



RELATIONSHIP AMONG INTERNET-ADDICTION, EXTRINSIC MOTIVATION AND ACADEMIC PROCRASTINATION OF UNIVERSITY STUDENTS IN NORTHWESTERN NIGERIA

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ABSRTACT

The study examined the relationship among internet-addiction (IA), academic motivation (AM) 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 randomly selected from three universities that included BUK Kano, ABU Zaria and UDU Sokoto. 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), Academic Motivation Scale (AMS) by Lepper et al (2005) 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 extrinsic motivation and academic procrastination ($r=0.458$, $p=0.002$), Significant relationship exists between extrinsic motivation and internet-addiction ($r= 0.344$, $p=0.044$). It is concluded 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 intrinsic motivation of university students. The study also recommended the need for university authorities to regulate students' academic procrastination through consciously planned academic activities such as assignments, homework, short projects and online group discussions etc.

Keywords: *Internet-Addiction: Academic Motivation: 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). Academic motivation is the continuous production of requisite energy required to complete academic hurdles or academic tasks no matter how stressful, tiring or unpleasant such tasks may be to the learner. Researchers (such as Demir & Kutlu; 2017) are of the opinion that academically motivated students tend to perceive school and learning as not only valuable but enjoyable, no wonder, they love to learn, and enjoy all activities related to learning new things. Other researchers have noted that students who indulge in excessive use of the internet are usually not able to fulfil their academic goals, as the duration of time that they spend online is notably too much; this backlog negatively affects the academic motivation of students thereby decreasing it, with varied negative consequences on their learning outcomes.

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 the first Psychologist to bring clinical attention to this problem in the year 1996. After she published a case report of problematic internet use by her patient, 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 patient automatically started

spending about 60 hours' and more online per week within the first three months of discovery of chat rooms on internet. 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 more engaged in chatting and playing online games or surfing the web whilst delaying or ignoring 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 suffer from poor time management skills 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 major active participants in this negative trend.

The time-taken by students in writing comments on posts or reacting to their mutual friends on social media platforms, which commonly appears in 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. This is because lower motivation births higher procrastination, which eventually leads to delay or total neglect of academic responsibilities.

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 extrinsic motivation and academic-procrastination of university students
2. There is no significant relationship between extrinsic motivation and internet-addiction of university students

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. In addition, the faculties involved are only Arts, Education and Sciences. 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 three (3) instruments used for data collection in this study are the Short-Form of Internet Addiction Test (SF-IAT) developed by Pawliskowski et al (2013), Academic Motivation Scale developed by Lepper, Corpus and Iyengar (2005), 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 Motivation Scale (AMS)

This scale was adapted from the intrinsic and extrinsic motivational scale of learners orientations developed by Lepper, Corpus and Iyengar (2005). Their goal in developing this scale was to allow for an independent assessment of both the intrinsic and extrinsic motivation of learners concurrently by eliminating the assumption that both constructs are necessarily parallel opposites. The scale is divided into two major sections (A & B), section A measures Intrinsic motivation while section B measures extrinsic motivation only. The total number of items in section A (intrinsic motivation) are seventeen (17) while for section B (extrinsic motivation) are thirteen (13) items. Each item from the sections was computed using a zero to five (0-5) points Likert scale ratings; Each item on the scale has a worth of (1-5): (1) = Never, (2) = Rarely, (3) = Sometimes, (4) = Often, and (5) = Always.

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 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) different universities to administer the students in their universities. Data were analysed using Pearson Product Moment Correlation (r) was used 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 extrinsic motivation and academic procrastination of university students in North-western Nigeria

Table 3: Pearson Product Moment Correlation (r) statistics between extrinsic motivation and academic procrastination of university students in North-western Nigeria

This analysis is for extrinsically motivated students only

Variables	N	Mean	SD	df	r	p
Extrinsic Motivation	143	53.9231	13.86254	141	0.458**	0.002
Academic procrastination	143	96.4056	18.21941			

****.** 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 Extrinsic motivation and Academic procrastination of university students in North-western Nigeria. The calculated p-value of 0.002 is lower than the 0.05 alpha level of significance and the computed correlation r-value of 0.458 is higher than the critical value of 0.113 at df 141 ($r=0.458$, $p=0.002$). The implication of this outcome is that students' Academic procrastination significantly correlates to their Extrinsic motivation and vice versa. The higher the students' extrinsic motivation, the higher their academic procrastination and vice versa. Therefore, the null hypothesis, which states that there is no significant relationship between extrinsic motivation and academic procrastination of university students in North-western Nigeria is hereby rejected

Hypothesis Two: There is no significant relationship between Extrinsic motivation and Internet-Addiction of university students

Table 4: Pearson Product Moment Correlation (r) statistics on the relationship between Extrinsic motivation and Internet-Addiction of university students in North-western Nigeria.

This analysis is for extrinsically motivated university students only

Variables	N	Mean	SD	Df	R	P
Internet-Addiction	143	32.7902	7.72216	141	0.344**	0.044
Extrinsic Motivation	143	96.4056	18.21941			

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

Table 4 indicates the Pearson Product Moment Correlation (r) statistics on the relationship between extrinsic motivation and internet-Addiction of university students in North-western Nigeria. The calculated p-value of 0.044 is less than the 0.05 alpha level of significance at a computed correlation r-value ($r= 0.344, p=0.044$). The implication of this outcome is that students' extrinsic motivation significantly correlates to their internet-addiction and vice versa. Therefore, the null hypothesis, which states that there is no significant relationship between extrinsic motivation and internet-Addiction of university students in North-western Nigeria is hereby rejected.

DISCUSSION

Findings of this research revealed that there is significant relationship between extrinsic motivation and academic procrastination of university students. This findings is in line with that of Lee (2019), her findings implied that the higher the extrinsic motivation of the respondents, the higher their academic procrastination even though there exists insignificant relationship between them. Cerino (2014) also found-out that academic procrastination significantly correlates with extrinsic motivation and general self-efficacy of college students. The findings of this research revealed that there is significant relationship between extrinsic motivation and internet-addiction of university students. The findings agree with Caniels, Lenaerts and Gelderman (2015) that investigated the level of internet usage on small to mid-sized enterprises (SMEs) in line with the impact of market orientation, behavioural norms, motivation and technology acceptance. The researchers combined the technology acceptance model, the motivation model, and the integrated model of technology acceptance into one model to test hypotheses. They also collected data among 300 managers of Belgian SMEs firms randomly with less than 150 employees via survey. After confirming a response rate of 26%, the authors analysed the data. Among the findings of their research is that extrinsic motivation significantly related to internet-usage.

RECOMMENDATIONS

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

1. University authorities should broadening their internet reach and upgrade their ICT facilities for better coverage and faster internet- speed to enable easier access to global educational materials and resources to guarantee student's academic

- successes, as increased use of internet for academic work increases the extrinsic motivation of university students.
2. Academic planners should regulate academic procrastination of students through increased engaging academic activities such as assignments, homework, short projects and others.

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