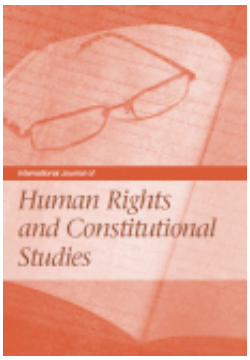

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Right to good mental health: procrastination and social media addiction among girl students

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Abstract: The aim is to determine the extent of procrastination among university girl students and the role of social media, usage of mobile phones, and demography on it. By adopting a simple random sampling technique 277 girl students staying at hostels of a state university were selected as samples. Analysis was carried out, adopting cross-tabulations with one-way ANOVA, t-test and Step-wise Regression technique. The results indicated that the age of students is the prime factor in influencing the extent of procrastination negatively followed by years of study and family income. Hours spent on social media are directly proportionate to procrastination and the use of mobile phones with dual SIM cards has increased the chances of procrastination. The extent of procrastination differs with the respondents' social standing that is to say the locality of residence, type cost of mobile phone, and the period of the phone in usage on expected lines.

Keywords: right to mental health; social media; mobile phone; girl students; procrastination; step-wise regression.

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1 Introduction

According to Article 25 of the Universal Declaration of Human Rights, every human being has the right to health. Over the years, the definition of health has been expanded to include mental health as well. Today, apart from the innumerable physical health issues faced by people living in developing countries such as India, the discussion on mental health has also gained significant attention. In particular, the focus of most studies has now shifted to the mental health of youth as the youth constitute a proportion of the total population. In this context, one of the major problems faced by the youth today is social media addiction. While smartphones and social media have greatly improved our ability to communicate and work remotely, they have also had certain side effects, especially on the youth. One such major issue is social media addiction and its consequences viz., procrastination. This is very concerning because youth are in that particular phase in their life when they can be most productive and can contribute the development of the nation. If their mental health or focus is affected, then it could have nationwide ramifications. This is one of the major motivations behind carrying out the present study.

Procrastination is defined as "deliberately delaying an action, even if the consequence of one's delay is worse". "The word procrastination is derived from the Latin word 'pro', which means forward, forth, and 'crastinus' means tomorrow" (Abramowski, 2018). Procrastination is defined as "deliberately delaying an action, even if the consequence of one's delay is worse" (Lay, 1986). It is "a type of self-regulation failure defined by the unnecessary postponement of tasks one desires to accomplish despite the anticipated of adverse consequences" (Cohut, 2019). If an individual procrastinates over a long period, they will become de-motivated and disillusioned with their work, which can lead to depression, in extreme cases (MindTools, 2021). Of the several factors identified that affect procrastination, the use of social media and mobile phones are acknowledged as the chief ones.

Social media includes a variety of mechanisms like Facebook, WhatsApp, LinkedIn, Instagram, YouTube, Snapchat, Orkut, Twitter, Moj, etc. available on the internet. By and large, the types of social media serve as communicative tools for expressing one's ideas, conveying messages, and presenting critical views on socio-politico-economic and cultural factors to the public. The unregulated usage of social media and boundless browsing of the internet harms students' education and their career. Getting engaged uncontrollably in talking or texting over the mobile phone for a long time compels the students to procrastinate their educational tasks like preparing for tests and seminars, writing assignments, submitting dissertations on time, etc. Consequently, students get low marks and grades for their poor performance in their academic courses. Timeless engagement in social media leads to procrastination, procrastination leads to poor performance in education and the poor performance of students ultimately leads to untoward confusion among parents and friends and causes social disrespect. they even lose their credential among their teachers in their respective institutions (Appleby, 2017). "Excessive involvement with social media can also affect students' mental health and well-being" (Novotney, 2021). Further, for one decade or so, digital gadgets like smartphones, tablets, kindle, etc. have become the source of data on innumerable things in the universe and the world. Also, educational institutions pass information and convey messages to students over the phone. As a result, students engage themselves in browsing the internet and they concoct all kinds of lame excuses for dwelling with mobile phones and computers. Earlier research has established that "most colleges and university

students use mobile phones/ social media for about 3 hours and more per day" (Ocansey et al., 2016; Balaji and Indradevi, 2017; Singh et al., 2017; Rawath et al., 2019; Susilawati, 2019; Suarez-Perdomo et al., 2022).

