RELATIONSHIP BETWEEN INTERNET-ADDICTION AND ACADEMIC PROCRASTINATION OF UNIVERSITY STUDENTS IN NORTHWESTERN NIGERIA

Abdulgafar Abdulwasiu *(PhD)*
Department of Educational Psychology and Counselling, Faculty of Education,
Ahmadu Bello University, Zaria-Nigeria
Email:hafizpresident@yahoo.com

ABSTRACT
The study examined the relationship among Internet-Addiction (IA), and Academic Procrastination (AP) of university students in North-Western Nigeria. Correlational research design was used to collect data for the study. The population of the study was One hundred and thirty thousand, four hundred and thirty one (130,431) students enrolled in universities within North-Western Nigeria. The sample of the study was 384 students of 300 level that were randomly selected from three universities that included Ahmadu Bello University, Zaria (ABU) Bayero University Kano (BUK), and Usman Danfodio University Sokoto (UDU). To collect data, Purposive-sampling technique was adopted in sampling the respondents. Instruments used for collecting data were Short Form of Internet Addiction Test (SF-IAT) by Pawlikowski et al (2013) and Academic Procrastination Scale (APS) by McCloskey & Scielzo (2015). Data was analyzed using Pearson Product Moment Correlation with SPSS version 26. Findings revealed that Significant relationship exists between Internet-addiction and academic procrastination of university students (r=0.452, p=0.015), and There is no significant difference between internet-addiction of male and female students (p=0.124, t = 1.543**).** The study concludes that internet is very important and beneficial to all learners when used appropriately for academic purposes. The study recommended among others that University authorities should regulate the use of internet for academic purposes by enabling academic sites only, as increased use of internet for academic work increases the academic capabilities of university students. The study also recommended the need for university authorities to regulate both male and female students' academic procrastination through consciously planned academic activities such as assignments, homework, short projects and online group discussions etc.

Keywords: *Internet-Addiction: Academic Procrastination:*

INTRODUCTION

Academic procrastination is any voluntary delay of an academic obligation or assignment by learners despite being aware of the danger such delay portends to their academic performance and success in general. This implies that if not curtailed, academic procrastinations usually results in varied negative academic and emotional consequences in the life of the learner. Therefore, any deliberate or intentional delay of academic tasks and obligations such as assignments, homework, laboratory analysis, thesis, projects or other academic paper writings slated for a specific date or time until the deadline or last minutes before a learner embarks on them is academic procrastination. The causative factors for procrastination are usually internal or environmental, which are more pleasant and more fun fulfilling to the learner. Students of tertiary institutions usually exhibit procrastination tendencies through their relationship regarding conscientiousness to performance, strong distractibility to studies, poor organization, low achievement and intention-action gap, agreeableness and sensation seeking traits as the case may be (Reynolds, 2015).

Internet-Addiction is simply any excessive use of the internet, which is usually non-beneficial nor productive to the addict. Addiction to internet was first reported during the late 1990s and scholarly research on it started growing thenceforth. Young, (1996) of the United States of America was among the pioneer Psychologists to bring clinical attention to this problem in the year 1996. She published a case report of problematic internet use by her client, who was a non-technologically oriented homemaker of 43 years' old; she had no prior addiction or psychiatric history, and had a moderate and content home life. However, after several days of using the net, her client automatically started spending about 60 hours' and more online per week within the first three months of discovery of chat rooms online. In addition, the patient self-reported a feeling of excitement when using any internet platform and immediately became dysphoric and irritable when going offline or logged off from it.

University students usually engage in academic procrastination for several reasons that may vary from one individual to another. Various researchers have associated academic procrastination with stress, depression, low motivation, and other psychological disorder or as a combination of all the aforementioned, as well as dislike for any particular academic obligation mandated on them. It is obvious that excessive use of internet

for non-academic purposes by University students in North-Western Nigeria may decrease their academic motivation and increase their academic procrastination, which ultimately affects their possible academic success, as well as their psychophysical development and social relations with their peers and colleagues in general.

