learning Students" explored the relationship between social media addiction and procrastination across two distinct student populations. It also evaluated levels of social media addiction and procrastination along with gender differences in these variables. The study followed a quantitative comparative survey design. The sample consisted of 130 students from Jammu district selected through purposive sampling, comprising Distance Learning students (n = 66) and Non-Distance Learning students (n = 64). Data were collected using the Bergen Social Media Addiction Scale (BSMAS) and the Procrastination and Precrastination Test Scale (PPTS). Mean, Standard Deviation, Pearson's Product Moment Correlation, and Independent Samples t-test were used for analysis. Results indicated a statistically significant positive relationship between social media addiction and procrastination among Distance Learning students ($r = .42$, $p < .001$) and Non-Distance Learning students ($r = .50$, $p < .001$), suggesting that students with greater social media addiction tendencies also demonstrated higher procrastination tendencies . No statistically significant gender differences were found in social media addiction, $t(126) = –0.07$, $p = .943$, or procrastination, $t(126) = 1.18$, $p = .239$. Furthermore, no statistically significant difference was observed between Distance Learning and Non-Distance Learning students on social media addiction and procrastination. The findings emphasize the importance of addressing social media addiction and self-regulation difficulties among students irrespective of learning mode.

Keywords: Social media addiction, academic procrastination, distance learning, non-distance learning, gender difference, students

CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

In an increasingly digital world, social media has become deeply intertwined with students everyday routines, shaping not only how they communicate but also how they manage or fail to manage their academic responsibilities. Within present-day academic settings, students increasingly rely on digital technologies to support their learning, communication, and access to educational resources (Ndubuaku et al., 2020). Social media platforms once primarily used for social interaction have become deeply embedded in students daily academic routines, serving as tools for collaboration, information exchange, and community building (Hamidi et al., 2015). However, the same platforms that enhance connectivity and academic engagement also create competing demands for students attention. The constant stream of notifications, entertainment content, and peer interactions can blur the boundary between academic responsibilities and leisure activities. As a result, students often find themselves caught between the pressures of academic performance and the distracting allure of social media, leading to challenges in time management, sustained focus, and overall productivity. This complex relationship has prompted researchers to examine how social media usage patterns may influence academic behaviors, including the tendency to procrastinate an issue particularly relevant for both distance learning students, whorely heavily on online platforms, and non-distance learning students, who juggle both in-person and digital engagements (Goroshit, 2018). Understanding this dynamic is essential for addressing the broader academic implications of social media addiction in higher education.

Social media addiction has become one of the most widely examined behavioral concerns of the 21st century, particularly within educational settings where students increasingly rely on digital technologies for both academic and non-academic purposes. Defined by Andreassen etal. (2012) as a persistent and compulsive pattern of social media use characterized by salience, mood modification, tolerance, withdrawal, conflict, and relapse, this form of addictive behavior mirrors criteria

commonly associated with substance and gambling addictions. As social networking platforms such as Facebook, Instagram, TikTok, WhatsApp, and Twitter continue to expand in functionality, the opportunity for compulsive engagement grows, contributing to significant challenges in academic, psychological, and social domains. A substantial body of empirical research highlights the pervasive nature of social media addiction among adolescents, young adults, and university students. For instance, Bhandarkar et al. (2021) noted that heavy social media use among medical students significantly compromised their academic performance, often due to reduced study time and increased cognitive distraction. Similar findings appear across countries and demographic groups: Pa et al. (2021) reported that more than half of Malaysian student athletes displayed addictive social media behaviors, which were directly linked to lower GPA scores, while Khalifa (2021) found that Saudi high school students with high levels of social networking addiction reported diminished academic life quality. These cross-cultural findings suggest that social media addiction is not a localized or situational phenomenon, but a wide spread behavioral trend that affects students irrespective of geography, educational level, or academic discipline.

1.2 The Rise of Online Learning Platform

Online learning platforms have grown rapidly over the last ten years, changing higher education and how students access, interact with, and handle their academic obligations (Allen & Seaman, 2017; Dhawan, 2020). Institutions can now offer fully online, blended, and technology-enhanced learning experiences thanks to advancements in digital technology, increased internet accessibility, and the rising demand for flexible education. With the ability to participate in virtual discussions regardless of their location, access learning materials at any time, and attend lectures remotely, these platforms offer students previously unheard-of convenience. Because of this, distance learning has grown in popularity as a choice for people juggling their education with jobs, family responsibilities, or other personal commitments. However, even traditional, in-person students now primarily rely on online resources for group projects, coursework submission, and ongoing evaluation (Means et al., 2014). However, increased exposure to digital distractions, particularly social media, has also coincided with the growth of online learning environments. The distinction

between academic engagement and non-academic on line activity has become hazier as a result of online platforms requiring students to stay online for extended periods of time. This overlap increases the likelihood of excessive use and potentially addictive behaviors by making social media platforms easily accessible during study sessions (Kuss & Griffiths, 2017). The proximity of social media may make self-control and concentration even more difficult for distant learners, whose educational experience is mediated almost entirely through screens. Even though they attend traditional classrooms, non-distance learners face similar difficulties because their coursework requires them to use digital devices. In this regard, it becomes crucial to comprehend how procrastination and social media addiction interact with the growth of online learning platforms. Social media's potential to hinder academic productivity increases with the growth of online learning, so it is crucial for academic institutions and researchers to investigate how these dynamics impact various student groups. This section lays the groundwork for comparing the effects of social media addiction on procrastination between students who are enrolled in distance learning programs and those who are not.

1.3 WHY DO STUDENTS CHOOSE ONLINE LEARNING?

1.3.1 Flexibility and time management

A 2025 summary of online learning statistics notes that 63% of students choose to study online because of the flexibility of virtual learning, especially how it fits with work and family responsibilities. An Indian report citing IIT Kharagpur data claims that 83% of Indian students prefer online platforms mainly due to flexibility, despite technical challenges. Indian and international studies consistently find that students see online learning as attractive because it allows them to attend classes "at their own pace, from anywhere, at any time."

1.3.2 Convenience for working and adult learners

The Voice of the Online Learner 2024 survey shows that most online learners are working adults juggling jobs, family responsibilities, and study, and they value online learning because it fits those constraints. A classic higher-education study reports that the primary reason students choose online courses is convenience, particularly when

they have busy schedules or geographic / health barriers.

1.3.3 Access to quality education and top institutions

For India, online and distance learning are repeatedly described as democratizing access: students from smaller towns and rural areas can study with reputed institutions without relocating. Coursera's 2025 Learner Outcomes Report finds that many learners choose online platforms to access universities and companies that would otherwise be inaccessible and to keep learning despite the absence of local in-person options.

1.3.4 Afford ability and lower indirect cost

Reviews of online education in India highlight affordability and reduced living/ transport costs as major reasons students prefer online modes over relocating to metro cities. Global data also show that online learning is perceived as more cost-effective than many traditional options, especially for working professionals seeking short up skilling courses.

1.3.5 Career outcomes and up skilling

Coursera's 2025 Learner Outcomes Report finds that 91% of learners globally achieved at least one positive career outcome and 95% reported a personal benefit (such as increased confidence) from online learning. In India specifically, 95% of Coursera learners reported a positive career outcome and 55% reported a salary increase, both above the global average showing strong perceived career value of online learning among Indian learners.

1.3.6 Variety of courses and personalised learning

A KPMG Google report on online education in India notes that learners value variety of study material and course options and cite course content quality as a key factor in choosing a specific online brand. Many Indian articles emphasize personalized learning, adaptive content and multimedia as reasons for preference over purely textbook-based methods.

The psychological mechanisms underlying social media addiction are complex and

involve emotional, cognitive, and behavioral factors. One such mechanism is the increasing reliance on social media for emotional regulation. Many students use social media platforms to escape academic pressure, avoid negative emotions, or seek social reassurance behaviors that reinforce addictive patterns. Fasihi and Rostami (2023) demonstrated that deficits in emotional self- regulation significantly mediate the relationship between social network addiction and behavioral problems among adolescents. Similarly, Tang and He (2025) emphasized that psychological constructs such as fear of missing out (FOMO) and lack of self-control play crucial roles in maintaining addictive use. FOMO, in particular, promotes compulsive checking behaviors that interrupt academic tasks and extend the duration of online engagement. Cognitive factors also contribute significantly to social media addiction. Students with weaker executive functioning such as reduced attentional control, impaired shifting ability, and slower processing speed tend to exhibit greater vulnerability to digital distraction. Meijs etal. (2021) reported that adult distance learners with poorer shifting ability often rely heavily on compensatory self-regulated learning strategies, indicating underlying difficulties in cognitive flexibility. Additionally, Özbay et al. (2025) identified attentional control deficits and heightened digital dependency (e.g., nomophobia and net lessphobia) as significant predictors of procrastinatory behavior and excessive phone use among university students. These cognitive mechanisms suggest that social media addiction not only disrupts academic concentration but may also stem from underlying neuropsychological vulnerabilities. The integration of digital technology into educational environments has further complicated the boundary between academic and recreational use of social media.

Distance learning settings, in particular, create a context in which students must navigate academic tasks on the same devices that provide entertainment and social interaction. Suarez-Perdomoetal. (2022) identified addiction profiles among Spanish university students and found that individuals in high-addiction groups reported significantly higher levels of academic procrastination. For distance learners, the challenge is amplified by the absence of physical classroom boundaries and the constant availability of digital distractions.

Even non-distance learners, however, face difficulties with impulsive social media use during lectures or study sessions. Rozgonjuk et al. (2018) demonstrated that

social media use during lectures fully mediates the relationship between procrastination and problematic smartphone use, showing how addictive tendencies infiltrate structured learning environments. Furthermore, addiction to social media is strongly associated with mental health concerns. Reineckeetal. (2018) reported that maladaptive online behaviors among individuals with high trait procrastination predicted increased stress, anxiety, and depressive symptoms. These emotional difficulties often exacerbate addictive patterns by encouraging on line avoidance behaviors and reinforcing negative coping strategies. Taken together, the literature indicates that social media addiction is a multidimensional construct with far-reaching academic and psychological consequences. Its strong association with procrastination, self-regulation difficulties, and reduced academic achievement under scores its relevance in understanding student behaviora cross both distance and non-distance learning contexts. As higher education becomes increasingly digitized, understanding the mechanisms and impacts of social media addiction becomes crucial for designing effective educational interventions and supporting student well-being.