Among the global population of 7.8 billion in 2020 (Kaneda et al., 2020), 3.96 billion were estimated to be using social media worldwide (Kemp, 2020). The data also revealed that the people who access social media platforms through the internet and mobile phones constitute 4.57 billion (Dean, 2023) and 5.15 billion (Kemp, 2020), respectively. As of January 2023, there are 5.16 billion Internet users worldwide, which is 64.4% of the world's population. Of this total, 4.76 billion, or 59.4% of the world's population, are social media users. In India, it is projected that there would be 658 million social network users out of the country's entire population in 2022 (Petrosyan, 2023), and the population who had access to social media platforms through the internet and mobile phone connections constituted 687.6 million (50%) and 1.06 billion (78%) respectively (Government of India et al., 2019). At the same time, it was also reported that "more than 43,000 villages in India still don't have mobile phone access" (*The Economic Times*, 2018). In the state of Tamil Nadu, out of its total population, 39.6 million were using the internet (TRAI, 2018). Of such users, the youth, especially students were using such media excessively. Further, its usage became almost essential as the student community was compelled to attend online classes during the period of COVID-19 pandemic.

2 Review of previous studies

Many studies have been conducted around the world and in India on the use of social media/smartphones among youth and its association/effect on procrastination. Some of the studies focused on college and university students and youth are briefly reviewed in this section. Khan et al. (2014) found that "the mean score of academic procrastination was significantly higher among those who were <20 years of age and studying in colleges as against their counterparts (20+ years and university students)". Vijay and Kadhiravan (2016) noted that "students from the Science stream displayed a lower procrastination score than those courses related to Arts stream. On the other hand, students from urban areas displayed significantly higher procrastination than their rural counterparts". The study by Balaji and Indradevi (2017), established a significant positive correlation between the frequency of (time) using Facebook and academic procrastination. Qaisar et al. (2017) noted "a significant positive relationship between problematic-mobile-phone use (scale) and GPS of the college students. Further, the extent of procrastination was significantly negatively related to academic performance, whereas there was a significant negative relationship between problematic-mobile-phone use and academic performance". The study by He (2017) showed that "the academic procrastination score had consistently decreased with an increase in their current age. Conversely, the respondents who spent more time on social media showed an increased level of academic procrastination". Muslikah et al. (2018) observed "a significant positive relationship between students' social media usage intensity (scale) and academic procrastination (scale)". Ashraf et al. (2019) found that "the age and academic procrastination of the respondents were negatively correlated", indicating that age increases academic procrastination decrease. Susilawati (2019) spotted "significant positive correlations between gadgets and social media addiction, and procrastination tendency". Further, the positive correlation of social media addiction to procrastination also turned out as

significant. Multivariate regression analysis further determined that "the net influence of social media addiction to procrastination was around 54%, whereas the such independent influence of gadgets to procrastination tendency was 27% and towards social media was only 25%". Shaibani (2020) found that "the perceived procrastination score was positively and significantly correlated with their perceived addiction to social media, self-rated use of mobile phones during lectures, daily hours using social media, and household size" (results of multivariate regression analysis reiterated these findings). Conversely, a similar score was negatively correlated with their socio-economic index, and also with their daily personal expense (in Riyals), but statistically not significant. Pekpazar et al. (2021) established that "Instagram addiction was positively and significantly associated with procrastination, whereas procrastination was negatively correlated with their academic performance (based on correlation and structural equation model analyses)". Suarez-Perdomo et al. (2022) ascertained that "higher addiction to social network sites, higher level of academic procrastination". Nevertheless, "no significant differences were found between any of the profiles concerning the academic performance variables".

2.1 Research gaps and significance of the study

From the aforesaid studies' review, it is evident that many studies have explored their influence/ association of the use of social media or its addiction with academic procrastination. However, studies that dealt with the 'general procrastination scale' (Lay, 1986) and the role of demographics of students on procrastination is scarce. Further, though most of the studies investigated the magnitude of procrastination among college/university students, barely a few studies have focused on postgraduate girl students of the university and that too, those dwelling in residential hostels, especially in India. Students who stay in hostels, generally, have ample leisure time before and after academic hours as well as on weekends, and thereby, they are more likely to spend a lot of time using social media, especially through mobile phones. In such a situation, they will fall prey to the condition of procrastinating daily tasks and also face setbacks in academic progress. While the researcher was pursuing her post-graduate course by staying in the hostel has observed that the majority of the girl students spend their time on mobile phones and social media. Some of the students with such activities go to the extent of having sleepless nights and becoming social media addicts. Because of these research gaps and the hostel environment of the post-graduate students, the researcher carried out this study to understand whether social media (including mobile phone use) is playing a crucial role in determining the prevalence of procrastination among female university students with the following objectives.

