

Atrapados en la conexión: Impacto de las redes sociales en el comportamiento procrastinador académico

Caught in the connection: Impact of social networks on academic procrastinating behavior

Preso na conexão: Impacto das mídias sociais no comportamento de procrastinação acadêmica

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Resumen

Este estudio tiene como objetivo analizar la correlación entre el uso de redes sociales y la procrastinación académica en estudiantes de pregrado de la Universidad Nacional "San Luis Gonzaga". Se trata de una investigación con enfoque cuantitativo, diseño no experimental, de nivel correlacional y de nivel correlacional básico. Se aplicó un cuestionario a una muestra de 372 estudiantes. Los resultados indican que todos los encuestados utilizan redes sociales en distintos grados, dependiendo del tiempo dedicado a la interacción en línea. La mayoría de los estudiantes demostró procrastinación académica. Se encontró una correlación sustancial entre el uso de las redes sociales y la procrastinación académica, determinada por un valor de Chi-cuadrado de Pearson de 55.345, superior valor crítico X^2 crítico de 16.92. Además, el valor de significancia obtenido fue 0.000, lo que indica una relación significativa entre ambas variables.

Palabras clave: procrastinación, redes sociales, distracción digital, rendimiento académico, educación superior, actividades académicas.

Abstract

This study aims to analyze the correlation between academic procrastination and the use of social networks among undergraduate students at Universidad Nacional "San Luis Gonzaga". This study followed a quantitative approach, with a non-experimental, correlational, and basic design. A questionnaire was administered to a sample of 372 students. The results indicate that all respondents use social networks to varying degrees, depending on the amount of time they dedicate to online interaction. The majority of students demonstrated academic procrastination. A substantial correlation was found between social networks use and procrastination, as determined by Pearson's Chi-square value 55.345, which exceeded the critical X^2 value of 16.92. In addition, the significance value was 0.000, indicating a statistically significant relationship.

Keywords: procrastination, social networks, digital distraction, academic performance, higher education, academic activities.

Resumo

Este estudo tem como objetivo analisar a correlação entre o uso de redes sociais e a procrastinação acadêmica em estudantes de graduação da Universidade Nacional "San Luis Gonzaga". Trata-se de uma pesquisa com abordagem quantitativa, delineamento não experimental, nível correlacional e nível correlacional básico. Foi aplicado um questionário a uma amostra de 372 estudantes. Os resultados indicam que todos os entrevistados usam as mídias sociais em graus variados, dependendo do tempo gasto interagindo online. A maioria dos alunos demonstrou procrastinação acadêmica. Foi encontrada uma correlação substancial entre o uso de mídias sociais e a procrastinação acadêmica, determinada por um valor de qui-quadrado de Pearson de 55,345, valor crítico superior de X^2 de 16,92. Além disso, o valor de significância obtido foi de 0,000, o que indica uma relação significativa entre ambas as variáveis.

Palavras-chave: procrastinação, redes sociais, distração digital, desempenho acadêmico, ensino superior, atividades acadêmicas.

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Introduction

All technologies that have facilitated communication in man have had a big impact, from the invention of the printing press to the rise of the mobile phone. Therefore, the success of social networks is not unexpected. According to Cardador (2024), the entire planet has been affected by this phenomenon. Anyone who has access to a device with an Internet connection can set up a free profile on any of these platforms. (Moragas, 2022)

According to statistics from the International Telecommunication Union, approximately 5.4 billion people, or 60% of the world's population, use the Internet. Teenagers and young adults are the first to engage with the Internet, with 70% of men and 65% of women. These figures highlight a gender disparity in access to technology, with a higher prevalence of men than women (International Telecommunication Union, 2023).

The Internet and social media are inextricably linked, forming a digital ecosystem that revolutionizes communication and access to information (Ruiz, 2024). Although the Internet serves as a global infrastructure that facilitates the interconnection of devices and the transmission of data, social media function as specific platforms within this extensive network, allowing real-time interaction between users and the creation of shared content. For Trejos-Gil *et al.* (2024), social media, such as Facebook, Twitter, and Instagram, depend on the Internet to provide their services and allow individuals to generate, disseminate, and ingest information quickly and globally. This interdependence has not

only transformed the way we connect and communicate, but has also posed new challenges in the areas of information management, security, and privacy (Vásquez-Rangel *et al.*, 2024).

While social media has facilitated communication, it can also pose a risk to users when its use becomes excessive. Young people are especially susceptible to these new technologies, as they are not aware of their addictive and manipulative characteristics. They are also the generation that spends the most time online and the one that uses it the most (Cambolor and Villa Moral, 2024).

According to Suárez-Perdomo *et al.* (2022), social media is a significant source of distraction in personal, academic, and professional settings, which can affect performance in these areas. In the context of higher education, it can impede students' academic success and contribute to academic procrastination. Along the same lines, Bhandarkar *et al.* (2021) from an academic perspective, observe that social media use was significantly higher among students with low academic performance than among those with excellent performance. In the 21st century, the academic performance of medical students is negatively affected by social media.

