Internet addiction and academic procrastination

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Abstract

The general objective of the present study is to determine the relationship between internet addiction and academic procrastination in high school students of IE 40174 Paola Frassinetti Fe y Alegria 45 in Arequipa, 2020. It was conducted in times of covid 19. A study is conducted with a basic type of research, with a correlational level and a non-experimental-transversal design. The population is constituted by 67 students of section A and B, of the 2nd grade of secondary education in the IE 40174 Paola Frassinetti - Fe y Alegria 45. The instrument to measure internet addiction is the Lima internet addiction scale; to measure academic procrastination it is the academic procrastination scale. The main results showed that the moderate addiction level of 37% and the high addiction level of 36% of students establish that students surf the Internet more than 40 hours a week, including academic sessions, which is presented as addiction, and is directly associated with carelessness, lack of responsibility and procrastination of schoolwork.

Keywords: remote education, internet, addiction, academic procrastination.
Introduction

On March 15, 2020, the Supreme Decree declaring the State of National Emergency for a period of 15 days was announced in Peru, which was later extended until the date of writing, as a result of the Covid-19 outbreak; Therefore, the Ministry of Education (MINEDU) was forced to suspend school work in person throughout the year 2020 due to the growing health crisis facing the country to ensure that schoolchildren continue to receive education; For this, the Ministry of Education chose to transmit an educational television program that provides education to students according to their grade, likewise, other educational institutions chose to use digital tools through the Internet to carry out their classes. As evidenced, one of the sectors that has been most affected by Covid 19 has been education. In private and public educational institutions today, totally remote learning sessions are carried out, which at the beginning presented various difficulties for both teachers and students who, to this day, do not adapt to the situation and continue to present problems. with the fulfillment of the tasks and the punctuality in the delivery of works.

The situation that the world is going through due to Covid 19 has caused a more frequent use of digital tools in the education sector, and this may be causing students to present an addiction to the internet (Petrilli, et al., 2020; San Martín, 2020), which, in turn, is likely to be related to students' academic procrastination; It is for this reason that the present study aims to relate Internet addiction and academic procrastination. In the educational institution IE 40174 Paola Frassinetti - Fe y Alegría 45, the situation is the same, the majority of students present their tasks at the wrong time, some are disorganized and tend not to come to their classes on time, in addition, a lack of concern has been noted regarding their academic performance; on the other hand, some parents have reported that their children spend a lot of time behind a computer, that is, in addition to class hours, students keep surfing the internet, games or social networks (Gonzáles and Chávez, 2021).

The study is carried out because the students of the educational institution under study are presenting their school activities late, they show carelessness and unpunctuality in the delivery of their work (Chávez, et al., 2016); This situation has been occurring at the same time as the increase in the use of the Internet; for this reason, obtaining results from the association between both variables can allow the implementation of strategies that control and minimize students' Internet addiction and thus, directly, academic procrastination (Díaz, 2019). Likewise, Internet addiction has been presented as a worldwide problem in students and has negative effects both in social life and in the academic life of people, generating multiple consequences such as substance use, immune disorders, aggressive behavior, adjustment problems and academic performance; Likewise, due to the greater time of use of digital tools by virtual education (Gonzáles and Durán, 2021; Jasso, et al., 2017), students have a greater risk of becoming addicted since this causes academic procrastination, therefore it is important to study it scientifically.

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A study carried out by Cahuana (2019), on addiction to social networks and academic procrastination in secondary school students of an educational institution in Arequipa, 2019. It had as results that the variables do not have a normal distribution with P values less than 0.05 by kS, in addition, the correlations indicated a significant direct relationship between addiction to social networks and academic procrastination. Another study carried out in Peru, states that secondary school students in an educational institution in the city of Trujillo show an internet addiction rate of more than 45% of students, Tacna, is another city that presented a high rate of addiction Internet with 30%, Lima and Pira with 24% and 29% respectively, these results were directly associated with the aggressiveness of the students (Ventura, et al., 2017).

Rodriguez et al. (2017), in their study on internet addiction in high school students from public and private educational institutions in the city of Huancay, through the results it was possible to know that the highest rate of internet addiction is found in students from public institutions with 64.65, while students from private educational institutions obtained 35.6%.

On the other hand, studies carried out by Chacón et al. (2017), on the personal factors that influence academic procrastination in students, had as results that 88.0% of students procrastinate habitually, it was also possible to know that 55.5% of students do it because they carry out various activities at the same time. At the same time, a higher percentage of students procrastinate due to other distractors such as the influence of the abusive use of technologies, whether in games, exclusive pages, or social networks (Valderrama, 2022). It should be noted that these studies cited were carried out at a time when internet use was not as frequent as in 2020.