It is also a common phenomenon to see many university students within campuses to be more engaged in chatting and playing online games or surfing the web whilst delaying or neglecting their academic obligations and assignments these days. Instead of using the net as a beneficial platform to achieve their educational goals and life aspirations, many students in tertiary institutions and Universities in Nigeria rely mostly on the internet to seek solace, to catch fun, escape anxiety, stress, loneliness, and or depression, as well as to gain emotional support. Some others also become addicted to internet due to numerous reasons such as continued unhappiness, being overly shy of others and their inability to physically relate with their peers and colleagues in school, whereby in trying to escape from such emotional sicknesses, they end up becoming academic procrastinators and clearly demotivated to accomplish their academic obligations.

Due to excessive use of internet, university students may sustain higher procrastination and display lower motivation to their studies. This is relatable because most internet-addicts among students notably suffer from poor time management and continuous inability to meet up with their academic schedules, courtesy of using the net for several non-academic and non-beneficial purposes among other frequent problems, thus, leading them to ineffective organization of learning schedules and non-dedication to their studies. It is saddening to note that this anomaly is on the increase currently, largely due to cheaper, wider, and easier access to the net, and students of tertiary institutions and Universities in North-Western Nigeria are active participants in this negative trend. The time-taken by students in writing comments on posts or reacting to mutual friends on social media platforms, which commonly appears in the form of politics, entertainment or sports, also takes very long and irredeemable time out of the only available free time they have at their disposal. They end-up unable to complete or start mandatory academic obligations and such time-wastage leads to increased academic procrastination thereof. Obviously, the short-term effects of internet-addiction include non-accomplishment or postponement of mandatory school tasks, which is

academic procrastination. Further to this, sustained academic procrastination births higher procrastination, which eventually leads to delay or total neglect of academic responsibilities, while the long-term effects of academic procrastination may include academic failure, under-achievement and loss of motivation to achieve life-goals. It is now a matter of concern to Psychologists, Counsellors, Parents and school administrators on the detrimental effects of internet-addiction on academic motivation and procrastination of university students. Therefore, the thrust of this research is to investigate if there is any relationship among internet-addiction, academic motivation and academic procrastination of university students in North-Western Nigeria.

Hypotheses
1. There is no significant relationship between internet-addiction and academic-procrastination of university students in North-western Nigeria
2. There is no significant difference of internet-addiction between male and female university students in Northwestern Nigeria.

METHODOLOGY
Correlational design was adopted for this study. A correlational design is best employed in order to examine the relationship existing between two or more variables that seem to interact with each other, like when a variable changes, a fair idea of how the other variable will change becomes easily predictable (Mark& Jolley, 2007).

PARTICIPANTS
The population of this research composed of the entire students officially registered for the 2018/2019 academic session in all of the conventional federal universities in North-Western Nigeria, which are seven (7) in number within the component states. They include; Ahmadu Bello University Zaria (ABU), Bayero University Kano (BUK), Federal University Birnin-Kebbi (FUBK), Federal University Dutse (FUD), Federal University Dutsin-Ma (FUDMA), Federal University Gusau (FUG), and Usman Dan Fodio University Sokoto (UDUS). The total enrolment figure of all students within the afore-listed universities is 130,431 for the 2018/2019 academic session.

Table 1:   Distribution of Students Population in Federal Universities in North-Western States, Federal Republic of Nigeria.

University Population of Students	
A) Ahmadu Bello University Zaria (ABU)	46,641
B) Bayero University Kano (BUK)	34,706
C) Federal University Birnin-Kebbi (FUBK)	4,277
D) Federal University Dutse (FUD)	6,270
E) Federal University Dutsin-Ma (FUDMA)	10,577
F) Federal University Gusau (FUG)	4,500
G) Usman Dan Fodio University Sokoto (UDUS)	23,460
Total:	130,431

Source: Universities Management Information System (M.I.S) Independent Units (2019)