3 Methodology

3.1 Objectives

The specific aims of the present research are:

1 to describe the selected background characteristics as well as social media / mobile phone-related aspects of the respondents

2 to assess the extent of procrastination score among the respondents

3 to examine the differentials in the extent of procrastination score across respondents' background characteristics and aspects related to social media / mobile phone use

4 to find out the major factors influencing the extent of procrastination score of the respondents.

3.2 Study area, sample frame, sample size, and sample selection

The present research study is planned on a cross-sectional basis and thereby, collected information from students of residential hostels attached to Bharathidasan University, Tiruchirappalli, in South India. Due to the university's rules and regulations, the researchers were able to obtain permission to collect data from the girls' hostel only. To this end, the sample respondents (students studying post-graduation courses and thereby, residing in girls' hostels) are considered as the sample frame. During the academic year, 2019 there are about 905 students from which the sample size has been estimated as 277 through Slovin's sample determination formula (Yamane, 1967; Guilford and Frucher, 1973). Thus, the sample size for this study constitutes 277 (30.6% of the total population) girl students who are pursuing first and second-year postgraduate courses. However, it is well known that there is almost always a high possibility of withdrawal/ refusal to participate in the study due to various reasons. Therefore, as a precautionary measure, the researchers decided to include an additional 25 respondents over the expected sample size. The individual respondents were selected through a simple random sampling procedure adopting Tippett's random number table. The researchers handed over the questionnaire to the respondents in person after explaining the objectives of the research. As expected, seven students expressed their inevitable inability to fill out the questionnaire due to their hectic academic activities as well as their personal work. The researcher respected their decision not to participate in the study. Another 12 students were not available in their rooms during the period of data collection as they have gone to their native places. Hence, the researcher selected the respondents from the additional list of samples. All the respondents returned the filled-in questionnaires and there is no unfilled questionnaire or missing information. Therefore, the sample size for the present study constituted 277 respondents.

3.3 Research design

Data were collected through a cross-sectional survey to assess the socio-demographic, social media-related indicators, and procrastination of the respondents.

3.4 Tools of data collection

The researchers developed a semi-structured questionnaire that contains questions related to respondents' background profiles, aspects related to social media and mobile phone usage (Table 1), and also statements about the 'general procrastination scale' developed by Lay (1986). Data has been collected from the respondents by visiting them at their hostels mostly in the evening and at times during the day time on weekends/holidays depending upon their availability and convenience. Further, the researchers explained the objectives of the research to the respondents and obtained their informed consent by

assuring the confidentiality of the information given by them to the researchers. The questionnaires have been distributed among the sample respondents who were requested to fill up their responses and give them back at the earliest. The data were collected from February to March 2019. By administering a pre-test to ten respondents enrolled in various postgraduate programmes, the instrument was validated.

In the present study, the cumulative procrastination score based on the earlier stated procrastination scale had been computed, which is considered the dependent variable. The original "General procrastination scale is a self-report measure of students' procrastination tendencies. It is a five-point Likert-type scale score assigned from 1–5, where higher scores indicate greater procrastination" (Lay, 1986). "In the literature, the reliability of the procrastination scale is 0.83" (Lay, 1986) and in the present study, its reliability (alpha value) was 0.732. For the present study, selected demographics of the respondents as well as a few indicators of social media/mobile phone usage are taken into consideration as independent variables, which are mostly self-explanatory (Table 1).

3.5 Analysis of data

The analysis was performed in three steps. In the first step, frequency tables for all independent variables under study were prepared with simple percentages and relevant frequencies. In the second step, the average procrastination score of the respondents (based on total scores) and the differences in categories of all independent variables were calculated with means and standard deviations in addition to significance tests such as t-test and one-way ANOVA. In the third step, step-wise multiple regression analysis has been used to find out the major factors affecting the range of procrastination scores of the respondents.