1.4 THE ORETICAL MODELS SUPPORTING SOCIAL MEDIA ADDICTION

The following are the theoretical models which support social media addiction:

1.4.1 Uses and Gratifications Theory (UGT)

This theory explains that students actively use social media to satisfy psychological needs such as entertainment, escape, social interaction, and information seeking. When these gratifications become habitual, the behaviour can escalate into compulsive use, increasing the likelihood of procrastination—especially for distance learners who rely heavily on digital environments. (Katz, Blumler, & Gurevitch, 1974)

1.4.2 Social Cognitive Theory(SCT)

SCT highlights how behaviours are learned through observation and reinforcement. Students imitate peers' online habits, and the instant rewards (likes, notifications, comments) strengthen addictive patterns. This reinforcement cycle makes it difficult for learners—especially those studying online—to disengage and focus on academic

tasks, resulting in task delay. Bandura, A. (1986)

1.4.3 Cognitive-Behavioural Model of Proble matic Internet Use (CBMPIU)

This model suggests that maladaptive cognitions (e.g., "I can only relax if I check social media") lead to excessive use. Such cognitive distortions impair self-regulation and increase avoidance- based procrastination in both distance and non-distance learners, though distance learners may struggle more due to weaker external structure. Davis, R.A. (2001)

1.4.4 Ego Depletion/Self-Regulation Theory

Self-control is a limited resource. Continuous exposure to social media notifications drains cognitive energy, leaving students more vulnerable to postponing academic tasks. Distance learners, who study independently, may experience greater ego depletion due to the lack of structured learning environments. Baumeister, R.F., Bratslavsky, E.,Muraven, M., & Tice,D.M. (1998)

1.5 PROCRASTINATION

Procrastination is a pervasive behavioral phenomenon defined as the voluntary delay of intended tasks despite anticipating negative consequences. Within academic settings, procrastination is particularly detrimental because it interferes with students' ability to manage deadlines, maintain consistent study habits, and perform optimally. Researchers widely agree that procrastination is fundamentally a self-regulation failure, influenced by cognitive, emotional, motivational, and environmental factors. Academic procrastination has been found to affect a large proportion of students worldwide. Hamidi et al. (2015), for instance, reported strong positive correlations between internet addiction and academic Procrastination, suggesting that digital environments intensify task-avoidant behaviors. Pro crastination often manifests through repeated postponement of studying, delaying assignment completion, and engaging in distracting activities, especially digital ones. Studies by Latipah et al. (2021) and Anwar et al. (2022) emphasize that high social media intensity and greater online engagement significantly predict procrastination among high school and university students alike. The psychological underpinnings of procrastination reveal that it is closely tied to self- regulation deficits, low self-efficacy, emotional

dysregulation, and cognitive distortions. Individuals who procrastinate frequently struggle to initiate tasks, especially those perceived as challenging, boring, or anxiety-provoking. Research by Reinecke etal. (2018) suggests that procrastinators often turn to digital media as a form of mood modification— using online entertainment or social platforms to escape academic discomfort. This avoidance-based coping reinforces procrastination and deteriorates academic performance over time. Cognitive factors also contribute significantly to procrastination. Executive functions such as working memory, attentional control, and cognitive flexibility play central roles in academic task management. Although Meijsetal. (2021) found that working memory was not directly associated with self-regulated learning strategy use, their findings highlight the role of shifting ability and processing speed in academic behavior.

Students with poorer cognitive control may experience greater difficulty transitioning between tasks and resisting distractions, thereby increasing procrastination tendencies. Moreover, motivational factors such as low academic self-efficacy and poor goal-setting skills exacerbate procrastination. Özbay et al. (2025) discovered that higher academic self- efficacy reduced procrastination among university students, where as digital dependency increased it. This indicates that students who believe in their academic capabilities are more likely to engage promptly with academic tasks, while those who feel over whelmedmayrely on social media or other digi activities as a temporary escape. Recent research has also identified emotional and cognitive mediators of procrastination. Tang and He (2025) demonstrated that lack of self-control and FOMO both independently and sequentially predict procrastination among students with high social media addiction. Sadiq et al. (2025) found that indecisiveness mediates the relationship between social media addiction and academic procrastination, suggesting that cognitive hesitation plays a key role in task avoidance. Additionally, studies such as those by Suarez-Perdomo et al. (2025) show that higher procrastination is accompanied by a range of maladaptive digital behaviors, including obsessive, uncontrolled, and excessive social network use.

Academic procrastination also produces substantial negative outcomes, including reduced performance, heightened stress, compromised sleep quality, and diminished academic satisfaction. Türel and Dokumac (2022) found that academic

procrastination significantly mediated the relationship between media/technology use and academic achievement among adolescents, illustrating how digital engagement indirectly reduces academic success. Tian et al. (2021) similarly reported that academic procrastination and mobile phone addiction jointly impair academic achievement among medical students. In summary, procrastination is a multifaceted academic behavior shaped by cognitive, emotional, and external influences. Its strong and consistent association with social media addiction highlights the importance of examining both constructs together. For distance learners—who must independently structure their academic tasks—and non-distance learners—who face in-lecture digital distractions—procrastination presents unique challenges, making it a central variable for understanding student performance in modern educational contexts.

1.5.1 Theoretical Models Supporting Student Procrastination

The following are the theoretical models which supports student procrastination:

- **Temporal Motivation Theory (TMT)–Steel (2007)**

This theory explains procrastination as a result of how students evaluate tasks based on expectancy, value, delay, and impulsiveness. When tasks feel distant or less rewarding: as online assignments with flexible deadlines, are more likely to delay them. Social media addiction intensifies impulsiveness, making immediate online rewards (likes, scrolling, entertainment) more attractive than long-term academic goals. This theory is especially relevant for distance learners who work without structured classroom environments, increasing delay discounting.

- **Self-Regulation Failure Model–Baumeister and Heatherton (1996)**

Procrastination occurs when students struggle to control competing impulses and maintain goal- directed behaviour. Online learning requires strong self-discipline, yet frequent exposure to social media notifications and easy access to apps drains self-regulatory resources. Distance learners, who rely heavily on self-guided study, are particularly vulnerable as their academic environment overlaps with digital distractions. When self-control depletes, students default to easier, pleasurable activities—resulting in task avoidance.

- **Cognitive-Behavioral Model of Procrastination –Ellis and Knaus (1977)**

This model argues that procrastination stems from irrational beliefs such as fear of failure, perfectionism, and catastrophizing. Students may avoid assignments because they fear poor performance, turning to social media as an emotional escape. Both distance and non-distance learners experience these cognitive distortions, but distance learners may have heightened anxiety due to reduced academic support and feedback. Social media becomes a coping mechanism, reinforcing avoidance and emotional relief.

- **Theory of Planned Behavior (TPB)–Ajzen (1991)**

TPB explains procrastination through three components: attitudes, subjective norms, and perceived behavioural control. If students hold negative attitudes toward assignments, perceive peers as also procrastinating, or feel low control over academic tasks, procrastination increases. Social media amplifies peer norms and distractions, shaping behavioural intentions. Distance learners may experience lower perceived behavioural control due to technological barriers or isolation, making procrastination more likely.

1.5.2 Factors related to student Procrastination

- **Self-regulation and time management**

Procrastination is widely described as a self-regulatory failure, where students delay in tended tasks despite knowing this will harm them. Steel's meta-analysis shows that about half of students regularly procrastinate, linking it to weak self-control and goal management. Studies on academic procrastination emphasize that difficulties in planning, monitoring, and sustaining effort are central predictors of delay. In online and distance learning, weak self-regulation is even more critical: Hongetal. (2021) found that procrastination is negatively related to key aspects of self-regulated online learning such as time management, task strategies and environmental structuring.

- **Task aversiveness, boredom and perceived difficulty**

Procrastination often increases when tasks are experienced as boring, unpleasant or too difficult. Park and Sperling (2012) identified task aversiveness and fear of failure

as primary reasons students postpone academic work. Steel's meta-analytic reviewal so shows that students are more likely to delay when tasks lack in trinsic interest or immediate rewards. Reynolds (2015) similarly reports that aversiveness of the task is one of the most consistent reasons students give for procrastinating.

- **Fear of failure, perfectionism and low self-efficacy**

Cognitive and emotional factors like fear of failure, low self-efficacy and low self-esteem are repeatedly linked with academic procrastination. A recent study on college students found that perfectionism, lack of motivation and fear of failure significantly contributed to procrastination, and were associated with poorer academic performance and greater stress. Araya-Castillo et al. (2023) note that fear of failure and self-efficacy function as key moderating/controlling variables in procrastination models.

- **Motivation and goal orientation**

Procrastination is higher when students have low intrinsic motivation and see little personal value in the task or course. Studies show that students who focus mainly on short-term pleasure rather than long-term academic goals are more likely to delay assignments. In online learning, Cheng (2021) found that the self-paced nature of courses combined with reduced external regulation from teachers and peers makes motivation a crucial factor in explaining procrastination.

- **Emotional distress, anxiety and poor emotion regulation**

Several studies report that anxiety, depression, stress and low self-esteem are associated with higher levels of academic procrastination. Procrastination can also serve as an emotion-focused coping strategy, where students delay tasks to temporarily avoid uncomfortable feelings (e.g., anxiety about grades). Nadarajan (2023) notes that emotional difficulties are also linked to problematic internet use and social media addiction, suggesting overlapping mechanisms.

- **Course structure, learning mode and online environment**

Research consistently shows that online and distance learning environments are more vulnerable to procrastination because they are self-paced, less supervised, and highly

flexible. Hong et al. (2021) found that procrastination undermines key self-regulated learning processes in online settings, which then reduces perceived effectiveness of online learning. Studies of distance learners highlight reasons such as self-regulation difficulties, strategic planning problems, work–study balance and family responsibilities as drivers of procrastination.

- **Technology access, connectivity and learning conditions**

In some contexts, procrastination is linked not only to psychological factors but also to practical barriers such as unstable internet, high data costs, and difficulty accessing platforms, especially for online learners. These issues can caused elays in starting or completing tasks, which may then interact with emotional factors (frustration, helplessness) and push students towards more gratifying online activities like social media.

1.6 DISTANCE LEARNING STUDENTS

Over the past 20 years, distance learning also referred to as online learning or distance education has drastically changed the face of higher education. People who pursue academic programs without having to physically attend traditional brick-and-mortar institutions are referred to as distance learning students (Moore et al., 2012).

Through a variety of technology platforms, such as learning management systems, video conferencing tools, and digital resources, these students interact with peers, instructors, and instructional content (Anderson et al., 2016). Distance learning has become a more feasible and alluring option for postgraduate students world wide due to the expansion of internet connectivity and advancements in educational technology (Palvia et al., 2018). Compared to traditional on- campus learners, distance learning students have a very different demographic profile. According to research, distance learners tend to be older, and many are pursuing post graduate degrees while juggling work and family obligations at the same time (Stoneetal.,2019). Due to the independent nature of online learning, which necessitates a high degree of self-discipline and time management abilities, Allen et al. (2017) claim that distance learning students frequently demonstrate higher levels of motivation and self-directedness. International students who wish to study in their home countries, people

in remote areas, working professionals looking to advance in their careers, and people with physical disabilities or other personal circumstances that make traditional attendance difficult are all included in this student population (Bowers et al., 2015).

From correspondence courses in the early 20th century to the complex digital learning ecosystems of today, distance learning has undergone several distinct stages of development (Casey et al.,2008). An important turning point was the introduction of the internet in the 1990s, which allowed teachers and students to communicate both synchronously and asynchronously over great distances (Harasim et al., 2017). The transformation of distance education from a largely text- based medium to a rich, interactive, and multimedia learning environment was documented by Garrisonet al. (2011). Schools all over the world quickly switched to online delivery models as a result of the COVID-19 pandemic in 2020–2021, which further accelerated the adoption of distance learning (Hodgesetal.,2020). The steady expansion and acceptance of distance learning in postgraduate education is evidenced by current enrollment trends. Millions of students were enrolled in distance education courses in the United States alone, according to the National Center for Education Statistics, with postgraduate programs exhibiting especially Robust growth rates (Hussar et al., 2020). Both institutional investment in online infrastructure and shifting student preferences for modes of educational delivery are reflected in this expansion (Seamanetal.,2018). In order to reach larger audiences and create new revenue streams while still carrying out their educational mandates, universities are increasingly seeing distance learning as crucial to their strategic missions (Hew et al., 2014).

