

Navigating The Social Media Abyss: Unraveling The Link Between Academic Procrastination And Social Media Addiction

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ABSTRACT

The study try to navigate the social medial abyss by unraveling the link between academic procrastination and social media addiction among 116 students at Mindanao State University (Main) Marawi during the academic year 2021-2022. The majority of respondents were female, fourth-year students, and non-scholars, aged 17-22 years old. Most spent four or more hours on social media, with 79.3% not providing information about their number of units enrolled. Most respondents used Facebook, 89 of them used YouTube, 70 used Instagram, and 67 used TikTok. The study found that perceived social media addiction had no significant relationship with sex, academic status, number of units enrolled, internet connectivity, or social media sites. However, significant relationships were found with age, year level, and average time spent on social media. Academic procrastination had no significant relationship with sex, age, grade level, academic status, number of units enrolled, internet connectivity, or social media sites. The study also found no discernible link between academic procrastination and social networking sites, sex, age, grade level, academic standing, or the number of units enrolled. However, there was a strong correlation with the typical amount of time spent on social media. The null hypothesis was rejected, indicating that treating social media addiction is essential to avoid academic issues and unnecessary repercussions that might affect students' academic achievement. In conclusion, the study highlights the importance of understanding the relationship between social media addiction and academic procrastination in students' daily lives. Addressing these factors can help students improve their academic performance and avoid unnecessary negative consequences.

Keywords: Social Media, Social Media Addiction, Academic Procrastination

Introduction

The existence of social media platforms has become an integral part of our daily lives. We use social media as a popular medium for our everyday escapes, updates and communication, trends, and even for our businesses and school-related activities. It does not only serve as entertainment but also becomes people's center of comfort zone where everyone seeks social empathy either from the atmosphere of negativity or positivity and a way of self-expression. And keeping in touch online has reached a tremendous number of users amid the pandemic. The pleasure brought by these platforms has attracted everyone to log in and spend most of their time doing activities such as reacting, following, and sharing their knowledge and interest through pictures, videos, and posts (Aichner et al., 2019; Wong et al., 2021)

However, this emergence was observed to create an impact, especially on the college students at the Mindanao

State University Main Campus specifically the small-population courses identified among colleges in this study. Studying its effect on the academic aspects would help address the different problems encountered by the students such as the study habits, academic focus, and learning experiences associated with the use of social media that is widely used in a new normal educational setting (Chen and Xiao, 2022). This will help identify how social media triggers the attention of the students with their studies and well-being as well as their coping mechanisms, especially during the pandemic.

Consequently, the rapid growth of the popularity of social media and its users in the 21st century is visible proof of the dramatic development of social media technology and its decentralization. It is no longer high-tech and is owned by a few elites like at the beginning of the social media era, but a common tool for whoever has internet access and communication devices. The popularization of social media means a change of lifestyle for all hierarchies of society (Christensen, 2018).

Moreover, according to the data status reported by Kemp (2021), there were 89 million social media users in the Philippines as of January 2021. And this number of users increased by 16 million (+22%) between 2020 and 2021. This was equivalent to 80.7% of the total population (110.3 million) in January 2021. Due to the prevalence of social media, transparent evidence showed that some of those users are students who spend most of their time on social networking.

In addition, a social media addict can be considered as one with an urge and no control to use social media excessively. This addiction is perceived as the compulsive use of social media that reflects behavioral addictive symptoms (Fadare et al., 2021; Guo, 2018). It was then pointed out these behavioral symptoms contain the following six aspects: "salience, tolerance, conflict, withdrawal, relapse, and mood modification" (Griffiths, 2005). There were empirical studies that found that technological addiction, including social media addiction, led to negative psychological experiences such as stress, anxiety, and depression (Langco et al., 2022). On the other hand, this addiction leads to bad academic performance and satisfaction in life (Guo, 2018).

According to Gratification theory and Media Dependency Theory, which serves as theoretical foundations for understanding social media use and its potential impact on students. The Uses and Gratifications Theory, developed in the 1940s, explains why people choose specific media forms to satisfy their psychological and social needs. It explains the threat of addiction and the benefits that attract and hold users to different media genres (Bitherman et al., 2021).