3.6 Limitations

The current study is based on a cross-sectional research design and procrastination is measured on a self-report response scale. However, the real experiences of the students with procrastination have been exhibited on a limited scale. The researcher has limited the target group only to the girl students, who are studying post-graduation courses and are staying in hostels of Bharathidasan University. The first and second-year postgraduate girl students only have been selected for the research. Since the number of students varies according to the discipline, collecting data was very exhaustive but encouraging and enriching. This study has examined the effect of excessive use of social media in determining the level of procrastination. Studies aimed at examining the psychological variables which are psychological stress, personality traits, coping strategies, etc. may be designed in the future. Our final recommendation is that this kind of study could be replicated in other universities across the state and the country and it will help the students to overcome procrastination and concentrate on their education for building a good career and a better life.

4 Results

4.1 Respondents' background profile and indicators of social media-related aspects

Information regarding the selected background characteristics of the respondents as well as some of the indicators of social media / mobile phone usage is depicted in Table 1 (columns 2–3). The findings suggest that 42% of the respondents were under the age of 21. Their mean age is 21.13 years (range: 20–25 years). While 49% of the respondents are from backward castes and 53% of them are residing in urban localities. A simple majority of the respondents (36%) belong to families that have relatively lesser monthly income (i.e., Rs. 10,000 or less) and their average family monthly income is Rs. 20,234/– (range: 2,000–1,00,000/–). As high as 78% of the respondents are studying in post-graduate courses related to the science stream. About 37% of the respondents' academic performance is comparatively on the lesser side.

Table 1 One-way analysis of variance between demographic and socio-economic characteristics of the respondents in the mean score of procrastination

Variables		*%*	*N*	*Mean*	*S.D.*	*d.f.*	*F/t-value*	*p-value*
1	Current age (in years)							
	20	28.5	79	86.04	11.64	2	598.872	0.001
	21	42.2	117	57.97	6.90	274		
	22 +	29.3	81	35.91	9.37			
2	Social standing (caste)							
	Scheduled castes	26.0	72	51.56	20.80	2	7.533	0.001
	Most backward castes	24.9	69	60.65	21.41	274		
	Backward castes/OC	49.1	136	63.17	20.31			
3	Locality of residence							
	Rural	47.3	131	59.63	18.57	275	9.316	0.01
	Urban	52.7	146	64.67	18.48			
4	Monthly family income							
	10,000 and less	36.1	100	63.65	21.54	2	3.777	0.05
	10,001–20,000	33.2	92	59.05	21.04	274		
	20,001+	30.7	85	55.18	20.27			
5	Course of the study							
	Social sciences/arts	22.4	62	50.92	21.95	275	3.710	0.001
	Sciences	77.6	215	62.00	20.37			
6	Year of the study							
	I year	48.7	135	70.82	19.68	275	10.110	0.001
	II year	51.3	142	48.78	16.34			
7	Academic performance (% marks)							
	59 or less	37.2	103	67.67	20.94	2	14.416	0.001
	60–69	30.3	84	57.10	19.05	274		
	70 +	32.5	90	52.47	20.50			

Table 1 One-way analysis of variance between demographic and socio-economic characteristics of the respondents in the mean score of procrastination (continued)

Variables		*%*	*N*	*Mean*	*S.D.*	*d.f.*	*F/t-value*	*p-value*
8	Number of SIM cards							
	Single	56.0	155	50.11	18.88	275	9.609	0.001
	Dual	44.0	122	71.48	17.72			
9	Hours spent on social media							
	2.00	31.4	87	50.56	17.52	3	20.789	0.001
	2.01–4.00	25.0	69	53.75	17.60	273		
	4.01–6.00	28.5	79	66.08	22.44			
	6.01 +	15.1	42	75.24	18.67			
10	Primary purpose of using mobile phone							
	Communication	38.3	106	54.33	19.94	2	16.356	0.001
	Studies	22.4	62	53.34	20.82	274		
	Entertainment	39.4	109	68.09	19.87			
11	Cost of mobile (in Rs.)							
	8,000 or less	34.7	96	55.31	22.04	2	6.847	0.001
	8,001–10,000	38.6	107	58.21	20.00	274		
	10,001 +	26.7	74	66.89	20.15			
12	Number of years mobile used							
	1–2	49.5	137	64.02	21.23	2	9.110	0.001
	3–4	36.8	102	57.57	19.58	274		
	5 +	13.7	38	48.46	21.02			
Total		*100.0*	*277*	*59.52*	*21.20*			