Postgraduate distance learning students have distinct qualities that set the map art from traditional learners. According to Broadbent et al. (2015), self-regulation is a crucial skill that includes goal setting, time management, asking for assistance, and metacognitive awareness. Successful distance learner sex hibit high levels of self-efficacy and intrinsic motivation, which allow them to persevere in the absence of physical classroom structures and in-person social support, according to Zimmermanet al.(2011).Since distance learners must independently troubleshoot technical issues and navigate a variety of digital platforms, technology proficiency is another crucial attribute (Martinetal.,2020). Students who learn remotely, however,

also face unique difficulties that may obstruct their academic progress and happiness. Among the most commonly mentioned challenges are social isolation and a sense of a lienation from the academic community (Peacocketal.,2020). Lack of impromptu interactions with teachers and peers can reduce networking and collaborative learning opportunities, which may have an impact on professional development and academic results (Kuo et al., 2014).Additional obstacles are caused by technical problems, such as erratic internet connectivity, subpar hardware, and platform compatibility problems, especially for students in environments with limited resources (Kebritchi et al., 2017). For many distance learning students, finding a work-life balance is a constant struggle, particularly for those juggling full-time jobs and family responsibilities with their academic endeavors (Bawa et al., 2016).As they try to balance several conflicting demands on their time and energy, postgraduate distance learners commonly experience role conflict and stress (Stone et al., 2019).

Furthermore, despite waning, worries about the reliability and quality of online credentials still affect student decisions and employer perceptions (Adams et al., 2018). With ongoing advancements in educational technology that promise to improve learning even more, distance learning in postgraduate education seems to have a bright future. Emerging trends that have the potential to improve accessibility and personalize instruction include mobile learning applications, virtual reality, adaptive learning systems, and artificial intelligence (Zawacki-Richteretal.,2019). Nonetheless, educators, administrators, and legislators must continue to address enduring issues with equity, quality control, and the social aspects of learning (Eaton et al., 2016). Distance learning students differ significantly from traditional on-campus students in several key aspects of their educational experience and demographic characteristics. Research indicates that Distance learners tend to be older, with many being working adults who balance employment and family responsibilities along side their studies (Allen C Seaman, 2017). These students often demonstrate higher levels of self-directedness and motivation, as the online format requires greater autonomy in managing coursework without the structure of regular face-to-face classroom attendance (Moore C Kearsley, 2012). Additionally, distance learning students typically face unique challenges including technological barriers, feelings of isolation, and limited opportunities for spontaneous interaction with peers and instructors compared to their on-campus counterparts (Bernard et al., 2009).

However, they benefit from greater flexibility in scheduling and location Independence, which makes higher education more accessible to populations who might otherwise be unable to pursue degrees due to geographical, occupational, or personal constraints (Simonsonetal.,2015). The learning outcomes between the two group shave been shown to be comparable when courses are well-designed, though the path to achieving these outcomes and the student experience differ considerably between modalities.

1.7 NON-DISTANCE LEARNING STUDENTS

Non-distance learning students those receiving traditional face-to-face instruction study in structured academic environments that include physical classrooms, scheduled lectures, interpersonal interactions, and direct supervision from instructors. These features typically provide external regulation that supports academic engagement, reduces ambiguity, and fosters a sense of routine. However, despite the structured nature of traditional education, non-distance learners are not insulated from the challenges posed by digital technologies, including social media addiction and academic procrastination. Empirical evidence indicates that non-distance learning students frequently use social media during class hours and study sessions, often to the detriment of academic performance. Rozgonjuketal.(2018) demonstrated that social media use during lectures mediates the relationship between procrastination and problematic smartphone use, illustrating how digital platforms encroach on even structured academic environments. Students may succumb to multitasking, impulsively checking notifications, or engaging with online content, all of which impair concentration and reduce learning efficiency.

The psychological landscape of non-distance learners further complicates their relationship with social media and procrastination. Studies show that emotional factors such as loneliness, depression, and low academic self-efficacy significantly shape their digital behaviors. Aslan and Polat (2024) reported moderate levels of addiction, depression, and loneliness among Turkish university students, with social media addiction negatively associated with academic self-efficacy and life satisfaction. These psychological vulnerabilities can increase dependency on socialmedia platforms for emotional support, entertainment, or escapism, thereby reinforcing procrastinatory academic behaviors. Cognitive and behavioral factors also

contribute to task avoidance among non-distance learners. Özbayetal. (2025) identified attentional control, self- efficacy, and digital dependency askey predictors of procrastination among university students. This suggests that even instructured learning environments, students must draw on internal regulatory capacities to sustain academic engagement. Those with weaker cognitive control or heightened digital dependency are more likely to engage in task avoidance and compulsive social media use.

Academic performance is consistently negatively associated with excessive digital engagement. Research by Bhandarkar et al. (2021) and Pa et al. (2021) found that heavy social media use correlates with lower academic achievement among medical and athletic student groups. These negative effects may stem from reduced study time, fragmented attention, diminished motivation, and increased academic stress. Türel and Dokumacı (2022) further demonstrated that procrastination mediates the relationship between technology use and academic performance, suggesting that academic delays constitute a primary mechanism through which social media affects learning outcomes. Another contributing factor is the physical availability of smartphones in classrooms. Unlike previous generations of students, modern learners have constant access to digital technologies during instructional time. The presence of mobile devices introduces a continuous stream of potential distractions, requiring significant self-regulatory effort to resist. As non-distance learners navigate academic environments filled with peers, instructors, and digital devices, the competition for attention intensifies, often leading to impulsive engagement with social media during academically inappropriate times. Although non-distance learners benefit from structured learning routines, they do not escape the cognitive and emotional burdens associated with procrastination. Motivational deficits, fear of failure, task a version, and poor time management may still drive pro crastinatory behavior regardless of institutional structure. Moreover, environmental distractions peer interactions, lecture boredom, and classroom disengagement may further push students toward digital escape. When comparing non-distance learners with distance learners, it is evident that both groups face digital challenges; yet the nature of these challenges differs. Non-distance learners must regulate digital use within structured academic environments, whereas distance learners contend with unstructured contexts where digital and academic boundaries overlap. This distinction underscores the importance

of examining how social media addiction and procrastination operate differently across learning modalities.

1.8 NEED AND SIGNIFICANCE OF THE STUDY

The increasing integration of social media into students' daily lives has raised serious concerns regarding its impact on academic functioning, particularly procrastination. While previous studies have examined social media addiction and procrastination independently, limited research has compared these variables between distance learning and non-distance learning students.

Distance learning environments require higher self-regulation and expose students to prolonged digital engagement, potentially increasing vulnerability to both addiction and procrastination. Understanding these differences is crucial for developing targeted interventions, improving academic outcomes, and promoting psychological well-being among students.

This study is significant as it contributes to the growing body of literature on digital behaviour and academic functioning, especially in the context of modern educational systems.

1.9 STATEMENT OF THE PROBLEM

The study aims to investigate the impact of social media addiction on procrastination among distance learning and non-distance learning students. With the rapid expansion of digital learning platforms, students' engagement with social media has increased significantly, potentially affecting their academic behaviors and time management. Procrastination has emerged as a common problem among learners, especially in technology-mediated environments. This study seeks to compare levels of social media addiction and procrastination between distance learning and non- distance learning students. The findings are expected to provide insights for developing effective academic and psychological interventions.

1.10 OPERATIONAL DEFINITIONS OF THE STUDY

1.10.1 Social Media Addiction:

Social Media Addiction refers to excessive and compulsive use of social networking platforms characterized by preoccupation, loss of control, mood modification, withdrawal, and interference with daily functioning. In the present study, it is operationally defined as the score obtained by participants on the Bergen Social Media Addiction Scale (BSMAS).

1.10.2 Procrastination:

Procrastination refers to the intentional and unnecessary delay of academic or task-related activities despite awareness of possible negative consequences. It involves postponement of important responsibilities due to poor self-regulation, avoidance behaviour, or lack of motivation. In the present study, procrastination is operationally defined as the score obtained by participants on the Procrastination and Precrastination Test Scale (PPTS).

1.10.3 Distance Learning Students:

Distance Learning Students refer to students who pursue their education primarily through online, virtual, or remote modes of instruction with limited or no regular face-to-face classroom interaction. These students rely heavily on digital platforms, internet-based resources, and self-directed learning methods for academic engagement.

1.10.4 Non-Distance Learning Students:

Non-Distance Learning Students refer to students who pursue their education through traditional face-to-face classroom instruction within regular institutional settings. These students primarily engage in direct classroom interaction, structured learning environments, and in-person academic activities.

1.11 OBJECTIVES OF THE STUDY

1. To study the relationship between Social Media Addiction & Procrastination

among Distance learning students.

2. To study the relationship between Social Media Addiction & Procrastination among Non-distance learning students.

3. To study the difference between Distance Learning Students & Non-Distance Learning Students on social media addiction.

4. To study the difference between Distance Learning Students & Non-Distance Learning Students on procrastination.

1.12 HYPOTHESES OF THE STUDY

Based on review of literature, following hypotheses are proposed:

H1: There will be a positive relationship between social media addiction & Procrastination among distance learning students.

H2: There will be a positive relationship between social media addiction & Procrastination among Non-Distance Learning students.

H3: There will be significant difference between distance learning students & non-distance learning students on social media addiction & procrastination.

H4: There will be significant difference between distance learning students & non-distance learning students on procrastination.

1.13 DELIMITATIONS OF THE STUDY

1. The study is limited to students from Jammu district.

2. The sample size is limited to 130 participants.

3. Only two variables (social media addiction and procrastination) are studied.

4. 4. The study used self-report measures.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The widespread use of social media has reshaped students' learning behaviors, but excessive engagement has raised concerns about social media addiction and its adverse academic consequences. Social media addiction, characterized by compulsive and uncontrolled use, has been linked to impaired self-regulation and reduced academic performance (Andreassen, 2015). One prominent outcome of such dysregulated use is academic procrastination, defined as the intentional delay of academic tasks despite anticipated negative outcomes (Steel, 2007). Empirical studies consistently report a positive association between social media addiction and procrastination, suggesting that increased online engagement diverts attention and weakens time-management abilities (Caoetal.,2018). However, limited research has comparatively examined this relationship across learning modes. Distance learning students, who experience greater autonomy and reduced external monitoring, may be particularly vulnerable to procrastinatory behaviors. Therefore, the present review synthesizes existing literature to examine the impact of social media addiction on procrastination among distance learning and non-distance learning students, directly supporting the study's aim to assess group differences and test hypothesized relationships between these variables.

2.2 REVIEW OF THE RELATED STUDIES

Al-Menayes (2015) investigated the effects of social media usage, engagement, and addiction on academic performance among university students. The study differentiated between general usage, level of engagement, and addictive behavior to determine their distinct impacts on academic outcomes. Findings indicated that the amount of time spent on social media was negatively correlated with academic performance, suggesting that excessive usage adversely affects students' academic achievement. The results highlight that addictive patterns of social media use, rather than mere engagement, pose the greatest risk to students' academic success.

Hamidi et al. (2015) examined the relationship between internet addiction and academic procrastination among Iranian secondary school students. The study employed a correlational researchdesignandincludedasampleof124students. Statistical analyses revealed a significant positive relationship between internet addiction and academic procrastination, indicating that students with higher levels of internet dependence were more likely to delay academic tasks. The authors concluded that excessive internet use contributes significantly to maladaptive academic behaviors, such as procrastination, and emphasized the importance of early prevention and intervention strategies within educational settings to reduce internet dependency and improve students' academic self-regulation.

Talaue et al. (2018) examined the impact of social media use on the academic performance of college students using a descriptive research design. The study involved 60 undergraduate students who were active social media users. Findings indicated that social media had become an integral part of students' daily lives, occupying a substantial amount of their free time. While social media use offered benefits such as peer interaction, socialization, and academic discussions, it also posed potential risks to academic performance. The authors concluded that social media exerts a dual influence on student achievement, emphasizing the need for responsible use.