Media Dependency Theory, created by Sandra Ball-Rokeach and Melvin DeFleur in 1976, focuses on the relationship between media and audiences. It posits that individuals in industrialized and information-based societies develop a dependency on the media to satisfy various needs, such as information on political candidates' policy positions or relaxation and entertainment. The extent of media influence is related to the degree of dependence of individuals and social systems on the media.

Ball-Rokeach and De-Fleur's (1976) basic propositions suggest that the greater the number of social functions performed by a medium, the greater the audience's dependency on that medium, and the greater the instability of society, the greater the audience's dependency on the media and the potential effects of the media on the audience. These theories help to understand the motivations behind social media use and its potential impact on students.

As these negative consequences continue, the need to assess and conduct more empirical studies is even more evident, especially on the effects and distractions that this social media addiction brought about to the student's academic-related curricula and procrastination which is rampant even before the advent of covid-19 pandemic. This concern is considered crucial for education and learning especially amongst university students and is essential in maintaining competitiveness to deal with increasingly complex real-world problems. It is also a fact that the academic performance of the student helps to meet the challenges in the competitive world, and they must have to face lots of difficulties in getting academic success like challenging subjects, demanding time schedules, peer pressure, difficulty in learning, challenging environment at university as well as at home (Bashir, 2019). Similarly, some research studies intend to find a significant relationship between social networking or social media addiction towards students' personality traits, difficulties like metacognition, and self-efficacy (Bitherman et al., 2021) and behavior such that academic procrastination (Kokkinos et al., 2023) yet before this time of the outbreak. Thus, this study intends to determine the significant effects and relationship of perceived social media addiction to academic procrastination among the students at the selected colleges at Mindanao State University-Main Campus, Marawi City during this COVID-19 pandemic.

Moreover, it deals also with the benefits that attract and hold users to different media and various contents that fulfill the user's psychological and social needs. The primary objective of UGT is to clarify the causes why people choose a specific type of medium to improve the understanding of social and individual gratifications and to explain users' motives when interacting with media. Wainner (2018), stated that the UGT explains why

people use specific media as an alternative communication medium and discovers the needs that motivate the user to use a particular medium. They also noted that users are very much aware of their needs and their behavior is goal-directed (Hossain, 2019). To view social media addiction in a light that aids them in understanding why users engage in social media interactions and why they choose the platforms they utilize (Wainner, 2018).

Hence, the research aims to navigating the social media abyss by unraveling the link between academic procrastination and social media addiction among the students at Mindanao State University (Main) Marawi, Philippines.

Methodology

This study aimed to investigate the relationship between social media addiction and academic procrastination among students at Mindanao State University-Main Campus in Marawi City. The research employed a descriptive-correlational method to describe the demographics of the respondents, including moderating variables such as age, sex, year level, academic status, number of units enrolled, average time spent on social media, internet connectivity, and social media sites. The study used purposive sampling to select participants from five clustered colleges, resulting in nearly 570 students. However, only 116 students were able to respond to the survey, indicating that the study could have been more comprehensive. The study's findings suggest that social media addiction may be a significant factor in academic procrastination, with factors such as age, sex, year level, academic status, number of units enrolled, average time spent on social media, internet connectivity, and social media sites influencing the relationship between these variables.

An online survey-research questionnaire comprised of three parts was the principal instrument used in gathering the desired data. The first part of the questionnaire was the respondents' demographics such as age, sex, year level, academic status, and number of units enrolled. To acquire data on most types of social media, the average time spent online, common uses, and respondents' purpose of using it; the self-administered 4-item checklist of Bitherman et al, (2021) in her study of social media addiction among students at the University of Ghana was used. The respondents must check the corresponding questions that apply to them. Further, to measure the respondent's perception of their social media addiction, the adapted version of the 20-item Internet Addiction Test (IAT) questionnaire was utilized as Part II of the questionnaire. There was a 5-point Likert scale (1 = Rarely to 5 = Always) that signifies the best representation frequency of the behavior to the extent of measuring internet use in terms of "mild", "moderate", to several levels of addiction. Moreover, validity was tested with the 40 respondents calculated their variances for the item and total IAT scores of individuals, and found Cronbach's alpha value of 0.89 which refers to the high consistency of the scale. Lastly, Part III of the questionnaire was the Academic Procrastination Scale (APS) of Mcclosekey (2011), adapted originally from his study on academic procrastination and later undergone validation and its reliability with the presence of and with overall internal reliability of $\alpha = .94$ according to Cronbach's alpha (Mcclosekey and Scielzo, 2015). The said questionnaire was utilized in the current study to evaluate the habits and routines of how they perceive procrastination in terms of their academics among the said respondents. This 25-item questionnaire has a five-point Likert scale from 1 - strongly agree to 5 - strongly disagree which indicates the degree ("very high", "moderate" or "very low level") of procrastination the respondents encountered in their online classes. Items 1, 8, 12, 14, and 25 on the APS need reverse coding and the scale does not include any subscales. The scoring is done by summing up the scores on each item and a total score for every participant on the APS is obtained (Kokkinoset al., 2023), revisions include replacing the terms such as schoolwork with "online learning task", projects with "online projects", school material with "online materials", a class with "online class" and textbooks with "online modules". The original instrument was ideally not designed for the new normal because of its language- structure.