The situation that the world is experiencing due to Covid 19 has caused a more frequent use of digital tools in the education sector (Quicaño-Imata, 2022), and this may be causing students to present an addiction to the Internet, which, in turn, is likely to be related to the academic procrastination of students (García, 2019); It is for this reason that the present study aims to relate Internet addiction and academic procrastination.

**Methodology**

The research approach was quantitative, this approach is based on using numerical values to measure the study variables, in addition, in this type of study they must test hypotheses (Arias, et al., 2022). The level was research is correlational because the study variables will be correlated, taking the results obtained through descriptive and inferential statistics. The design was non-experimental because the study variables will not be altered and it is cross-sectional because the variables are measured over a period of time and at a given time.
The population is made up of 67 students from section A and B, from the 2nd grade of secondary education at IE 40174 Paola Frassinetti - Fe y Alegría 45, located in Miguel Grau, district of Paucarpata. To find the sample, the non-probabilistic method is used, for this reason the census population will be chosen. The sample is constituted by the population at 100%, that is, the 67 students of section A and B, of the 2nd grade of secondary education in the IE 40174 Paola Frassinetti - Fe y Alegría 45.

The survey is used as a technique and the questionnaire is used as an instrument. To record the data, permission will be requested from the director of the Educational Institution to carry out the study and mention the name of the educational institution in the study.

After that, parents will be informed and informed consent will be requested so that their children can be part of the research. Next, the teachers will be informed so that the application of instruments does not harm the academic schedules of the students, finally, the instruments will be applied virtually to the students through a Google form, for this the following criteria must be met according to Arias (2020):

**Results**

**Table 1**  
*Internet addiction*

<table>
<thead>
<tr>
<th>Addiction level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>24</td>
<td>36%</td>
</tr>
<tr>
<td>Moderate</td>
<td>25</td>
<td>37%</td>
</tr>
<tr>
<td>with risk</td>
<td>eleven</td>
<td>17%</td>
</tr>
<tr>
<td>Risk free</td>
<td>7</td>
<td>10%</td>
</tr>
</tbody>
</table>

The table shows the results of the internet addiction variable, where it is shown that 37% have a moderate level of addiction, 36% have a high level, 17% are at risk and 10% are not at risk. The results allow us to infer that the use of the Internet has become a daily activity in society, due to its integration into the different areas of life, however, despite the fact that it offers multiple benefits, its use has been related to various problems like addiction. Loss of control and dependence on the internet in students, on the other hand, decreased physical activity, lack of sleep, lying about its use, giving it priority compared to other activities.

**Table 2**  
*Academic procrastination*

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>very low</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>Bass</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>Medium</td>
<td>7</td>
<td>eleven%</td>
</tr>
<tr>
<td>Tall</td>
<td>42</td>
<td>62%</td>
</tr>
<tr>
<td>Very high</td>
<td>eleven</td>
<td>17%</td>
</tr>
</tbody>
</table>
The table shows the results of the academic procrastination variable, where it is shown that 62% have a high level of procrastination, 17% have a very high level, 11% have a medium level, 11% have a low and 4% very low. The students have filed a ruling in the regulatory process, this is the accuser of the deliberate postponement of one or more specific actions, regardless of what kind of consequences this action may have in their lives. Various areas of life are involved, where the social, health, and academic domains, among others, are presented in different ways. The results allow us to infer that the students present a type of rebellion against authority, which is due to a neurotic disorganization in cognitive aspects and in daily tasks.

Table 2
Spearman's Rho hypothesis test

<table>
<thead>
<tr>
<th></th>
<th>Internet addiction</th>
<th>academic procrastination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman's rho</td>
<td>Correlation coefficient</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Next (2-sided)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>67</td>
</tr>
<tr>
<td>academic procrastination</td>
<td>Correlation coefficient</td>
<td>.717 **</td>
</tr>
<tr>
<td></td>
<td>Next (2-sided)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>67</td>
</tr>
</tbody>
</table>

**. The correlation is significant at the 0.01 level (bilateral).

The correlation results between the variables Internet Addiction and Academic Procrastination are observed, with a positive correlation coefficient value of .717, which indicates that the relationship is directly proportional and a p-value of .000, which allows to decide that the null hypothesis is rejected: There is no significant relationship between Internet addiction and academic procrastination of secondary school students of IE 40174 Paola Frassinetti Fe y Alegría 45 in Arequipa, 2020. And the hypothesis of Research: There is a significant relationship between internet addiction and academic procrastination in high school students at IE 40174 Paola Frassinetti Fe y Alegría 45 in Arequipa, 2020.