Goroshit (2018) investigated the relationship between academic procrastination, online course participation, and academic achievement as a foundation for intervention development. The findings showed that academic procrastination was negatively associated with final exam performance and online course participation. Online engagement partially mitigated the negative impact of procrastination, suggesting that structured online participation may reduce its adverse academic effects.

Reineckeetal. (2018) examined 1,577 German internet users and found that individuals with high trait procrastination engaged more frequently in leisure-oriented online activities and had poorer control over their internet use. This maladaptive, procrastinatory media use predicted increased stress, anxiety, and depression, partially mediating the link between procrastination and reduced well-being. The study highlights how insufficient self-regulation in digital environments transforms

the internet into a primary tool for dysfunctional task avoidance.

Błachnio and Przepiorka (2018) investigated the role of self-control in the relationship between social media use and procrastination. Their findings indicated that individuals with lower self control were more susceptible to social media-induced procrastination, as they struggled to resist the immediate gratification offered by social media platforms infavor of long-term academic goals.

Rozgonjuketal. (2018) investigated the link between procrastination, problematic smart phone use (psu), and social media use during lectures among 366 estonian university students. Structural equation modeling showed that procrastination positively predicted psu, and this relationship was fully mediated by social media use in lectures. Students who procrastinated more tended to use social media more frequently in class, which contributed to higher psu.

Keles, McCrae, and Grealish (2020) conducted a systematic review examining the relationship between social media use and mental health outcomes among young adults, noting that excessive social media use was associated with increased anxiety, depression, and procrastination. The addictive qualities of social media—including infinite scrolling, variable reward schedules, and social validation mechanisms—contribute to difficulty disengaging from these platforms even when academic tasks require attention.

Anierobietal. (2021) investigated social media addiction, academic procrastination, and academic achievement among 965 nigerian undergraduates. Using correlation analysis with validated scales, they found that compulsive social media use significantly predicted higher academic procrastination, which was associated with lower academic achievement. Results show that excessive social media engagement disrupts students' focus and academic performance, emphasizing the importance of addressing addictive use and procrastination within university settings.

Khalifa (2021) explored social networking addiction, academic procrastination, and academic life quality among 258 male high school students in riyadh. Findings showed that social networking addiction was positively correlated with academic procrastination and negatively correlated with academic life quality. Regression analyses indicated that addiction increased procrastination and reduced academic

well-being. The study highlights how excessive social media use harms academic functioning by increasing stress, reducing sleep quality, and encouraging procrastination.

Bhandarkar et al. (2021) examined the relationship between social media use and academic performance among 400 undergraduate medical students. Using a cross-sectional questionnaire, the study found a significant negative correlation between excessive social media use and academic performance. Students with higher social media engagement demonstrated lower academic outcomes, suggesting that heavy use may interfere with study time and focus. The findings emphasize the growing academic risks associated with social media overuse among medical students.

Latipah et al. (2021) examined academic procrastination among 118 high school students during thecovid-19pandemic,focusing on self-regulated learning (srl) and social media intensity. Using regression analysis, they found a significant negative relationship between srl and academic procrastination, and a significant positive relationship between social media intensity and procrastination. Combined, both variables significantly predicted procrastination, highlighting the dual role of poor srl and high social media use in increasing academic delays.

Tian et al. (2021) investigated mobile phone addiction, academic procrastination, and academic achievement among 3,511 chinese medical students. Using validated scales and hierarchical regression, they found significant demographic differences in addiction and procrastination levels. Mobile phone addiction and academic procrastination were both negatively associated with learning dedication, performance, and relationship facilitation. The study concludes that these two factors are prevalent and substantially reduce academic achievement, stressing the need for improved learning environments.

Türel and Dokumacı (2022) examined media and technology use, academic procrastination, and academic achievement among 1,278 middle and high school students. Using questionnaires and gpascores, they found that greater media and technology use was associated with lower academic achievement. Academic procrastination significantly mediated this relationship, indicating that excessive technology use increases procrastination, which then reduces performance. The study

highlights the academic risks of high digital engagement among adolescents.

Doktorová et al. (2023) explored the relationship between excessive internet use and academic procrastination among 389 high school and university students. Using priuss and pps measures, the study revealed a significant positive association, indicating that higher problematic internet use corresponds with greater procrastination. No significant differences emerged between high school and university students. The findings underscore the importance of monitoring internet habits to reduce procrastination-related academic difficulties in both educational settings.

Caratiquit and Caratiquit (2023) investigated whether academic procrastination mediates the relationship between social media addiction and academic achievement among 223 Filipino secondary students in distance learning. Using pls-sem, they found that social media addiction positively predicted academic procrastination, which in turn negatively affected achievement. Academic procrastination fully mediated the link between social media use and performance, highlighting its significant role in academic decline.

Rizvi, et al. (2024). Social media addiction was found to significantly exacerbate academic procrastination among both undergraduate and postgraduate students, with addicted participants showing higher postponement of academic tasks compared to non-addicted peers. The study showed a clear positive relationship between social media addiction levels and academic procrastination behaviors.

Ning and Inan (2024) investigated the relationship between social media addiction and academic performance among 251 college students using a dual-systems framework. Results showed that self-control mediated the effect of social media addiction on gap, while increased anxiety and stress associated with addiction weakened the positive relationship between self-control and academic performance.

Hamam et al. (2024) investigated social media addiction and its association with academic performance among 997 Lebanese university students. Using a validated addiction scale and objective academic indicators, the study found that compulsive use, social consequences, and time displacement related to social media addiction negatively affected gap, absenteeism, and passing rates. The authors emphasized the

need for targeted interventions to reduce the academic impact of social media addiction.

Kurker and Surucu (2024) investigated whether social media addiction mediates the relationship between basic psychological needs satisfaction and academic procrastination among 647 Turkish university students. Using regression with bootstrapping and sem, they found partial mediation: higher psychological needs satisfaction reduced procrastination directly and indirectly via lower social media addiction. Results indicate that promoting autonomy, competence, and relatedness may reduce both social media addiction and academic procrastination.

Selvianaetal.(2024)exploredtherelationshipbetweenTikTok/socialmediaaddictionandbedtime procrastination among 83 high school students. Using questionnaires and chi-square analysis, results showed a significant association, indicating that higher TikTok addiction increased bedtime procrastination. Poor self-control was identified as a contributing factor. The study recommended that health education and stricter gadget-use guidelines to reduce delayed sleep behaviors linked to excessive social media use.

Aslan and Polat (2024) investigated social media addiction, loneliness, depression, and related psychological factors among 419 Turkish university students and their impact on academic self efficacy and performance. Results showed moderate social media addiction, depression, and loneliness levels, along side strong problem-solving skills and self-efficacy. Social media addiction correlated negatively with self-efficacy, life satisfaction, and problem-solving skills. Higher problem-solving skills and female gender predicted better gap, emphasizing psychological and behavioral contributors to academic outcomes.

Chowdhury (2024) examined the effects of social media use on academic performance among Bangladeshi university students using survey data analyzed through factor analysis and regression. Results showed that social media supports communication, information sharing, and content creation, but excessive reliance reduces innovation and contributes to dependency. The study highlights the importance of promoting responsible social media use and implementing policies to mitigate negative academic impacts.

Balios et al. (2024) explored the relationship between social media addiction and academic procrastination among grade 11 students. Drawing on prior literature, they noted that procrastination is linked to stress, lower achievement, and poor time management, and is intensified by online distractions. The study highlights that excessive social media use contributes to procrastination, especially with in cultural contexts like the Filipino “mañana habit,” emphasizing the need for targeted interventions to improve students’ academic regulation.

Avci (2024) explored relationships among social media addiction, self-control, future time perspective, and procrastination among 559 university students. Results partially supported hypothesized links: self-control and future orientation predicted procrastination, but social media addiction itself was not a significant direct predictor. This finding suggests that personal self regulation factors may play a stronger role than online behavior.

Fuentes-Chavez (2025) examined how social media addiction predicts academic procrastination among 342 university students aged 18–36. The study found that social media addiction accounted for 9.5% of the variance in procrastination levels, suggesting a moderate but significant positive effect. Emotional regulation difficulties further amplified procrastination tendencies. This highlights how excessive online engagement can disrupt academic focus and self-discipline.

Naushad et al. (2025) explored the correlation between social media addiction and academic procrastination among 3,366 medical students in Peshawar. Results revealed a strong positive correlation ($r = 0.539$, $R^2 = 0.289$), indicating that higher levels of social media addiction significantly predicted procrastination. The study emphasized that excessive social media use interferes with time management and academic performance.

Salari (2025) examined how social network addiction impacts academic outcomes including procrastination among university students. Using survey data, results showed that higher social network addiction levels were associated with increased procrastination and lower academic performance. The findings reinforce the detrimental academic consequences of excessive social networking.

Salari et al. (2025) conducted a systematic review and meta-analysis to examine the

global relationship between social media addiction and academic performance among university students. Analysis revealed a significant negative correlation between social media addiction and academic achievement, indicating that higher levels of addiction are associated with poorer academic outcomes. The authors emphasized the importance of managing social media use to mitigate its adverse academic effects.

Tang and He (2025) examined how social media addiction influences academic procrastination among 825 Chinese college students. Using validated scales and boot strapped mediation analysis, they found that addiction, lack of self-control, and fear of missing out all positively predicted procrastination. Lack of self-control and fomoacted as both independent and chain mediators between addiction and procrastination. The study highlights psychological mechanisms linking social media overuse and academic difficulties.

Özbayetal. (2025) modeled predictors of academic procrastination among 528 Turkish university students using structural equation modeling. The model explained 23% of procrastination variance, with attentional control in self-regulation emerging as the strongest predictor. Higher academic self-efficacy reduced procrastination, where as greater nomophobia and netless phobia increase edit.

The study emphasizes digital dependency and regulatory processes as key contributors to procrastinatory behavior in university populations.

Ulutaşdeniz et al. (2025) examined internet addiction, time management, and academic procrastination among 622 Turkish pharmacy students. Using validated scales, results showed no gender differences in internet addiction. Internet addiction was significantly correlated with poorer time management and moderately associated with higher academic procrastination. Moreover, internet addiction significantly predicted procrastination. The study emphasizes promoting responsible internet use to improve students' time management and academic performance.

Mufliha et al. (2025) examined how social support and self-efficacy influence academic procrastination among 124 final-year university students, with smartphone addiction as a mediating factor. Although neither social support nor self-efficacy directly predicted procrastination, both significantly influenced smartphone addiction—social support negatively and self-efficacy positively. Smartphone

addiction, in turn, significantly increased procrastination and mediated both predictors' effects, highlighting its central role in students' task delay behaviors.

CHAPTER III

RESEARCH METHODOLOGY

3.1 OVERVIEW

The present study focuses on examining the impact of social media addiction on procrastination among distance learning and non-distance learning students. In the contemporary digitalera, social media has become an integral part of students' daily lives, often influencing their attention, time management, and academic engagement. Distance learning students, who rely heavily on online platforms, may be more vulnerable to excessive social media use, which can lead to higher levels of academic procrastination. In contrast, non-distance learning students experience structured classroom environments that may regulate their media use differently. By comparing these two groups, the study aims to understand how patterns of social media addiction relate to procrastination behaviors and to highlight the academic challenges faced by students in different learning modes

3.2 RATIONALE OF THE STUDY

The present study adopts a quantitative, comparative research design to examine the impact of social media addiction on procrastination among distance learning and non-distance learning students. This methodological approach is justified by existing empirical and theoretical literature that conceptualizes both social media addiction and procrastination as measurable behavioral and psychological constructs (Andreassen, 2015; Steel, 2007).A survey-based methodology is particularly appropriate for this research as prior studies have successfully employed standardized self-report instruments to assess levels of social media addiction, problematic smartphone use, and academic procrastination among student populations (Cao et al., 2018; Rozgonjuk et al., 2018). Such tools allow for the systematic collection of data from a large and diverse sample, increasing the reliability and generalizability of findings.