This study utilized an online survey questionnaire and actual campus distribution to gather data. The researcher obtained approval from the deans of selected colleges and department chairpersons for their contact information. The questionnaire was administered through Google Forms and distributed face-to-face on campus. Participants were informed of their rights to voluntary consent and the right to quit without explanation. The online survey began in the middle of the first semester and ended in March 2021-2022. Various methods were employed to collect data, including group chat, relaying to friends and acquaintances, and visiting colleges.

Statistical treatment included Descriptive Statistical Techniques like Frequency Distribution and Sum, which described demographics and independent and dependent variables. Spearman's Rho was used for correlation, determining the strength of relationships between variables.

Results

Demographic Profile of the Respondents

Table 1. Frequency and Percentage Distribution of the Respondents According to Age

Age	Frequency	Percentage
17-22	72	62
23-27	36	32.6
28-32	4	3.4
38-41	2	1.7
Total	116	100

Table 1.1 above shows that 62.1% of respondents were aged 17-22 years old, 32.8% is followed by the age range of 23-27 years old. While 4 of the 116 respondents (3.4%) belong to the age range of 28-32 years old, and only 2 respondents (1.7%) fall in the age bracket of 38-41 years old. The results may imply that the age range of the undergraduate students starts from 17 to 22 years old, from freshmen to fourth-year level. As stated in the Philippine educational system most bachelor's degrees are four years and students are usually from 17 to 20 years old age.

Sex

Table 2. Frequency and Percentage Distribution of the Respondents According to Sex

Sex	Frequency	Percentage
Male	37	31.9
Female	79	68.1
Total	116	100.0

Based on the data, it shows that there is a high frequency of respondents who are female (79 or 68.1%); while 37 of the respondents (31.9%) are male. This result may imply that most of the students in the selected colleges are female and there are fewer male students enrolled. Based on the data given by the Information and Communication Technology Center (ICTC) Office, there are 7,894 total female students and only 3,543 male students in the total population of Mindanao State University-Main Campus, Marawi City. From this given data, female students outnumbered the male students.

Year Level

Table 3. Frequency and Percentage Distribution of the Respondents According to Year Level

Year Level	Frequency	Percentage
First-year	29	25.0
Second year	14	12.1
Third year	25	21.6
Fourth year	45	41.5
Total	166	100

The data indicate that most of the respondents are coming from fourth-year students (41.4%), followed by first-year students (25%) and 3rd-year students (21.6%), while there are only 12.1% of the respondents who are 2nd-year students.

This indicates that a high percentage of the respondents are currently in their 4th year have not yet finished their undergraduate courses and are the pioneering batch of the K-12 Curriculum. It is then followed by the freshmen students which may imply that some senior high school graduates may or may not have pursued to enroll in college. Due to the prevailing effect brought by the pandemic, the Department of Education Enrollment released updates in state and local universities and colleges that went down by 12.80 percent to 103,551 learners (Cabrera, 2021).