Multi-stage sampling procedure was adopted for this study, which divided the population into clusters. The population was divided based on three (3) geographical boundaries where one (1) Federal University was chosen within the three (3) boundaries as a representative of each geographical boundary. The three (3) universities chosen as representatives for each geographical boundary were Ahmadu Bello University Zaria, Bayero University Kano and Usman Dan-Fodio University Sokoto. The students of the chosen universities were further divided into different faculty clusters and three (3) faculties were randomly selected. The three (3) selected faculties were the Arts, Education and Sciences. The students from the Arts, Education and Sciences were further clustered into Postgraduate, Undergraduate and Diploma categories. The undergraduate category of students were chosen from the three categories of students. Finally, the undergraduate students were further clustered into different levels and the 300 level students were the selected category. The respondents chosen from the clusters were the 300 level Undergraduate students from Ahmadu Bello University Zaria, Bayero University Kano and Usman Dan-Fodio University Sokoto only. The Krejcie and Morgan (1970) table for determining a sample was adopted and it stipulates that in a population of one hundred and four thousand, eight hundred and seven (104,807), the appropriate sample size should not be less than three hundred and eighty four (384) respondents. Detailed information can be seen in table 2

Table 2: Sample Distribution of Selected Federal Universities and 300 Level Students in North-western Nigeria.

University	Population	300 Level Students	Sample	Total
A). A.B.U. Zaria	46,641	9,638	128	128
B). B.U.K. Kano	34,706	7,740	128	256
C). U.D.U. Sokoto	23,460	7,125	128	384
Total:	104,807	24503	384	384

Source: **Universities Management Information System (M.I.S) Independent Units (2019)**

The two (2) instruments used for data collection in this study are the Short-Form of Internet Addiction Test (SF-IAT) developed by Pawliskowski et al (2013) and Academic Procrastination Scale developed by McCloskey and Scielzo (2015).

Short-Form of Internet-Addiction Test (SF-IAT)
The Short Form of Internet-Addiction Test Questionnaire (IAT) was adapted from Pawlikowski, Altstotter-Gleich and Brand (2013); used for measuring internet-addiction of respondents. It is the short-form of the first ever-validated measure of Internet-Addiction for measuring Internet-usage of individuals in terms of mild, moderate, and severe levels of their addiction as developed by Young (1998). To score, the Points were allocated for each item to correspond with the magnitude of the scale. It consists of twelve (12) question items related to internet-usage with a 0-5 points Likert scale rating; Never, rarely, Sometimes, often, and always where the respondents are required to choose one among the options. Each option on the scale has a worth of (1-5). To score the scale, the mean of items of each section will simply be computed thus: (1) = Never, (2) = Rarely, (3) = Sometimes, (4) = Often, (5) = Always. After all the questions have been answered by a respondent, the score of each response were obtained and added to others to determine the final score on internet-addiction; the higher the score, the greater the level of addiction. The lowest possible score of a respondent is twelve (12) and highest possible score is sixty (60). The minimum score for a respondent to be confirmed as being addicted to internet is 30 and above for this study. Thus;00 -30 (no addiction), 31- 40 (mild addiction), 41- 50 (moderate addiction)51- 60 (severe addiction).

Academic Procrastination Scale(APS)

Academic procrastination scale was adapted from McCloskey and Scielzo (2015). The scale was constructed to measure learners' procrastination habits based on the six (6) major components of academic procrastination as identified by psychological literatures, they are; psychological beliefs regarding abilities, distractions, social factors, time-management, personal initiative, and laziness. This scale is the outcome of combining theoretical and conceptual considerations regarding learners' procrastination and the best possible items retained after identifying and evaluating the content validity.

The scoring procedure is from low to high procrastination of learners, which is depicted by 5-points Likert-scale ratings that starts with the following response and corresponding scores to each question: Never (1), Rarely (2), Sometimes (3), Often (4), Always (5). The lowest possible score in this scale is 20 and highest possible score is 100.

The researcher distributed 400 questionnaires as proportionately sampled in accordance to the stratum size of the respondents. The researcher strictly abided by the ethics of research, as there was no coercion of respondents to participate in the study. The privacy of the respondents was duly respected, as well as every of them was treated based on strict confidentiality. The duration used for the completion of the research was four (4) weeks period in order to provide the researcher with reasonable time to travel to the three (3) universities to administer the questionnaire to the students. Data were analysed using Pearson Product Moment Correlation (r) and t-test to test both hypotheses. The computer statistical package for Social Sciences (SPSS) version 26 was used in analyzing the entire data. All hypotheses were tested at 0.05 significant levels.