The inclusion of both distance learning and non-distance learning students is methodologically justified due to the fundamental differences in learning

environments. Distance education is characterized by increased learner autonomy, reduced direct supervision, and heavy reliance on digital platforms, which may intensify exposure to social media and self-regulatory challenges (Moore & Kearsley,2012). Comparing these two groups enables the study to identify whether learning mode acts as a significant contextual factor influencing the relationship between social media addiction and procrastination. Further more, procrastination has been consistently identified as a self-regulatory failure influenced by motivation, self-efficacy, and environmental distractions (Katzetal., 2014; Steel,2007). Since social media platforms are designed to capture attention and encourage habitual use, their excessive engagement may exacerbate procrastination tendencies, particularly in less structured learning contexts such as distance education (Kuss & Griffiths,2017; Tuckman, 2005). A correlational and comparative statistical analysis is therefore appropriate to determine the strength and direction of relationships between variables and to examine group differences between distance and non-distance learners. This methodological choice aligns with previous research that has explored the mediating and predictive role of social media addiction on academic performance and learning behaviors (Cao et al., 2018; Ellis et al., 2019).Overall, the selected methodology is grounded in established research practices and supported by prior empirical evidence, ensuring that the study can effectively capture behavioral patterns, compare learning modes, and contribute meaningful insights into the growing body of literature on social media addiction and academic procrastination in higher education.

3.3 METHODS OF THE STUDY

3.3.1 Population

The age range of the participants will be 18 to 30 years, representing the typical age group of undergraduate and postgraduate students. Both male and female students will be included in the sample to ensure diversity and generalizability of the findings. The participants will comprise students enrolled in learning programmes at selected institutions within the Jammu region.

3.3.2 Sample

The sample will consist of 130 participants. A purposive sampling technique will be

adopted to select individuals who fulfil the inclusion criteria of enrolment in either distance learning or non-distance learning programmes. Participants will be contacted via online resources and educational institutions. Official online learning portals, institutional email, and academic program-related social media groups will be used to communicate with distance learning students. With prior authorization from the relevant authorities, non-distance learning students will be contacted via departmental notices, classroom visits, and institutional communication channels.

3.4 TOOLS USED AND DESCRIPTION

The selection of suitable tools is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes. Selection of tools for data collection depends upon the nature of problem undertaken. For the present investigation, the investigator has used the following tools of research:

3.4.1 Procrastination and Precrastination Traits Scale. (PPTS) by W. Hussain (2025).

The Procrastination and Precrastination Traits Scale (PPTS) was developed by W. Husain (2025) to assess individual differences in both procrastination and precrastination tendencies within a unified framework. Procrastination refers to the voluntary delay of important tasks despite knowing the negative consequences, while precrastination reflects the tendency to complete tasks as quickly as possible, even at the cost of increased effort or suboptimal planning. The PPTS was created to address the lack of a comprehensive measure that captures both constructs simultaneously, following rigorous procedures including literature review expert feedback, pilot testing, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA) to ensure psychometric validity and reliability (Husain,2025). The final scale consists of 18 items, divided into two subscales representing procrastination and precrastination, with participants indicating the extent to which each statement describes their behaviour on a 5-point Likert scale ranging from 1 (Never) to 5 (Always). Higher scores on the procrastination subscale indicate greater tendencies toward delaying tasks, where as higher scores on the precrastination subscale indicate a stronger predisposition to complete tasks promptly. Psychometric evaluations demonstrated

acceptable internal consistency (Cronbach's alpha 87 for procrastination and 77 for precrastination) and confirmed the two-factor structure through CFA fit indices such as CFI 0.94 and RMSEA 0.05, supporting the reliability and construct validity of the scale (Husain, 2025). These properties make the PPTS a suitable instrument for research exploring the interplay of time-related behavioural tendencies, such as in studies on social media use and academic procrastination among students.

3.4.2 Bergen Social Media Addiction Scale. (BSMAS) by Cecilie Schou And reassen, Torbjorn Torsheim, Geir Scott Brunborg, Stale Pallesen (2016).

The Bergen Social Media Addiction Scale (BSMAS) was developed by Andreassen et al. (2016) to assess addictive patterns of social media use based on the core components of addiction theory. The scale is grounded in six key dimensions of behavioral addiction: salience, mood modification, tolerance, withdrawal, conflict, and relapse. The BSMAS consists of 6 items, with each item representing one addiction component, and responses are rated on a 5 point Likert scale ranging from1(Very rarely) to 5 (Veryoften). Higher total scores indicate higher levels of social media addiction. An example item from the scale is: "How often during the last year have you felt an urge to use social media more and more?" The scale has demonstrated strong psychometric properties across different cultural contexts. Andreassenet al. (2016) reported good internal consistency, with Cronbach's alpha coefficients typically exceeding .80. The BSMAS has also shown good construct validity through significant positive correlations with measures of anxiety, depression, and problematic internet use, supporting its suitability for assessing social media addiction in both student and adult populations (Andreassen et al., 2016).

3.5 STATISTICAL ANALYSIS

Data will be analyzed using SPSS. Descriptive statistics (mean, standard deviation, and frequencies) will be computed to summarize social media addiction, procrastination, and demographic variables. An independent samples t-test will be used to compare mean differences in social media addiction and procrastination between distance learning and non-distance learning students. Additionally, Pearson's correlation will be applied to examine the relationship between social media addiction and procrastination within both groups.

CHAPTER: IV

ANALYSIS AND INTERPRETATION OF DATA

Introduction

This study aimed to examine the impact of social media addiction on procrastination among distance learning and non-distance learning students. It also sought to explore the relationship between these variables and compare them across the two groups. The results presented in this chapter are based on the statistical analyses conducted to address the research objectives.

4.1 DESCRIPTIVE STATISTICS

The current study aimed to examine the impact of social media addiction on procrastination among distance learning students and non-distance learning students. The sample consisted of 130 participants, comprising 51% females and 49% males, as illustrated in Figure 1. Descriptive statistics were computed to examine the sample.

Figure 1. *Total number of sample on the basis of Gender*

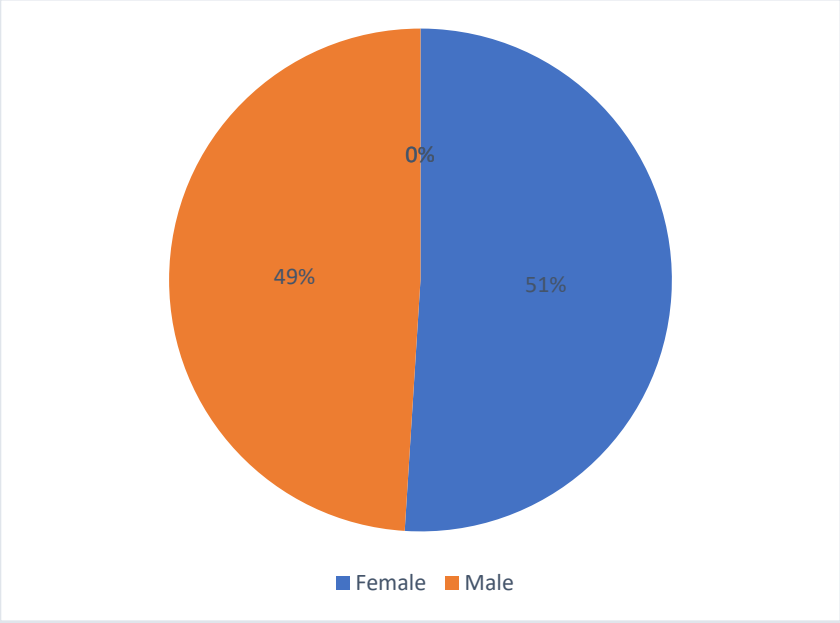
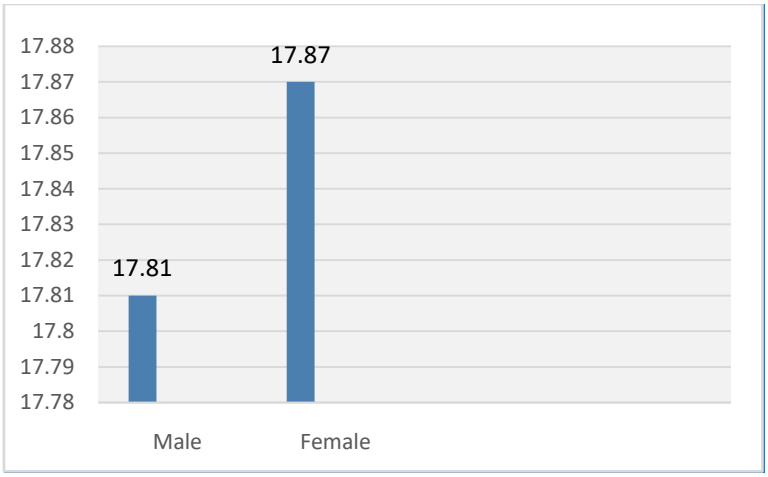
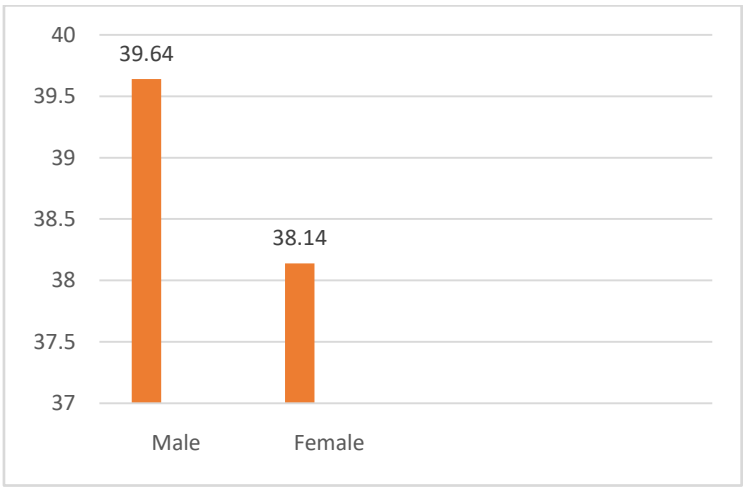


Figure 2.*Mean on the basis of Gender for Social Media Addiction*



The mean score for social media addiction was also computed. The result indicated that the mean score for social media addiction among males was 17.81 whereas for females it was 17.87 as illustrated in Figure 2.

Figure 3.*Mean on the basis of Gender for Procrastination*



The mean score for procrastination was also computed. The result indicated that males scored higher (M = 39.64, SD = 7.959) than females (M = 38.14, SD = 6.294), suggesting a slightly greater tendency toward procrastination among males in the present sample (Figure 3).

4.2 CORRELATION ANALYSIS

The correlation analysis revealed significant positive relationship between social media addiction and procrastination. As shown in Table 1, social media addiction demonstrated a positive and statistically significant correlation with procrastination (r

= .29, p<0.01). These findings indicate that higher levels of social media addiction are associated with greater procrastination.