Academic Status

Table 4. Frequency and Percentage Distribution of the Respondents According to Academic Status

Academic Status	Frequency	Percentage
Non-scholar	94	81.0
Scholar	22	19.0
Total	116	100

Based on the data gathered above, most of the respondents are non-scholars (81%) and the rest of the 116 respondents are scholars (19%). This might imply that most of the respondents under clustered colleges are

not recipients of any scholarship grants offered by the university, whereas Mindanao State University does have many offered scholarship grants coming from either CHED or private sectors. The reason for this may maybe because some of the students were not properly informed about the scholarship programs and other academic grants. Nevertheless, the university should ensure that the majority; especially the in-need students have the merits to have at least a scholarship to sustain their studies specifically during this time of pandemic. As stated by Coonrod (2008), academic scholarship plays a crucial role in making education affordable for students, especially those from less privileged families. For it was assumed that financial stress is a foremost stressor among undergraduate students

Number of units enrolled.

Table 5. Frequency and Percentage Distribution of the Respondents According to the Number of Units Enrolled

Number of Units Enrolled	Frequency	Percentage
No Answer		
6-10	92	79.3
15-18	5	4.3
19-22	4	3.4
23-26	5	6.9
total	7	6.0
	116	100

According to the given data, 79.3 % of the respondents who answered the questionnaire did not indicate their total number of units enrolled. 6.9% enrolled with 19-22 units, followed by 6% and 4.3% of the total number who have 23-26 and 6-10 no. of units enrolled respectively.

These results imply that during the conduct of the online survey questionnaire, most of the respondents were not able to have the question under units enrolled due to some technical glitches; where all questions were set and required to be answered. This means that the number of units enrolled was not found to have efficient data under the demographic profile.

Accordingly, some authors received an incomplete dataset because entire categories of data were missed; when corrected, the qualitative conclusions did not change, but the quantitative conclusions changed by a factor of >7 (Brown et al., 2018).

Average Time Spent in Social Media

Table 6. Sum Distribution of the Respondents According to Average Time Spent in Social Media

Average Time Spent in Social Media	N	Sum
Less than 1 hour		
1 hour	166	6
2 hours	166	17
3 hours	166	19
4 hours	166	20
	166	54

The above data shows that a sum of 54 respondents spent four or more hours on social media followed by a sum of 20 respondents who spent three hours and a sum of 19 respondents who spent two hours only, while one hour and less were spent by a sum of 17 and 6 respondents respectively. With this, it can be concluded that most of the respondents are spending too much of their time scrolling and engaging in the virtual world of social media.

Some existing studies speculate that users spend an average of four hours on the Internet per day. Reasons for this could be the advancement of technology, which has brought about the development of multiple user - friendly and attractive social media platforms that impart extensive information to users.

Internet Connectivity

Table 7. Frequency and Percentage Distribution of the Respondents According to Internet Connectivity

Internet Connectivity	Frequency	Percentage
No answer	92	79.3
Slower Than I Need	9	7.8
	15	12.9

In this set of data, 92 respondents (79.3%) left no answer on their profile in terms of internet connectivity. However, 15 (12.9%) of the respondents have slower than need of internet connection while 9 (7.8%) have fast enough internet connectivity.

According to Kim and Salic (2016), in terms of internet connection speed in Global rank in Asia, the Philippines is among the countries with the slowest. In the 1st quarter of 2015, the average connection speed of South Korea, which ranks No. 1 in the world, was 23.6 mbps, while the Philippines had an average connection speed of only 2.8 mbps, 8 times lower than that of South Korea

This may imply that the massive variation in users' mobile network experience across the day could ultimately place severe restrictions on the type of applications and services consumers can access and damage users' perceptions because they will experience great mobile speeds at some times of day but not at others. Consequently, this result may indicate that several respondents suffer from slow internet and only a few of them have stable connections in their area or provinces which may result in problems especially in submitting all their assignments and other requirements though some of them did not identify the speed of their internet connection. Problems with the internet signal might become a barrier to students in their learning.

Social Media Sites

Table 8. Sum Distribution of the Respondents According to Social Media Sites They Used

Social Media Sites	N	Sum
Skype		
Facebook	116	113
Twitter	116	29
Instagram	116	70
WhatsApp	116	28
TikTok	116	67
YouTube	116	89
Others	116	6

The results revealed that among the social media sites presented, most of the respondents with a total of 113 are using Facebook, followed by YouTube with a total number of 89, Instagram with 7 in total, and TikTok with a sum of 67. Meanwhile, some respondents are using Twitter, WhatsApp, Skype, and others with a sum of 29, 28, 7, and 6 respectively.