Discussions

Virtual education is considered a model of education that is characterized by distance instruction or training, where the contents of development using virtual platforms as tools, however, this type of education does not yet have a specific definition, so many educational systems assume it as electronic education, distributed education, etc. However, all these definitions converge in that it is an education that uses technological media as a tool (Arias, 2021). In addition to this, this education was carried out in virtual environments that require
the use of the Internet. For the use of this modality, it is necessary to comply with a series of elements, such as having the appropriate technological tools, the content that, developed in a virtual way, among others, which will allow true learning to take place in the students (Valderrama, 2022).

This type of modality is not something new, only that some students and teachers had not had the opportunity to use it. The use of virtual education became effective today due to the Covid-19 pandemic, where governments have established the different isolation and quarantine measures that allow it to reduce the spread of the virus among the population (Petrelli et al., 2020). Today the use of the Internet has become a habit in people, various studies have confirmed the use of this by the masses, especially in the younger population, since for them it is not only a communication tool, but a means for the development of their relationships with other people, or to be part of interest groups (Gonzáles and Chávez, 2021).

Among the problems and disadvantages that the use of the Internet has generated is addiction to it, this is a type of addiction that does not involve substance, but is caused by the excessive and dysfunctional consumption of the Internet. It is a non-chemical addiction that relates the interaction of the subject with activities that involve the use of the Internet. For Díaz (2019) Internet addiction is a problem that focuses on the control of its use, whose manifestations can be evidenced from the cognitive, behavioral and physiological, in which the use of the Internet occurs in excess, generating chaos in the achievement of personal, family and professional goals.

Before the addiction begins, the person first develops an involvement with the network, a state of use of the tools it has, and according to the needs and requirements of the people is the level of involvement. As a result of this analogy, irregular behaviors can develop whose consequences can influence their daily lives, for which it is given the name of Internet addiction (San Martín, 2020).

Some people put off participating in activities as many times as possible for some kind of purpose. This type of behavior is socially intertwined, in which various areas of life intervene, where the social, health, and labor domains, among others, are presented in different ways. In certain cases, procrastinating behavior can have advantages in terms of reducing absenteeism rates and rotation of annoying activities, while for other people it can generate problems such as higher rates of stress and illness after finishing the activity.

Procrastination generates a series of unpleasant consequences for the person as a result of not fulfilling their activities and commitments on time. There are several factors that affect this type of behavior, the most influential being the use of the Internet, which has produced great transformations in various life environments such as education, despite the fact that the Internet is a very useful tool in current times, has become an element that has a strong impact on procrastination, especially in the younger population (Petrilli, et al., 2020).
This type of behavior has been related to anxiety, depression, impulsiveness, perfectionism, conscientiousness, task aversion, poor school performance, low self-esteem, little control, among others. Academic procrastination is the action of voluntarily and unnecessarily delaying school activities, for various reasons such as the difficulty that said activity represents, the dislike of the subject or the activity; These factors generate subjective discomfort for the person. In addition, it has two elements that make it up, the first of them is the postponement of activities that is the basis of procrastinating behavior, the second element is academic self-regulation, where behaviors guided by objectives or the planning of actions are evidenced (Venture, et al., 2017).

Conclusion

Regarding the general objective, the moderate level of addiction of 37% and the high level of addiction in 36% of students, establishes that students surf the Internet more than 40 hours a week, including academic sessions, which which is presented as addiction, and is directly associated with carelessness, lack of responsibility and the postponement of school tasks. Consequently, 62% of students had a high level of work procrastination, concluding that there is a relationship between the variable Internet addiction and academic procrastination. Regarding the research hypothesis, the result obtained in the Spearman's Rho hypothesis test p-value = .000 and correlation coefficient of 717, allows rejecting the null hypothesis: There is no significant relationship between Internet addiction and procrastination of the secondary level students of the IE 40174 Paola Frassinetti Fe y Alegría 45 in Arequipa, 2020. And accept the Research Hypothesis; There is a significant relationship between internet addiction and academic procrastination in secondary school students at IE 40174 Paola Frassinetti Fe y Alegría 45 in Arequipa, 2020.

Addiction is not a situation that should be taken as any difficulty or negative state of adolescent development, it should be treated by specialists to avoid or control it, taking this into account; It is important that, for students who have been detected with high levels of addiction, parents are recommended that this situation be reported to the educational institution and to a professional so that they can carry out the corresponding medical evaluation; on the other hand, due to the negative effects that internet addiction has, it is necessary for parents to control the schedules and times of internet use, even in students who have not yet been detected at risk of addiction because due to remote education, the internet is the main resource for the teaching-learning process, but it can also be the main source of social isolation in adolescents.

References


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