Table 1.*Correlation of study variables*

Group	N	Variable	M	SD	r
Distance Learning Students	66	Social Media Addiction	17.50	5.13	.42***
		Procrastination	22.05	5.62	
Non-Distance Learning Students	64	Social Media Addiction	18.09	4.55	.50***
		Procrastination	21.86	5.77	

*** p<.001

The results revealed a positive and statistically significant relationship between social media addiction and procrastination among Distance Learning students (r = .42, p < .001). This indicates that students with higher levels of social media addiction tend to exhibit higher levels of procrastination. Similarly, a positive and statistically significant relationship was found between social media addiction and procrastination among Non-Distance Learning students (r = .50, p < .001), suggesting that increased social media addiction is associated with increased procrastination among these students. Therefore, the findings indicate that social media addiction is significantly related to procrastination among both Distance Learning and Non-Distance Learning students.

4.3 SIGNIFICANCE OF DIFFERENCE

An independent samples t-test was conducted to examine gender differences in social media addiction and procrastination

Table 2. *Significance of difference between social media addiction and procrastination*

Sno. Of Variable	Gender	N	M	SD	t value	p value
Social media addiction	Male	64	17.81	4.690	-0.072	0.943
	Female	64	17.88	5.088		
Procrastination	Male	64	39.64	7.959	1.183	0.239
	Female	64	38.14	6.294		

Results indicated that there was no statistically significant difference between males (M = 17.81, SD = 4.69) and females (M = 17.88, SD = 5.09) on social media addiction, t(126) = –0.07, p = .943. Similarly, no statistically significant gender difference was found for procrastination, with males (M = 39.64, SD = 7.96) and females (M = 38.14, SD = 6.29) scoring comparably, t(126) = 1.18, p = .239. These findings suggest that gender does not play a significant role in differentiating levels of social media addiction or procrastination among the participants in the present sample.

Table3. Comparison between Distance Learning and Non-Distance Learning Students on Social Media Addiction and Procrastination.

Variable	Learning Mode	N	Mean (M)	SD	t- value	P-value
Social Media Addiction	Distance Learning	66	17.36	5.28	-0.69	.492
	Non-Distance Learning	64	17.97	4.72		
Procrastination	Distance Learning	66	38.42	7.54	-0.81	.417
	Non-Distance Learning	64	39.45	6.84		

An independent samples t-test was conducted to examine differences between Distance Learning and Non-Distance Learning students on Social Media Addiction and Procrastination. Results indicated that there was no statistically significant difference in Social Media Addiction between Distance Learning students (M =

17.36, SD = 5.28) and Non-Distance Learning students (M = 17.97, SD = 4.72), t(128) = –0.69, p = .492. Similarly, no statistically significant difference was found in Procrastination between Distance Learning students (M = 38.42, SD = 7.54) and Non-Distance Learning students (M = 39.45, SD = 6.84), t(128) = –0.81, p = .417. These findings suggest that learning mode does not significantly influence levels of social media addiction and procrastination among students in the present study.

CHAPTER V

FINDINGS, FINDINGS, CONCLUSION, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

The present study was undertaken to examine the impact of social media addiction on procrastination among distance learning students and non-distance learning students, with further exploration of group-based differences in these constructs. The findings derived from descriptive statistics, correlation analyses, and independent samples t-tests are discussed in the following sections in light of relevant empirical evidence and theoretical frameworks. The discussion aims to contextualize the results within the existing body of literature and to provide a coherent interpretation of the patterns observed in the data.

Social media addiction and procrastination are two constructs that have received considerable scholarly attention in the fields of educational psychology, behavioural science, and digital technology research. While social media addiction is broadly understood as compulsive and excessive engagement with social networking platforms characterized by preoccupation, mood modification, tolerance, withdrawal, conflict, and relapse (Griffiths, 2005) procrastination refers to the voluntary and irrational delay of intended tasks despite awareness of the negative consequences associated with such delay (Steel, 2007). Both constructs have been independently associated with diminished academic performance, heightened psychological distress, and reduced self-regulatory capacity. However, empirical investigations into the comparative nature of their relationship across different modes of learning remain relatively sparse.

The relationship between social media addiction and procrastination is not merely coincidental. In an era dominated by digital connectivity, social media platforms are designed with persuasive technologies including push notifications, infinite scrolling, and algorithmic content curation— that are explicitly engineered to capture and sustain user attention. These features make prolonged and compulsive engagement

highly probable, particularly among students who may already face challenges in self-regulation. For distance learning students, this risk is arguably amplified, as they rely on digital tools for academic engagement, often in environments where the boundaries between work and leisure are insufficiently defined. The convergence of academic digital tools and social media platforms on the same devices creates conditions highly conducive to procrastination.

The present study thus addresses a meaningful gap in the literature by systematically exploring the association between social media addiction and procrastination and by examining whether mode of learning distance versus non-distance plays a moderating role in this relationship. Understanding this association has significant implications not only for educational theory but also for the development of targeted, evidence-based interventions aimed at improving academic outcomes and digital well-being among students.

5.2 MAJOR FINDINGS OF THE STUDY

5.2.1 Research Objective 1

To study the relationship between Social Media Addiction & Procrastination among Distance Learning Students.

The findings revealed a statistically significant positive relationship between social media addiction and procrastination among distance learning students ($r = .42$, $p < .001$). This indicates that distance learning students who reported higher levels of social media addiction also tended to exhibit higher levels of procrastination. The result suggests that excessive engagement with social media may interfere with students' ability to manage academic responsibilities effectively, leading to delays in completing academic tasks. Therefore, the hypothesis was accepted.

The findings of the study can be supported by the Uses and Gratifications Theory (UGT) by Katz, Blumler, and Gurevitch (1974) and the Temporal Motivation Theory (TMT) by Steel (2007). UGT explains that students use social media to satisfy needs such as entertainment, escape, and social interaction, which can gradually develop into compulsive usage patterns and increase procrastination tendencies among distance learners.

Similarly, TMT explains that students tend to delay academic tasks when immediate rewards such as social media scrolling appear more attractive than long-term academic goals. Since distance learning students' study in highly digital and flexible environments, they become more vulnerable to distraction and procrastination.

5.2.2 Research Objective 2

To study the relationship between Social Media Addiction & Procrastination among Non-Distance Learning Student.

The findings showed a statistically significant positive relationship between social media addiction and procrastination among non-distance learning students ($r = .50$, $p < .001$). This suggests that students who experienced greater social media addiction were also more likely to procrastinate on academic tasks. The strength of the relationship was slightly higher among non-distance learning students compared to distance learning students. Thus, the hypothesis was accepted.

The findings are supported by the Social Cognitive Theory (SCT) by Bandura (1986) and the Cognitive-Behavioral Model of Problematic Internet Use (CBMPIU) by Davis (2001). SCT explains that students learn and repeat social media behaviours through observation and reinforcement, such as receiving likes, comments, and notifications, which strengthen addictive tendencies and contribute to task delay.

The CBMPIU further explains that irrational beliefs and excessive dependence on social media impair self-regulation and increase avoidance-based procrastination among students. Non-distance learning students may also become distracted by social media during study hours and classroom activities, resulting in delayed academic work.

5.2.3 Research Objective 3

To study the difference between Distance Learning Students & Non-Distance Learning Students on Social Media Addiction.

The results indicated no statistically significant difference between distance learning students and non-distance learning students on social media addiction ($p > .05$). Although minor differences in mean scores were observed, these differences were not

large enough to be considered statistically meaningful. This suggests that both groups experience similar levels of social media addiction irrespective of their mode of learning. Therefore, the hypothesis was rejected.

The findings can be explained through the Ego Depletion / Self-Regulation Theory by Baumeister, Bratslavsky, Muraven, and Tice (1998). This theory states that continuous exposure to social media drains students' self-control and cognitive energy, making them more likely to engage excessively in social media use. Distance learning students may experience greater digital exposure due to their dependence on online platforms, while non-distance learners also remain vulnerable because of constant smartphone and internet accessibility**.**

5.2.4 Research Objective 4

To study the difference between Distance Learning Students & Non-Distance Learning Students on procrastination.

The findings revealed no statistically significant difference between distance learning students and non-distance learning students on procrastination ($p > .05$). While slight variations in mean scores were present, the overall levels of procrastination were comparable across both groups. This indicates that learning mode alone does not significantly influence students' tendency to delay academic tasks. Therefore, the hypothesis was rejected.

The findings are supported by the Self-Regulation Failure Model by Baumeister and Heatherton (1996) and the Theory of Planned Behavior (TPB) by Ajzen (1991). The Self-Regulation Failure Model explains that procrastination occurs when students fail to manage competing impulses and maintain goal-directed behaviour. Frequent social media distractions reduce self-control and increase task avoidance among both groups of students.

The TPB further explains that students procrastinate when they develop negative attitudes toward tasks, feel low behavioural control, or observe procrastinating behaviours in peers. Both distance learning and non-distance learning students may therefore show similar procrastination tendencies due to academic stress, digital distractions, and reduced self-discipline.

5.3 CONCLUSIONS AND DISCUSSIONS

1. The present study concluded that there exists a significant positive relationship between social media addiction and procrastination among students. The findings revealed that students who excessively engage in social media are more likely to delay academic tasks and responsibilities. Excessive social media usage negatively affects students' concentration, productivity, time management, and self-regulation abilities, thereby reducing academic efficiency and increasing procrastination tendencies.

2. The study further revealed that distance learning students experience higher levels of social media addiction and procrastination compared to non-distance learning students. Since distance learners remain continuously connected to digital devices and online learning platforms, they are more exposed to digital distractions and entertainment-based online activities. The flexible and self-directed nature of online learning environments may reduce structured supervision and discipline, making students more vulnerable to delaying academic tasks and developing addictive social media behaviors.

3. The findings of the study also indicated that there were no significant gender differences in social media addiction and procrastination among students. Both male and female students demonstrated similar patterns of social media usage and academic delay behaviors. This suggests that technological dependency and digital distractions affect students universally, irrespective of gender.

4. Overall, the study highlights that excessive social media use has become a major behavioral concern influencing students' academic functioning and self-regulation abilities. The findings emphasize the importance of promoting healthy digital habits, responsible social media usage, effective time management strategies, and counseling support to reduce procrastination and improve students' academic productivity, particularly among distance learning students.

5.4 IMPLICATIONS OF THE STUDY

The present study has important implications in educational, social, and clinical contexts. The findings highlighted that excessive social media usage and

procrastination negatively influence students' academic functioning, self-regulation, and productivity. The study emphasizes the need for awareness, intervention, and guidance to help students maintain balanced digital habits and healthy academic routines, particularly among distance learning students who are more exposed to online distractions.

5.5 EDUCATIONAL IMPLICATIONS

1. The study highlights the need for educational institutions to create awareness among students regarding the harmful effects of excessive social media usage on academic performance, concentration, and productivity. Students should be educated about maintaining a healthy balance between academic responsibilities and digital engagement.

2. Teachers and educators should encourage students to develop effective time management, self-discipline, and self-regulation skills to reduce procrastination tendencies. Study skills training programs and academic counseling sessions may help students improve their learning habits and productivity.

3. Distance learning institutions should provide structured learning schedules, regular academic monitoring, and interactive classroom engagement to reduce digital distractions and academic delay behaviors among students. Continuous teacher support and supervision may help students remain academically focused.

4. Educational institutions should organize workshops, seminars, and awareness programs related to digital wellness, responsible internet usage, and academic stress management. Such programs can help students understand the long-term academic consequences of excessive social media addiction.

SOCIAL IMPLICATIONS

1. The findings of the study indicate that excessive social media usage has become a growing social concern affecting students' interpersonal relationships, communication patterns, and daily lifestyle habits. Increased digital dependency may reduce meaningful face-to-face interaction and social connectedness among students.