This may imply that Facebook is far more preferred than the other social media sites since it offers free data access to all. Facebook is at the top of the social media game as its platform caters to a wide variety of people, incorporating many different media aspects, from photos to messenger to text. It is not as limited as LinkedIn and Twitter, which typically cater to a specific demographic.

Table 9. Sum Distribution of the Respondents According to Their Reasons and Purpose for Using Those Social Media Sites

Social Media Site	N	Sum
Entertainment	116	105.00
Meeting new people	116	47.00
Maintaining relationship	116	40.00
Social events	116	53.00
Create media content and share options	116	25.00

In addition to that, the following are the reasons and purposes of the respondents in using those social media sites as such: a) for entertainment with a sum of 105, b) social events with a sum of 53, c) meeting new people with a sum of 47, d) maintaining relationship with a sum of 40, and e) create media content and share options with a total of 25.

Consequently, the results imply that many of the respondents are using Facebook, Instagram, and TikTok as a medium for entertainment, social events, meeting new people, and even maintaining relationships. Creating

media content and sharing options are only optional for some respondents. Covid 19 brought people into the virtual world, many of them suffer from different stressors and problems, and they tend to cope and find ways how to deal with it online. And in some, social media became their remedy to express their emotions and their way of living; so, the number of users of social media increased rapidly.

This relates to the theory of uses and gratification which states that people are motivated to seek out forms of media to satisfy their psychological and social needs (Wainner, 2018). This means that students find it more satisfi141.dICCsSSS when they are in the world of social media because it provides them with satisfaction in terms of attention, appreciation from society, enjoyment, relaxation, knowledge, information, and many more. The significance could be explained by the point that registering and using many social media sites could lead to prolonged use. This issue points to the pragmatic factor in social media site addiction that emphasizes access and habituation variables in the development of specific addictions. Hence, it could be interpreted that the more students are addicted because of the number of social media sites used, the more they are likely to procrastinate in their academic work. In a bid to meet up with activities in these sites, there is the likelihood that more time is expended resulting in the postponement of duties and responsibilities in school.

Perceived Social Media Addiction and Academic Procrastination of the Respondents

Table 10. Frequency and Percentage Distribution of the Respondents According to their Academic Procrastination

Academic Procrastination	Frequency	Percentage
Very Low Level	3	2.6
Low Level	19	16.4
Moderate Level	66	56.9
High Level	26	22.4
Very High Level	2	1.7
	116	100.0

The above data shows that most respondents or 66 (56.9%) of them have a moderate level of academic procrastination, followed by a high level of 26 (22.4%) respondents and 19 of them (16.4%) have a low level of academic procrastination. Meanwhile, there were also 3 (2.6%) and 2 (1.7%) respondents who had very low levels and very high levels of academic procrastination respectively.

This may imply that most of the respondents with moderate, low, and very low levels of academic procrastination were able to handle their academic work and those who were in high and very high levels may experience an imbalance in time management and motivation doing their academic work. According to an article by Terada (2020), it is a common perception that students who procrastinate do so because they do not care about the assignment – and that is usually wrong. Often, the underlying reasons for procrastination fall under two categories: fear of failure or confusion about the first steps of an assignment. At that point, the best solution is to take a short break and engage in a relaxing activity.

Furthermore, studies have found that higher levels of procrastination are associated with identified regulation, a condition of self-regulation in which a behavior is perceived by an individual as being important and connected to his or her personal goals and values. This may relate to Cognitive Behavioral Theory, where thoughts are changeable and by changing thoughts, we can change our feelings and our behaviors. It also works in reverse. Changing our behaviors can also lead to changes in how we feel and how we think. Even though feelings cannot be directly manipulated, they can be indirectly changed by changing our thoughts and behaviors (Parvez, 2019).

Correlation between Perceived Social Media Addiction and Academic Procrastination

Table 11. Correlation of the Respondents According to their perceived social media Addiction and Academic Procrastination

Relationship		Correlation coefficient (r_h)	p-value	Remarks
Perceived social media addiction	Academic procrastination	.445	.000*	Significant

Legend: r_h -Spearman's rho, *means significant at .05 level of significance

The results from the data obtained showed that there is a significant relationship between perceived social media addiction and academic procrastination with a p-value of 0.000.