More than two-fifths of the respondents (44%) who are using mobile phones have dual SIM cards facility. In the case of hours spent on social media, it is observed that 31% of the respondents were engaged for around 2 hours or less. The average time spent on social network sites by the respondents is 3 hours and 45 minutes (range: 30 minutes to 11 hours and 15 minutes). A little less than two-fifths of them mentioned that they primarily use mobile phones for entertainment (39%). The average cost of the mobile phones owned by respondents is Rs. 9,460/– (range: Rs. 1,500–26,000/-). About half of the respondents (49.5%) are using mobile phone(s) for about 1–2 years. On average, the sample respondents reported using the mobile phone(s) for about 2.9 years (range: 1–11 years).

4.2 The magnitude of procrastination and its differentials across selected background characteristics and indicators of social media-related aspects

The mean score of procrastination (scale) is 59.52±21.2 with a minimum and maximum score of 20 and 90, respectively. It was further noted that the two third (65.7%) of the respondents scored relatively high on the procrastination scale (i.e., 60 and above). Results from Table 1 suggest that the mean score of procrastination is noted as strikingly higher (86.04) among those who are at 20 years of age. Data on differentials in

procrastination scores across social standing (Panel 2) shows that the mean score of procrastination is observed to be significantly higher (63.17) among the respondents who belonged to backward castes. From Panel 3, it is clear that the mean score of procrastination is marginally higher among the respondents whose place of residence is in urban areas as compared to those living in rural areas. Panel 4 highlights that the mean score of procrastination is somewhat higher (63.65) among those respondents who belonged to families that have lower monthly income (Rs. 10,000 and less). The extent of procrastination of respondents is also found to largely differ across a few aspects related to their academic background. The data provided in Table 1 (panel 5) demonstrated that the mean score of procrastination is observed higher in those who are studying postgraduate courses related to the science stream. On the other hand, the mean score of procrastination of respondents (panel 6) is noticed as lower among those who are studying in the final year (second year) of various post-graduate courses. It is further conspicuous to note that the mean score of procrastination of respondents is observed as much higher (67.67) among those respondents whose academic performance is reasonably on the lower side. The extent of procrastination of respondents is also expected to be different across some of the indicators of usage of mobile phones and social media. Table 1 (panel 8) revealed that the mean score of procrastination of respondents is observed as markedly higher among those who are using mobile phones with dual SIM cards. From panel 9, one can see that the mean score of procrastination of respondents tends to be increasing with an increase in the hours they used to spend on social media. It is further conspicuous to observe (panel 10) that the mean score of procrastination is found to be much higher among those who are primarily making use of mobile phones for entertainment (68.09). From panel 11, it is evident that the mean score of procrastination is observed to be a little lower (55.31) among those who have mobile phones that are less costlier (Rs. 8,000 or less) when compared with other income category. It is also striking to note that (panel 12) the mean score of procrastination of respondents is found to be higher (64.02) among those who are using mobile phones for about 1–2 years.

The t-test and one-way ANOVA results regarding differences in the magnitude of procrastination in all (independent) factors under study emerged as highly significant ($p < 0.001$), except in the case of locality of residence ($p < 0.01$) and monthly family income ($p < 0.05$). Thus, the empirical data of this study supported all the expected associations between socio-demographic and social media / mobile phone indicators under consideration, and the extent of procrastination of respondents.

4.3 Major factors affecting the extent of procrastination among the respondents

In order to trace the major factors affecting the extent of procrastination among the sample respondents of this study, a stepwise multiple regression analysis was conducted and the results are presented in Table 2. Though all the independent variables are considered for analysis, due to high inter-correlations among these variables, six variables have been exhibited statistically with significant influence on the magnitude of procrastination among the respondents. Controlling for all the variables included in the stepwise regression model, the current age of the respondents has pertinently emerged as the significant variable to influence their extent of procrastination. The details show that the current age has exhibited a striking negative net effect on respondents' extent of procrastination ($\beta = -0.692$; $p < 0.001$) and it is also eye-catching to note that it alone has

explained a little over 75% variation in the magnitude of procrastination among respondents. Next to this, the year and course of study have demonstrated significant net effects on the extent of procrastination. These findings indicate that while respondents who are in their final year post-graduate courses have exhibited a lesser extent of procrastination score ($\beta = -0.227$; $p < 0.001$); respondents who are pursuing post-graduate courses related to science have demonstrated a higher magnitude of procrastination ($\beta = 0.111$; $p < 0.001$). Family monthly income, another background characteristic of respondents, has established a moderate independent negative effect on their extent of procrastination ($\beta = -0.051$; $p < 0.05$). This finding specifies that as respondents' family income increases, there is a possibility of a decrease in the magnitude of procrastination.