2. Parents and family members play an important role in monitoring and guiding students regarding responsible social media usage. Family support and healthy communication can help students maintain balanced digital habits and reduce excessive online engagement.

3. Society should encourage students to participate in offline recreational activities, physical exercise, cultural participation, and healthy social interaction to reduce dependency on virtual platforms and improve overall social well-being.

4. The study emphasizes the need to create social awareness regarding the psychological and academic effects of social media addiction. Schools, colleges, families, and communities should work together to promote healthy technology usage and positive behavioral development among students.

CLINICAL IMPLICATIONS

1. The findings of the study suggest that social media addiction and procrastination are emerging behavioral and psychological concerns among students. Mental health professionals and counselors should recognize excessive social media usage as a factor affecting students' emotional well-being and academic functioning.

2. Counseling interventions may help students improve emotional regulation, stress management, motivation, concentration, and self-control. Guidance and counseling services in educational institutions can support students in developing healthier coping strategies and balanced technology usage habits.

3. Clinical psychologists may use Cognitive Behavioral Therapy (CBT), behavioral modification techniques, and mindfulness-based interventions to reduce problematic social media behaviors and procrastination tendencies among students.

4. Early identification and psychological support for students experiencing excessive digital dependency, academic stress, anxiety, or low academic motivation can improve their academic performance, mental health, and

overall quality of life. Preventive mental health programs and psycho education can further help students understand the importance of maintaining healthy digital and academic routines.

5.6 LIMITATIONS OF THE STUDY

Every research study has certain limitations that may influence the scope and generalization of the findings. The present study also had some limitations related to sample size, geographical area, research design, and variables included in the study. Despite these limitations, the study provides useful insights into the relationship between social media addiction and procrastination among distance learning and non-distance learning students. The limitations of the study are discussed below.

1. The present study was limited to a sample of only 130 students, which may not be sufficient to represent the entire student population. Since the sample size was relatively small, the findings cannot be generalized to all students studying in different educational institutions and regions. A larger sample could have provided more accurate and representative results.

2. The study was confined only to students from Jammu district. Therefore, the findings may not reflect the experiences and behaviors of students from other states, cities, or cultural backgrounds. Differences in educational systems, technological exposure, and social environments across regions may influence levels of social media addiction and procrastination differently.

3. The study focused only on two variables, namely social media addiction and procrastination. Other important psychological and academic variables such as stress, anxiety, depression, academic motivation, self-esteem, personality traits, and academic achievement were not included in the study. Inclusion of these variables could have provided a more comprehensive understanding of students' academic and psychological functioning.

4. The data for the study were collected through self-report questionnaires, which depend entirely on participants' honesty, understanding, and self-awareness. There is a possibility that some participants may have given socially desirable responses or may not have reported their actual social media usage and

procrastination behaviors accurately, which could affect the reliability of the findings.

5. The study followed a cross-sectional research design and examined students' behavior at only one point in time. Therefore, the study could not examine long-term effects or changes in social media addiction and procrastination over time. A longitudinal study could provide a deeper understanding of how these behaviors develop and influence students' academic life in the long run.

6. The study used only quantitative methods for data collection and analysis. Qualitative approaches such as interviews, observations, or case studies were not included. As a result, the study could not explore students' personal experiences, emotional factors, and individual perspectives related to social media addiction and procrastination in depth.

5.7 SUGGESTIONS FOR FURTHER RESEARCH

The present study examined the relationship between social media addiction and procrastination among distance learning and non-distance learning students. Although the study provided meaningful findings, there is still considerable scope for further research in this area. Future studies can expand the understanding of social media addiction and procrastination by including different populations, variables, and research methods. The following suggestions may be considered for future research.

1. Future studies may be conducted on a larger sample size involving students from different states, cities, and educational institutions to improve the generalizability of the findings. A broader sample may help researchers understand how social media addiction and procrastination vary across different populations and educational settings.

2. Further research may include additional psychological and academic variables such as stress, anxiety, depression, self-esteem, academic motivation, emotional regulation, and academic achievement. Including these variables may provide a more comprehensive understanding of the factors associated with social media addiction and procrastination among students.

3. Comparative studies may be conducted among students belonging to different educational streams, age groups, socio-economic backgrounds, and rural and urban areas. Such comparisons may help identify how demographic and environmental factors influence students' social media usage patterns and procrastination behaviors.

4. Future researchers may use qualitative methods such as interviews, case studies, and observations along with quantitative methods to gain deeper insight into students' personal experiences, emotional difficulties, and behavioral patterns related to social media addiction and procrastination.

5. Longitudinal and experimental studies may be conducted to examine the long-term effects of excessive social media usage on students' academic performance, mental health, and self-regulation abilities. Intervention-based studies may also help evaluate the effectiveness of counseling programs, digital wellness strategies, and time management training in reducing social media addiction and procrastination among students.

SUMMARY

TOPIC: THE IMPACT OF SOCIAL MEDIA ADDICTION ON PROCRASTINATION AMONG DISTANCE LEARNING STUDENTS AND NON-DISTANCE LEARNING STUDENTS.

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INTRODUCTION

The present study was undertaken to explore the impact of social media addiction on procrastination among distance learning students and non-distance learning students. The findings of the study provide meaningful and empirically grounded insights into the relationship between compulsive social media engagement and academic task avoidance, and into the differential manifestation of these constructs across distinct learning modalities.

One of the key findings of the study is the presence of a strong and statistically significant positive relationship between social media addiction and procrastination. This suggests that students who are more heavily addicted to social media are also more likely to exhibit higher levels of procrastination. This relationship highlights the manner in which the reward structures and attentional demands of social media platforms undermine self-regulatory processes that are essential for timely and effective academic task completion.

Another important finding of the study is that no statistically significant difference was observed between Distance Learning students and Non-Distance Learning students on social media addiction and procrastination. Although slight variations in mean scores were observed, these differences were not statistically significant. The findings suggest that social media addiction and procrastination are concerns that

affect students across both learning modes, highlighting the importance of interventions that strengthen self-regulation, time management, and responsible digital engagement irrespective of educational format.

The analysis of the components of procrastination further revealed that social media addiction is positively associated with both behavioural and decisional procrastination. Among these, behavioural procrastination demonstrated the strongest association, suggesting that social media addiction most directly manifests as actual delays in task initiation and completion, rather than merely in the realm of indecision. These findings indicate that social media addiction contributes to a multidimensional erosion of academic self-regulation.

The findings of the study are consistent with existing literature, which suggests that both social media addiction and procrastination are associated with diminished academic performance, reduced psychological well-being, and impaired self-regulatory capacity. The integration of these constructs provides a comprehensive framework for understanding the digital dimensions of academic underperformance, emphasizing the need to address not only motivational and cognitive factors but also behavioural patterns rooted in digital technology use.

From a broader perspective, the study highlights the importance of adopting a holistic approach to academic support, one in which digital well-being and self-regulation are recognized as foundational to educational success. The development of evidence-based programs that target social media literacy, time management, and self-regulatory skills represents a significant and timely area of educational intervention, particularly for institutions serving distance learning populations.

Despite its contributions, the study acknowledges certain limitations, including a limited sample size, reliance on self-report measures, and a cross-sectional design. These limitations suggest the need for further research using more diverse samples, longitudinal designs, and mixed-method approaches to deepen our understanding of the complex interplay between social media addiction and procrastination across different learning environments.

In conclusion, the present study contributes to the growing body of literature by demonstrating that social media addiction is a significant and pervasive predictor of

procrastination among students, with the impact being particularly pronounced in the context of distance learning. The findings underscore the urgency of integrating digital well-being into academic support frameworks and call for proactive institutional strategies to equip students with the self-regulatory tools necessary to navigate an increasingly digital academic landscape across both Distance Learning and Non-Distance Learning contexts.

SOCIAL MEDIA ADDICTION

In an increasingly digital world, social media has become deeply intertwined with students everyday routines, shaping not only how they communicate but also how they manage or fail to manage their academic responsibilities. Within present-day academic settings, students increasingly rely on digital technologies to support their learning, communication, and access to educational resources (Ndubuaku et al., 2020). Social media platforms once primarily used for social interaction have become deeply embedded in students daily academic routines, serving as tools for collaboration, information exchange, and community building (Hamidi et al., 2015). However, the same platforms that enhance connectivity and academic engagement also create competing demands for students attention. The constant stream of notifications, entertainment content, and peer interactions can blur the boundary between academic responsibilities and leisure activities. As a result, students often find themselves caught between the pressures of academic performance and the distracting allure of social media, leading to challenges in time management, sustained focus, and overall productivity.

PROCRASTINATION

Procrastination is a pervasive behavioral phenomenon defined as the voluntary delay of intended tasks despite anticipating negative consequences. Within academic settings, procrastination is particularly detrimental because it interferes with students' ability to manage deadlines, maintain consistent study habits, and perform optimally. Researchers widely agree that procrastination is fundamentally a self-regulation failure, influenced by cognitive, emotional, motivational, and environmental factors. Academic procrastination has been found to affect a large proportion of students worldwide. Hamidi et al. (2015), for instance, reported strong positive correlations

between internet addiction and academic Procrastination, suggesting that digital environments intensify task-avoidant behaviors. Procrastination often manifests through repeated postponement of studying, delaying assignment completion, and engaging in distracting activities, especially digital ones.

DISTANCE LEARNING STUDENTS

Over the past 20years, distance learning also referred to as online learning or distance education has drastically changed the face of higher education. People who pursue academic programs without having to physically attend traditional brick-and-mortar institutions are referred to as distance learning students (Moore et al., 2012).

Through a variety of technology platforms, such as learning management systems, video conferencing tools, and digital resources, these students interact with peers, instructors, and instructional content (Anderson et al., 2016). Distance learning has become a more feasible and alluring option for postgraduate students world wide due to the expansion of internet connectivity and advancements in educational technology (Palvia et al., 2018). Compared to traditional on- campus learners, distance learning students have a very different demographic profile. According to research, distance learners tend to be older, and many are pursuing postgraduate degrees while

Juggling work and family obligations at the same time (Stoneetal.,2019). Due to the independent nature of online learning, which necessitates a high degree of self-discipline and time management abilities, Allen et al. (2017) claim that distance learning students frequently demonstrate higher levels of motivation and self-directedness. International students who wish to study in their home countries, people in remote areas, working professionals looking to advance in their careers, and people with physical disabilities or other personal circumstances that make traditional attendance difficult are all included in this student population (Bowers et al., 2015).

NON-DISTANCE LEARNING STUDENTS

Non-distance learning students those receiving traditional face-to-face instruction

study in structured academic environments that include physical classrooms, scheduled lectures, interpersonal interactions, and direct supervision from instructors. These features typically provide external regulation that supports academic engagement, reduces ambiguity, and fosters a sense of routine. However, despite the structured nature of traditional education, non-distance learners are not insulated from the challenges posed by digital technologies, including social media addiction and academic procrastination. Empirical evidence indicates that non-distance learning students frequently use social media during class hours and study sessions, often to the detriment of academic performance. Rozgonjuketal. (2018) demonstrated that social media use during lectures mediates the relationship between procrastination and problematic smartphone use, illustrating how digital platforms encroach on even structured academic environments. Students may succumb to multitasking, impulsively checking notifications, or engaging with online content, all of which impair concentration and reduce learning efficiency.

NEED AND SIGNIFICANCE OF THE STUDY

The increasing integration of social media into students' daily lives has raised serious concerns regarding its impact on academic functioning, particularly procrastination. While previous studies have examined social media addiction and procrastination independently, limited research has compared these variables between distance learning and non-distance learning students.