These test statistics might imply that perceived social media addiction is associated with or a factor that may result in academic procrastination which respondents might be experiencing especially during the Covid-19 pandemic; since most of the students are studying from home since face-to-face classes were suspended and

blended learning was used in the country. Another reason may be because they are being isolated from peers and classmates, so they may find most of their time in their virtual world of social media to stay in touch. This concurs with the fact that social media could enhance academic achievement when utilized as a platform for student engagement. However, when it becomes compulsive, it could derail students' attention to academic pursuits. This agrees with available literature that has shown that when time spent on social media becomes excessive or problematic, students procrastinate in their studies. Hence, in this study, the researchers believe that it is when social media is poorly managed that it can lead to academic problems

Correlation Between Moderating Variables and Academic Procrastination

Table 12. Correlation of the Respondents According to their Demographic Profile and Academic Procrastination

	Relationship	Correlation coefficientI	p-value	Remarks
Academic Procrastination	Sex	.145	.646	Not Significant
	Age	.364	.125	
	Year Level	.296	.517	Significant
	Academic Status	.176	.449	
	Status	.374	.273	
	No. of Units Enrolled	.452	.020*	
	Average time spent on social media.	.231	.585	
	Internet Connectivity	.406	.524	
Social Media Sites				

*Legend: C-contingency coefficient, *means significant at .05 level of significance*

The results showed that "academic procrastination" has no significant relationship with the moderating variables of sex, age, year level, academic status, number of units enrolled, internet connectivity, and social media sites with obtaining p-values of 0.646, 0.125, 0.517, 0.449, 0.273, 0.585 and 0.524 respectively. However, in terms of average time spent on social media, academic procrastination has shown a significant relationship at a p-value of 0.020.

These results indicate that sex, age, year level, academic status, number of units enrolled, internet connectivity, and social media sites have no impact on their academic procrastination nor associated with their performance in their studies. On the other hand, the average time spent on social media played a role in dealing with their procrastination in their academic matters. The respondents must be able to manage their time wisely to avoid delays in doing all their assignments, projects, and reports, and finish all their tasks before the deadline.

In addition, as stated by Simsek et al. (2019), this is a lot to reveal concerning the relationship between time spent online and academic procrastination. It could mean that when time is spent appropriately online, for example, studying and doing assignments, it may not account for students' academic procrastination. Other related studies showed that 70% of college students in the United States procrastinate on their school tasks, and the likelihood of procrastination increases from freshman to senior year.

Correlation Between Independent, Dependent, and Moderating Variables

Table 13. Correlation of the Respondents According to the Demographic Profile and Perceived Social Media Addiction

Relationship	Correlation coefficientI	p-value	Remarks	
Perceived Social Media Addiction	Sex	.081	.858	Not significant
	Age	.483	.000*	Significant
	Year Level	.371	.030*	Significant
	Academic Status	.225	.104	Not significant
	Number of units enrolled	.278	.643	Not significant
	Average time spent in social media	.405	.030*	Significant
	Internet Connectivity	.239	.319	Not significant
	Social media sites	.433	.083	Not significant

*Legend: C-contingency coefficient, *means significant at .05 level of significance*

The results indicate that perceived social media addiction has no significant relationship with the moderating variables of sex, academic status, number of units enrolled, internet connectivity, and social media sites with obtained p-values of 0.858, 0.104, 0.643, 0.319, and 0.083 respectively.

Conversely, perceived factors that may be associated with perceived social media addiction showed a significant relationship with the moderating variables of age, year level, and average time spent in social media with an obtained p-value of 0.000, 0.030, and 0.030 respectively.

This data implies that respondents' age, year level and the average time they spent on social media is a contributory factor in considering their perceived social media addiction. In terms of age, younger respondents are more social media addicts than older respondents in they are more inclined to use social media platforms. In terms of year level, it signifies that social media addiction is evident at a higher level and consequently, the average time spent on social media is an obvious indicator in determining the rate of the respondents on social media addiction. Most of the respondents spend more than four hours on social networking sites and as a result, this negatively impacts their academic performances. Likewise, Abdulkareem et al. (2020), posit that many students use social media as a tool for understanding some problematic subjects in their courses and create groups to share information. On the other hand, argued that the use of social media harmed students' academic performance.