RESULTS

Hypothesis One: There is no significant relationship between Internet-Addiction and Academic Procrastination of university students in North-western Nigeria

Table3: Pearson Product Moment Correlation (r) statistics between Academic Procrastination and Internet-Addiction of university students in North-western Nigeria.

Variables	N	Mean	SD	Df	R	p
Internet-Addiction	253	33.9289	7.19808			
				251	0.452**	0.015
Academic Procrastination	253	56.1107	10.02713			

P < 0.05 **. Correlation is significant at the 0.01 level (2-tailed). P< 0.05,

Table 3 indicates the Pearson Product Moment Correlation (r) statistics on the relationship between internet-Addiction and Academic Procrastination of university students. The calculated p value of 0.015 is less than the 0.05 alpha level of significance at a computed correlation r-value of 0.452 where r= 0.452, p=0.015. The implication of this outcome is that students' Academic Procrastination significantly correlates to their level of internet-addiction and vice versa. Therefore, the null hypothesis, which states that there is no significant relationship between Academic Procrastination and internet-Addiction of university students in North-western Nigeria is hereby rejected.

Hypothesis Two: There is no significant difference between internet-addiction of male and female university students

Table 4: Independent t test statistics on the difference between male and female internet-addicted university students in North-western Nigeria.

Variable	Gender	N	Mean	SD	df	t computed	t critical	p
internet-addiction	Male	142	36.795	6.082				
					225	1.543	1.96	0.124
	Female	85	38.082	6.077				

.p > 0.05, t computed < t critical at df 225

Table 4 illustrates the Independent t-test statistics on the difference between male and female internet-addicted university students in North-western Nigeria in their mean internet-addiction scores. Reason being that the calculated p value of 0.124 is higher than the 0.05 alpha level of significance and the computed t value of 1.543 is lower than the 1.96 t critical at df 225 (p=0.124, t = 1.543).

Their computed mean internet addiction scores are 36.792 and 38.082 for male and female internet addicted students respectively, implying that both male and female internet-addicted student's level of internet-addiction is significantly the same. Therefore, the null hypothesis, which states that there is no significant difference between male and female internet-addicted university students in North-western Nigeria in their mean internet-addiction is hereby retained.

DISCUSSION

The findings of this research revealed that significant relationship exists between internet-Addiction and Academic Procrastination of university students. This finding agree with that of Kiamarsi and Aryapooran (2015) and Beulah and Repudi (2019), they embarked on a research on internet-addiction and academic procrastination of students in higher secondary education and undergraduates studying in universities in Hyderabad using simple random sampling and fish bowl technique. The researchers employed the use of questionnaires to get responses from the 120 students. After analysing the data using correlations and t-test, the results revealed that correlation existed between internet-addiction and academic procrastination. The findings is also in agreement with that of Demir and Kutlu (2018); they examined the relationship between internet-addiction and academic procrastination of high school students on a sample of 689 adolescents. Their findings also revealed that correlation exists between internet-addiction and academic procrastination.

There is no significant difference between internet-addiction of male and female university students. This agrees with the research of Iyitoglu and Celikoz (2017), the authors collected data on the impact of internet-addiction on academic achievements of 217 male and female Turkish high school students regarding several subjects. They administered the one dimension of the adopted version of Social Networking and Social Media Scale. They further analysed the collated data using t-test and Pearson Product Moment Correlation. Their results showed that there was no correlation regarding performance in maths or history and internet-addiction and there was no gender difference on internet-addiction of the students. This revelation is at variance with that of Muhammad, Ahmad and Muhammad (2015) as well as Garsallah and Brahim (2015). In contrast to their findings, Garsallah and Brahim (2015) investigated the prevalence and consequences of internet-addiction among adolescents in Tunisia, whereby 1,330 male and female

participants were used from different secondary schools. The number of participants that responded was 982 with a response rate of 74% and the results showed that males used internet more frequently than female students did. The males were found to be more addicted to internet than the females and there was significant correlation between internet-addiction and the neglect of house chores, sleep disorder, academic difficulties, behaviour disorders as well as social isolation. Akhter (2013) also embarked on a correlational descriptive survey research to examine the relationship between Internet-Addiction and Academic Performance of 359 undergraduate students in the National University of Sciences and Technology, Islamabad Pakistan. After employing the convenient sampling technique to select the respondents, the participants responded to the 20-item internet-addiction test (IAT), then their GPA of the previous semester were collected and analysed using various statistical methods. She found out that there was a negative relationship existing between their internet-addiction and academic performance. In addition, the study also reported that internet-addiction had negative impact on the academic performance of university undergraduates and there was a significant difference of gender on their internet-addiction because the males were more addicted to internet than their female counterparts were.