Distance learning environments require higher self-regulation and expose students to prolonged digital engagement, potentially increasing vulnerability to both addiction and procrastination. Understanding these differences is crucial for developing targeted interventions, improving academic outcomes, and promoting psychological well-being among students.

This study is significant as it contributes to the growing body of literature on digital behaviour and academic functioning, especially in the context of modern educational systems.

STATEMENT OF THE PROBLEM

The study aims to investigate the impact of social media addiction on procrastination among distance learning and non-distance learning students. With the rapid expansion of digital learning platforms, students' engagement with social media has increased significantly, potentially affecting their academic behaviors and time management. Procrastination has emerged as a common problem among learners, especially in technology-mediated environments. This study seeks to compare levels of social media addiction and procrastination between distance learning and non- distance learning students. The findings are expected to provide insights for developing effective academic and psychological interventions.

OPERATIONAL DEFINITIONS OF THE STUDY.

Social Media Addiction:

Social Media Addiction refers to excessive and compulsive use of social networking platforms characterized by preoccupation, loss of control, mood modification, withdrawal, and interference with daily functioning. In the present study, it is operationally defined as the score obtained by participants on the Bergen Social Media Addiction Scale (BSMAS).

Procrastination:

Procrastination refers to the intentional and unnecessary delay of academic or task-related activities despite awareness of possible negative consequences. It involves postponement of important responsibilities due to poor self-regulation, avoidance behaviour, or lack of motivation. In the present study, procrastination is operationally defined as the score obtained by participants on the Procrastination and Precrastination Test Scale (PPTS).

Distance Learning Students:

Distance Learning Students refer to students who pursue their education primarily through online, virtual, or remote modes of instruction with limited or no regular face-to-face classroom interaction. These students rely heavily on digital platforms, internet-based resources, and self-directed learning methods for academic

engagement.

Non-Distance Learning Students:

Non-Distance Learning Students refer to students who pursue their education through traditional face-to-face classroom instruction within regular institutional settings. These students primarily engage in direct classroom interaction, structured learning environments, and in-person academic activities.

OBJECTIVES OF THE STUDY

1. To study the relationship between Social Media Addiction & Procrastination among Distance learning students.

2. To study the relationship between Social Media Addiction & Procrastination among Non-distance learning students.

3. To study the difference between Distance Learning Students & Non-Distance Learning Students on social media addiction.

4. To study the difference between Distance Learning Students & Non-Distance Learning Students on procrastination.

HYPOTHESIS OF THE STUDY

H1: There will be a positive relationship between social media addiction &Procrastination among distance learning students.

H2: There will be a positive relationship between social media addiction & Procrastination.

H3: There will be a significant difference between distance learning students &non-distance learning students on social media addiction & procrastination.

H4: There will be a significant difference between distance learning students &non-distance learning students on procrastination.

POPULATION

The age range of the participants were 18 to 30 years, representing the typical age group of undergraduate and postgraduate students. Both male and female students were included in the sample to ensure diversity and generalizability of the findings. The participants will comprise students enrolled in learning programmes at selected institutions within the Jammu region.

SAMPLE

The sample consisted of 130 participants. A purposive sampling technique was adopted to select individuals who fulfilled the inclusion criteria of enrolment in either distance learning or non-distance learning programmes. Participants were contacted via online resources and educational institutions. Official online learning portals, institutional email, and academic program-related social media groups were used to communicate with distance learning students. With prior authorization from the relevant authorities, non-distance learning students were contacted via departmental notices, classroom visits, and institutional communication channels.

TOOLS

Procrastination and Precrastination Traits Scale. (PPTS) by W. Hussain (2025).

The Procrastination and Precrastination Traits Scale (PPTS) was developed by W. Husain (2025) to assess individual differences in both procrastination and precrastination tendencies within a unified framework. Procrastination refers to the voluntary delay of important tasks despite knowing the negative consequences, while precrastination reflects the tendency to complete tasks as quickly as possible, even at the cost of increased effort or suboptimal planning. The PPTS was created to address the lack of a comprehensive measure that captures both constructs simultaneously, following rigorous procedures including literature review

expert feedback, pilot testing, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA) to ensure psychometric validity and reliability (Husain, 2025). The final scale consists of 18 items, divided into two subscales representing procrastination and precrastination, with participants indicating the extent to which

each statement describes their behaviour on a 5-point Likert scale ranging from 1 (Never) to 5 (Always). Higher scores on the procrastination subscale indicate greater tendencies toward delaying tasks, whereas higher scores on the precrastination subscale indicate a stronger predisposition to complete tasks promptly. Psychometric evaluations demonstrated acceptable internal consistency (Cronbach's alpha 87 for procrastination and 77 for precrastination) and confirmed the two-factor structure through CFA fit indices such as CFI 0.94 and RMSEA 0.05, supporting the reliability and construct validity of the scale (Husain, 2025). These properties make the PPTS a suitable instrument for research exploring the interplay of time-related behavioural tendencies, such as in studies on social media use and academic procrastination among students.

Bergen Social Media Addiction Scale. (BSMAS) by Cecilie Schou Andreassen, Torbjorn Torsheim , Geir Scott Brun borg, Stale Pallesen (2016).

The Bergen Social Media Addiction Scale (BSMAS) was developed by Andreassen et al. (2016) to assess addictive patterns of social media use based on the core components of addiction theory. The scale is grounded in six key dimensions of behavioral addiction: salience, mood modification, tolerance, withdrawal, conflict, and relapse. The BSMAS consists of 6 items, with each item representing one addiction component, and responses are rated on a 5point Likert scale ranging from 1 (Very rarely) to 5 (Very often). Higher total scores indicate higher levels of social media addiction. An example item from the scale is: "How often during the last year have you felt an urge to use social media more and more?" The scale has demonstrated strong psychometric properties across different cultural contexts. Andreassen et al. (2016) reported good internal consistency, with Cronbach's alpha coefficients typically exceeding .80. The BSMAS has also shown good construct validity through significant positive correlations with measures of anxiety, depression, and problematic internet use, supporting its suitability for assessing social media addiction in both student and adult populations (Andreassen et al., 2016).

STATISTICAL ANALYSES

Data will be analyzed using SPSS. Descriptive statistics (mean, standard deviation, and frequencies) will be computed to summarize social media addiction,

procrastination, and demographic variables. An independent samples t-test will be used to compare mean differences in social media addiction and procrastination between distance learning and non-distance learning students. Additionally, Pearson's correlation will be applied to examine the relationship between social media addiction and procrastination within both groups.

RESULTS OF THE STUDY

The results of the present study revealed that there exists a significant positive relationship between social media addiction and procrastination among students. Students who showed higher levels of social media addiction were more likely to delay academic tasks and responsibilities. Excessive engagement with social media platforms negatively affected students' concentration, academic productivity, self-regulation, and time management abilities. The findings suggest that students often become distracted by social networking platforms, which leads to postponement of academic work and reduced academic efficiency.

The study further revealed that distance learning students experienced higher levels of social media addiction compared to non-distance learning students. Since distance learners remain continuously connected to digital devices and online platforms for academic purposes, they are more exposed to social media distractions. The online learning environment increases the likelihood of multitasking, excessive internet usage, and reduced academic focus.

Similarly, distance learning students also demonstrated higher levels of procrastination than non-distance learning students. The flexible and self-directed nature of online learning may reduce external supervision and structured academic discipline, making students more vulnerable to delaying assignments, study schedules, and academic tasks. Non-distance learning students, on the other hand, benefit from classroom interaction, direct monitoring, and organized schedules, which may help reduce procrastination tendencies.

The findings of the study also indicated that there were no significant gender differences in social media addiction and procrastination among students. Both male and female students displayed similar patterns of social media usage and academic delay behaviors. This suggests that technological dependency and digital distractions

affect students irrespective of gender.

Overall, the findings of the study indicate that excessive social media usage significantly influences students' academic behavior and contributes to increased procrastination, particularly among distance learning students. The study highlights the need for promoting healthy digital habits, responsible social media use, and effective time management strategies among students.

LIMITATIONS OF THE STUDY

1. The study was limited to a sample of only 130 students from Jammu district; therefore, the findings cannot be generalized to all students.

2. The study focused only on two variables, namely social media addiction and procrastination, while other related psychological factors were not considered.

3. The data were collected through self-report questionnaires, which may include response bias or socially desirable responses from participants.

4. The study was cross-sectional in nature and examined students' behavior at only one point in time.

5. The study included only distance learning and non-distance learning students and did not compare students from different educational streams or age groups.

SUGGESTION FOR FURTHER RESEARCH

1. The present study was limited to a sample of students from Jammu district only; future studies may be conducted on larger and more diverse populations.

2. Further research may compare social media addiction and procrastination among students from different educational streams and academic levels.

3. Future studies may examine additional variables such as academic stress, anxiety, depression, self-esteem, and academic achievement in relation to social media addiction.

4. Comparative studies may be conducted between urban and rural students regarding social media addiction and procrastination.

5. Future researchers may use qualitative methods such as interviews and case studies for deeper understanding of students' experiences with social media addiction.

6. Longitudinal studies may be conducted to examine long-term effects of excessive social media use on academic and psychological functioning.

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APPENDIX I

BERGEN SOCIAL MEDIA ADDICTION SCALE (BSMAS)

Instructions

Below are statements related to your use of social media platforms such as Instagram, Facebook, WhatsApp, Snapchat, Twitter, YouTube, etc. Kindly read each statement carefully and indicate how often you have experienced the following during the last one year.

Please tick (✓) the option that best describes your response.

Response Categories:

1 = Very Rarely
2 = Rarely
3 = Sometimes
4 = Often
5 = Very Often

S. No.	Statements	1 2 3 4 5
1	You spend a lot of time thinking about social media or planning to use social media.	
2	You feel an urge to use social media more and more.	
3	You use social media in order to forget about personal problems.	
4	You have tried to cut down on the use of social media without success.	
5	You become restless or troubled if you are prohibited from using social media.	
6	You use social media so much that it has had a negative impact on your studies or daily life.	

APPENDIX – II

PROCRASTINATION AND PRECRASTINATION TEST SCALE (PPTS)

Instructions

Given below are statements related to your study habits, task completion, and academic behavior. Read each statement carefully and indicate the extent to which you agree with each statement.

Please tick (✓) the option that best represents your response.

Response Categories:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

S. No.	Statements	1 2 3 4 5
1	I delay starting assignments until the last moment.	
2	I often postpone important academic tasks.	
3	I find it difficult to manage my study time effectively.	
4*	I complete my academic work before deadlines.	
5	I get distracted easily while studying.	
6	I avoid difficult academic tasks even when they are important.	
7	I feel stressed because of delaying my work.	
8	I prefer doing enjoyable activities instead of studying.	
9*	I finish assignments on time without unnecessary delay.	
10	I tend to delay tasks even when I know they are important.	
11	I waste time on social media instead of completing academic work.	
12	I feel guilty after postponing my academic tasks.	
13	I struggle to maintain a regular study schedule.	
14*	I complete tasks immediately after receiving them.	
15	I delay studying even when examinations are near.	
16	I find it difficult to stay focused on academic work for long periods.	
17	I prioritize leisure activities over academic responsibilities.	
18	I often rush to complete assignments at the last minute.	

Scoring Procedure

- Items marked with (*) are reverse scored items.
- Reverse scored items: 4, 9, and 14.

Normal Scoring:

- Strongly Disagree = 1
- Disagree = 2
- Neutral = 3
- Agree = 4
- Strongly Agree = 5

Reverse Scoring:

Original Response	Reverse Score
1	5
2	4
3	3
4	2
5	1

Higher scores indicate higher levels of procrastination behaviour.

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