Discussions

This study aims to navigating the social media abyss by unraveling the link between academic procrastination and social media addiction among students in the selected colleges of COF, CHARM, CFES, CSPEAR, and CIT at Mindanao State University, Marawi City who were officially enrolled during the 1st semester of the academic year of 2021-22. The study focused on the social media addiction of the respondents and their academic procrastination, its significant relationships, and further examined the influence of sex, age, year level, academic status, number of units enrolled, average time spent on social media, internet connectivity, and social media sites towards perceived social media addiction and academic procrastination.

Descriptive-correlational type of research was used in this study. The respondents were randomly selected from the mentioned colleges in the university with a total of one hundred sixteen (116) male and female respondents. In measuring the respondents' demographics such as the most used type of social media, average time spent online, and its common uses and purposes, the study adopted a self-administered 4-item checklist of Bitherman et al., (2021) and adapted version of 20- the item Internet Addiction Test (IAT) Questionnaire adapted from the study of was utilized to measure respondents' perception towards social media addiction and its impact towards their academic procrastination. Lastly, to measure academic procrastination, the Academic Procrastination Scale (APS) of Mcclosekey (2011) was employed.

Furthermore, before the conduct and distribution of the survey questionnaire, it was first checked and validated. The data were analyzed using statistical software which is the Statistical Package for Social Science (SPSS). For the treatment of the data, descriptive statistical methods in the form of percentage and frequency distribution and sum were used. Significant relationships between and among variables were determined using Pearson Product Moment of Correlation Coefficient or Pearson *r*.

Based on the results of the frequency and percentage, sum, and test statistics for correlation, the following major findings were disclosed. With regards to age, the majority, or 72 (62.1%) respondents are within the age range of 17-22 years old. On sex, the majority of 79 (68.1%) respondents are female. Regarding year level, 48 (41.4%) respondents are coming from the fourth year. The results for academic status showed that the majority or 94 (81%) respondents are non-scholar. With regards to the number of units enrolled, the majority, or 92 (79.3%) respondents from the total sample who answered the questionnaire did not indicate their total number of units enrolled. On average time spent on social media, 54 respondents spent four or more hours on social media, while one hour and less was spent by 17 and 6 respondents respectively.

Furthermore, regarding internet connectivity, the majority of 92 (79.3%) respondents left no answer on their profile in terms of internet connectivity. In the social media sites, most of the respondents are using Facebook (113), followed by YouTube (89), Instagram (70), and TikTok (67.00). In addition, the major reasons, and purposes of most respondents in using those social media sites are for entertainment (105), and social events (53).

Correlation Between Independent Variables and Moderating Variables

It was found that perceived social media addiction has no significant relationship with the moderating variables of sex, academic status, number of units enrolled, internet connectivity, and social media sites. Conversely, perceived factors that may be associated with perceived social media addiction showed a significant relationship with the moderating variables of age (p-value of 0.000), year level (p-value of 0.030), and average time spent in social media (p-value of 0.030).

This suggests that while the overall perceived level of social media addiction may not be directly related to certain demographic factors, the underlying factors that contribute to perceived addiction do seem to be influenced by age, academic year level, and time spent on social media (Griffiths et al., 2014).

In other studies examining the psychosocial and behavioral factors associated with problematic social media use, particularly in relation to user characteristics and usage patterns, could potentially corroborate these findings (Bányai et al., 2017; Andreassen et al., 2017).

Correlation Between Dependent Variables and Moderating Variables

Academic procrastination has no significant relationship with the moderating variables of sex, age, year level, academic status, number of units enrolled, internet connectivity, and social media sites. However, the average time spent on social media concerning academic procrastination showed they are significantly related with a p-value of 0.020. This implies that, the level of academic procrastination reported by the participants is not directly influenced or moderated by their demographic characteristics, such as sex, age, year level, academic status, number of units enrolled, internet connectivity, and the specific social media sites they use.

The average time spent on social media is the only moderating variable that has a significant relationship with academic procrastination. This suggests that the more time a person spends on social media, the more likely they are to procrastinate on their academic tasks and responsibilities (Teague et al., 2020; Przepiorka et al., 2016).