Among the indicators of the use of social media /mobile phones, hours spent on it and possession of mobile phones that have single/dual SIM cards have depicted significant net effects on the extent of procrastination. For instance, it is pertinent to note that the duration of time spent on social media/ mobile phones by the respondents has demonstrated a significant positive net effect on their extent of procrastination ($\beta = 0.098$; $p < 0.001$). Likewise, the respondents who possess mobile phones that have dual SIM cards have established a significantly independent effect on their procrastination score ($\beta = 0.087$; $p < 0.001$). All these six variables together have explained 82.8% variation in the magnitude of procrastination.

Table 2 Results of step-wise regression analysis on procrastination score

Explanatory variables	*Beta coeff.*	*t-value*	*p-value*	$R^2 \times 100$	*Change in* $R^2 \times 100$
Constant		24.645	0.001		
Current age (in years)	–0.692	–22.295	0.001	75.3	75.3
Year of study (second year)	–0.227	–8.247	0.001	79.8	4.5
Course of the study (science)	0.111	4.339	0.001	81.0	1.2
Time spent on social media (in minutes)	0.098	3.667	0.001	82.0	1.0
Number of SIM cards (dual)	0.087	3.124	0.001	82.5	0.5
Family monthly income (in Rs.)	–0.051	–2.009	0.05	82.8	0.3

5 Discussion

Getting engaged in social media by using mobile or smartphones has become the order of the day among students and educated youth. It was observed among the sample university girl students that those who are dwelling in hostels spend a lot of time on social media through their mobile phones. "This finding is in alignment with several previous studies conducted across different settings of the world and in India" (Ocansey et al., 2016; Balaji and Indradevi, 2017; Singh et al., 2017; Susilawati, 2019; Pekpazar et al., 2021; Suarez-Perdomo et al., 2022).

Moreover, it was noted among the sample respondents that mobile phones are primarily used for communicating with friends and family members than for entertainment and to some extent for studies too. "This is consistence with, more or less, similar findings noted in the earlier studies" (Ocansey et al., 2016; Singh et al., 2017;

Rawath et al., 2019). While the use of smartphones, which are a little bit costly, is common among the respondents, the majority of them are using phones that have a single SIM card option. These figures indicate that the need of using mobile phones is unavoidable because it serves as a tool for them, as they are staying away from their families, to comfort, solace, and encourage themselves by communicating with their family members and friends. Of course, one may not rule out that a few of the inmate girls have sleepless nights by talking excessively over the mobile phone, spoiling their physical and mental health.

Based on step-wise multiple regression analysis, the age of the respondents is noted as the prime factor in affecting negatively the extent of procrastination. That is to say, as age increases, the extent of procrastination decreases. This finding is in line with some of the earlier studies (Khan et al., 2014; He, 2017; Ashraf et al., 2019). Such a finding is largely expected because, with aging, girls would become more mature and responsible in their behaviour and activities. As a result, procrastination score was found less among the second-year post-graduation students.

Apart from getting maturity via aging, post-graduate students concentrate more on their studies than on spending time using social media naturally because they are very well aware that their education plays a vital role in determining and designing their careers. Therefore, procrastination level is found lesser among second-year post-graduate students. This study also has exhibited that their procrastination score decreased with an escalation in the economic status of their family and this finding corroborates with a study by Shaibani (2020). This might be because children born in affluent families are likely to have several alternative avenues of entertainment and hobby instead of confining themselves to the boundaries of social media. Thus, lucrative the social media may be, students who come from affluent families exhibit low procrastination levels. This study also supports that those who are pursuing post-graduate courses in science discipline have higher procrastination scores as compared to those who are studying social sciences and arts courses. This finding is contrary to the one noticed by Vijay and Kadhiravan (2016) among university students for both males and females. However, the present study is carried out only among girl students.