RECOMMENDATIONS
Based on the outcome of this study, the following recommendations are suggested for further implementation, they are:

1. University authorities should encourage regulated use of internet for academic purposes, as increased use of internet for academic work decreases the academic procrastination of university students.
2. Academic planners should curtail students' internet-addiction which leads to academic procrastination through constant and or consciously planned intermittent academic activities such as assignments, homework, short projects etc.

REFERENCES
Caniels, M., Lenaerts, H.K., Gelderman, C.J, (2015). *Explaining the Internet-usage of SMES: The Impact of Market Orientation, Behavioural Norms, Motivation and Technology Acceptance. Researchgate.net. 25 (3):358-377. DOI:10.1108/IntR-12-2013-026*

Demir, Y. & Kutlu, M. (2018*). Relationships among Internet Addiction, Academic Motivation, Academic Procrastination and School Attachment in Adolescents.* International online Journal of Educational Sciences, 10 (5), 315-332.

Ferrari, J.R. (1998). *Procrastination.* In Friedman, H., (Ed.). Encyclopedia of Mental Health (Vol. 3, pp. 281-287). San Diego, CA: Academic Press.

Lee, J.Y. (2019). The Relationship between Academic Motivation and Academic Procrastination among University Students. https://www.researchgate.net/ publication/330410625. Retrieved February 2021

Lepper, M. R, Jennifer, C.H., Sheena, S.I. (2005). Intrinsic and Extrinsic Motivational Orientations in Classrooms: Age Differences and Academic Correlates*. Journal of Educational Psychology. Vol. 97, No. 2, 184-196. DOI: 10.1037/0022-0663.97.2.184*

Mark, M. L., Jolley, J. M (2007). Research Design Explained . Belmont, CA: Thomson Wadsworth.

McCloskey. J, Scielzo, A. S. (2015). *Finally! The Development and Validation of the Academic Procrastination Scale.* https://www.researchgate.net/publication/273259879. DOI:10.13140/RG.2.2.23164.64640.

Pawlikowski, M., Altstotter-Gleich C., Brand M. (2013). *Validation and Psychometric Properties of a short version of Young's Internet Addiction Test.* Computers in Human Behavior; DOI 10.1016/j.chb.2012.10.014. vol 29(3):1212-23

Preetisha D., (2018). *IoT Ecosystem Components*: The Complete Connectivity Layer. Newgenapps.com. Retrieved July 2019.

Price, P., Jhangiani, R., & Chiang, I., (2015). Research Methods of Psychology- 2nd Canadian Edition,Victoria,B.C.:BCcampus. Retrieved from https://opentextbc. Ca/researchmethods/.

Reynolds, J.P. (2015). *Factors Affecting Academic Procrastination.* Masters Theses & Specialist Projects. Paper 1511. http://digitalcommons.wku.edu/theses/1511

Steel, P. (2007). *The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure.* Psychological Bulletin, 133 (1), 65-94.

Ugur, G.N. & Basak, B. (2018). Intrinsic and Extrinsic Motivations of Social Media Use: College Students Perspective. Online *Journal of Quality in Higher Education. July 2018. Vol 5, Issue 3*

Young, S. K (1998). "*The Relationship Between Depression and Internet-Addiction*". Cyber Psychology & Behavior.

Young, S. K. (2008): '*Internet Sex-addiction: Risk factors, stages of development & treatment'.* American Behaviour Scientists. 52, (1). 21-37. Retrieved 2nd April 2013.

Young, S.K. (1996). *Internet addiction: The emergence of a new clinical disorder.* 104th annual meeting of the American Psychological Association, August 11. Toronto Canada.