These studies align with the findings provided, suggesting that the amount of time spent on social media is a significant moderating factor in the relationship between academic procrastination and other variables.

Correlation Between Independent Variables and Dependent Variables

It was revealed that there is a significant relationship between perceived social media addiction and academic procrastination with a p-value of 0.000. This implies that The p-value of 0.000 indicates that the observed relationship between perceived social media addiction and academic procrastination is statistically significant. A study conducted by Kuznekoff and Titsworth (2013) supports the findings of a significant relationship between social media usage and academic performance. The researchers found that students who used their phones during a lecture had lower grades and remembered less information from the lecture compared to students who did not use their phones.

This means that the probability of obtaining the observed results, or results more extreme, under the null hypothesis (i.e., no relationship between the variables) is extremely low, typically less than 0.05 or 5%.

In other hand, the significant relationship suggests that as an individual's perceived level of social media addiction increases, their level of academic procrastination also tends to increase, or vice versa. In other words, there is a positive correlation between these two variables.

Furthermore, Karpinski et al. (2013) investigated the relationship between social media use and academic performance. The researchers found a negative correlation between the time spent on social media and academic performance, as measured by grade point average (GPA). This suggests that increased social media usage is associated with lower academic achievement.

Conclusions

The perceived social media addiction has no significant relationships with the moderating variables of sex, academic status, number of units enrolled, internet connectivity, and social media sites with obtained p-values of 0.858, 0.104, 0.643, 0.319, and 0.083 respectively. The null hypothesis which states there is no significant relationship between age, sex, year level, academic status, number of units enrolled, average time spent in social media, internet connectivity, and social media sites as moderating variables and perceived social media addiction as independent variables is accepted. On the other hand, there is a significant relationship between perceived social media addiction with the moderating variables of age, year level, and average time spent on social media with an obtained p-value of 0.000, 0.030, and 0.030 respectively. Therefore, null hypothesis number one is rejected. Academic procrastination has no significant relationships with the moderating variables with the following p-values: academic procrastination concerning sex with an obtained p-value of 0.646, concerning age with a p-value of 0.125, year level, academic status, number of units enrolled, internet connectivity and social media sites obtaining p-values of 0.646, 0.125, 0.517, 0.449, 0.273, 0.585 and 0.524 in order. Therefore, the null hypothesis which states that there is no significant relationship between moderating variables and academic procrastination as a dependent variable is accepted. However, academic procrastination and average time spent on social media have shown a significant relationship with a p-value of 0.020. Therefore, the null hypothesis number two is rejected. Furthermore, there is a significant relationship between perceived social media addiction and academic procrastination with a p-value of 0.000. Therefore, the null hypothesis which states that there is no significant relationship between respondent's perceived social media addiction and their academic procrastination is rejected.

Recommendations

Based on the findings of the study, the following measures are recommended:

1. The number of respondents in the current study is not sufficient to generalize the results among the selected colleges; it is suggested that the study be run again to compare the findings while equalizing the number of students in the said colleges.
2. Similar studies need to be carried out in other colleges with large sample sizes to strengthen the literature in this area, and qualitative research might produce more detailed results.

3. More investigation is needed in the same setting for both online and face-to-face surveys reconsidering those moderating variables such as internet connectivity and number of units enrolled which were not answered by the respondents and other moderating variables that were found not significant in this study. More investigation is needed in demographic characteristics such as gender and academic performance or GPA and how it differs including its effect when it relates to social media addiction and academic procrastination.
4. Future researchers should undergo similar studies to affirm or refute the results of the study.
5. The students should know their limitations in using social media platforms and should practice good habits such as time management to avoid procrastination in their academics and other related matters.
6. Parents and caretakers must always monitor and guide student activities on social media platforms for better academic rewards and should continuously encourage their children and support them both academically and non-academically.
7. The school administrators should offer counseling programs that must be designed for Mindanao State University students to better understand their priorities and manage their study time to avoid interruptions from social media. And implementation system guidelines such as restrictions of sites and apps; especially that students were provided with laptops should be administered.
8. For national and local government and other regulatory bodies, they must implement a policy for all social media platform suppliers such as to monitor and block youth who overspend time on these platforms. And most especially educational stakeholders must enforce such policies with stringent supervision.

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