One of the key findings of this research is that the hours spent on social media have significantly shown a positive effect on the magnitude of procrastination. “This result confirms with, more or less, similar findings observed in many countries worldwide related to academic procrastination” (He, 2017; Muslikah et al., 2018; Susilawati, 2019; Shaibani, 2020; Pekpazar et al., 2021; Suarez-Perdomo et al., 2022) and general procrastination (Qaisar et al., 2017). It was further found that the use of mobile phones that have dual SIM cards has demonstrated higher procrastination scores. This may be because of the number of features, options, and data available with digital gadgets and the lucrative offers given by cellular phone companies.

Following are some additional findings based on cross-tabular analysis. The magnitude of procrastination of respondents is noted as higher among those who are using modestly costly mobile phones ($p < 0.001$), especially for entertainment (mostly through social media). These findings are quite natural as entertainment and/or social media dimensions like communication and study purpose are closely associated. Moreover, costly phones ($p < 0.001$) largely consist of dual SIM cards ($p < 0.001$), and thereby, such phones would tempt students to spend more time on social media. Conversely, students who are using mobile phones for over three years or more ($p < 0.001$) were less likely to be with procrastination. Such a pattern may be due to the

fact that as they have more and more experience using mobile phones (as well as social media) their interest would be lessened over a period, which in turn their magnitude of procrastination is likely to decrease as they would be able to cope-up with the timing of their phones judiciously. One may not rule out the role of the negative effect of current age at this juncture (with the increase in age, students would make use of phones sensibly).

Another significant conclusion that this study arrives at is that the academic achievement of respondents is negatively associated with their extent of procrastination. Such association is quite natural because those who want to score better academic outputs would concentrate more on their studies rather than on using social media/mobile phones. In fact, in many studies, the procrastination score of students has negatively influenced their academic achievement (He, 2017; Qaisar et al., 2017; Pekpazar et al., 2021). The study also establishes that the procrastination level is higher among urban students compared to their rural counterparts. This finding largely corroborates the finding observed by Vijay and Kadhiravan (2016). This could be possible due to their higher access to smartphones that have several network features, besides large mobile data.

6 Conclusions

As seen from the results of the present study, procrastination that is connected to social media use is indeed a serious challenge. The negative impact of social media addiction is a violation of the right to health and must be taken seriously by both policymakers and healthcare professionals alike. Procrastination not only leads to poor performance but can also act as a major barrier in the growth and development of the youth.

This research also concludes that two third of the respondents scored higher on procrastination. Further, the level of procrastination is low among the students studying second year of post-graduation courses. This is possible because those students who are very well aware of their academic performance only will decide their career and their future. Moreover, a higher score of procrastination is found among those who are studying science courses than those who are studying arts and social science courses. Procrastination level is found low among the students who hail from affluent families and families which have the sound economic status for they are ambitious and pursuers. Also, while time spent on mobile phones / social media had a significant positive effect on their procrastination level, it should be noted that using dual SIM cards and expensive mobile phones also led to higher procrastination scores. It may also be concluded that students who have elevated academic achievement have a lesser extent of procrastination, whereas those residing in urban areas have exhibited higher procrastination.

Based on the above conclusion, it is recommended that students at the time of joining the university, especially as inmates of the hostels, have to be informed about the need to make use of mobile phones and social media judiciously by explaining to them the pros and cons of such use. Awareness programmes such as special lectures, workshops, and plays on psychosocial care to the hostellers at the weekends could be organised in the girls' hostel. Cultural events which are amusing as well as didactic can also be conducted to make the students avoid using mobile phones and social media unnecessarily. Hostel administration can organise programmes to engage the students in indoor and outdoor sports. This will improve the physical health of the students and help them get relieved from mental stress. Moreover, a reading room replenished with books that cater to the

need and interests of the students must be set up. In order to help the students overcome procrastination, special care, and individual attention can be paid and counselling programmes can be organised on a need basis. It is highly recommended that the university administration must have a policy framed on the usage of mobile phones and social media. This will bind the students' morale with the policy norms and make them abide by the policy norms. Above all, this will motivate the students to shun procrastination. Teachers, besides teaching academic lessons, should help the students nurture self-control and act according to the given time and space.

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