For Roldan (2024), the intersection between social media and procrastination has emerged as a relevant area of research in the last decade, demonstrating the important role that these digital platforms have played in procrastination, social media has created an environment in which procrastination is a quick and automatic reaction to stress or lack of work. For the team of Rivera *et al.* (2024), the updating of content on social media continues and irregular notifications encourage a cycle of aversion that translates into a lack of responsibilities. This phenomenon not only reduces productivity, but also negatively impacts the mental health of users, affecting individuals and organizations in the complex challenge of managing time and well-being in the digital age (Yana-Salluca *et al.*, 2023).

According to Ramírez-Gil *et al.* (2021) men show a poor academic self-regulation in online classes, which may indicate that have fewer skills to successfully manage academic demands in this around. The women reported further issues before the use of the networks social.

Procrastination has been analyzed since ancient times by Roman philosophers. In 44 BC, Cicero, consul of Rome, declared that slowness and delay are the worst in the fulfillment of almost all duties (Bravo, 2023). Hesiod, a Greek poet, composed the following verse: 'Do not leave today's work for tomorrow, nor for the day after tomorrow; the worker who procrastinates will not fill the barn, and the man who does not work will

always be in ruin '. From this perspective, procrastination can be considered a persistent trait of human behavior throughout history (García-Álvarez *et al.*, 2023)

Historical references show that people's attitude towards procrastination has been a prevalent problem for a long time. Procrastination is a prevalent defect in a significant number of individuals, despite the foundations and values that have been instilled in them since childhood. This deeply ingrained culture will persist for longer in some individuals than in others.

According to Torres (2020), it is feasible to determine the form and duration of the development of the habit of postponing tasks by examining self-control and time management. Procrastination not only harms young individuals when making decisions, but also when they confront or face challenges, such as the need to fulfill their academic obligations or meet the expectations of their environment. In addition, academic performance, along with the individual's future family, social, and professional endeavors, will be impacted if these ingrained habits, specifically procrastination behavior, persist throughout adolescence.

Academic procrastination in college students is a form of anti-motivation closely associated with their inability to self-regulate. As a result, there is a high incidence of stress and illness, as well as low levels of academic self-efficacy and self-esteem.

According to Arteaga *et al.* (2022), the procrastination component, which is based on a negative presumption that suggests the absence of dedication and willingness to maintain student obligations, it causes young people to focus solely on activities that provide them with a high level of enjoyment and distract them. Academic procrastination is characterized by two factors: academic self-regulation and procrastination avoidance. Academic self-regulation is a constructive paradigm, as it refers to strategies designed to avoid procrastination (Estremadoyro and Schulmeyer, 2021).

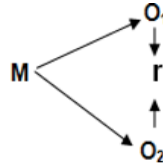
Materials and methods

The research is basic or pure, with a quantitative approach and uses the hypothetical-deductive method (Ñaupas *et al.*, 2018). It follows a descriptive approach and its purpose was to examine the relationship between the use of social networks and procrastination in students of the Universidad San Luis Gonzaga National in Ica , Peru. (Hernández-Sampieri and Mendoza, 2018).

Design: Non-experimental. It is characterized by being a study in which the variables are not deliberately modified. That is, in this type of study, the independent variables are not manipulated to determine their influence on other variables. Hernández-

Sampieri and Mendoza (2018) indicate that, in non-experimental research, phenomena are analyzed as they occur in their natural environment.

Figure 1 . Level Correlational



Dónde:

M	=	Muestra de estudio
V1	=	Redes Sociales
r	=	Relación entre variables
V2	=	Procrastinación Académica.

Source: Extracted from Hernández-Sampieri and Mendoza (2018)

Sample: The study population consisted of all students of the Universidad Nacional San Luis Gonzaga, with a total of 11,490 enrolled in the year 2023 Directorate of Registration, Enrollment and Statistics (DRME, 2023). The statistical formula for finite populations was used with a reliability of 95% and a margin of error of 5%, obtaining a minimum sample of 372 participants. The inclusion criteria considered ordinary students, while the exclusion criteria ruled out irregular students.

Instrument: The survey was used as a data collection technique and two questionnaires were applied as an instrument, the first questionnaire consisted of 21 questions with a Likert-type ordinal rating scale to address the social networks variable, which was validated by 3 experts with Aiken's V validity measure with a coefficient of 0.94. Regarding the second variable, procrastination, a questionnaire with 10 questions using an ordinal Likert-type rating scale was applied. This instrument was adapted from the Álvarez-Blas instrument (2010). General and academic procrastination in a sample of high school students in metropolitan Lima. Person and the second adapted from the Domínguez *et al.* (2014) instrument

Procedure: The research was conducted in accordance with the methodological guidelines established by the scientific community. For the descriptive and inferential analysis of the information collected, Microsoft and SPSS programs were used, respectively.

Results

The results of an exhaustive research that surveyed 371 students from a public university have revealed significant patterns in the relationship between procrastination and social media. These results highlight the need to formulate efficient strategies to mitigate the negative effects and improve time management among university students. In this line, the researchers formulated the following hypothesis: general in its null and alternative versions:

Ho: There is no relationship between the use of social networks and procrastination in the Universidad Nacional San Luis Gonzaga.

Ha: There is a relationship between, the use of social networks and the procrastination at the Universidad Nacional San Luis Gonzaga.

Table 1. Social networks and Academic procrastination

		Academic procrastination					
			Low	Half	High	Very High	Total
Social networks	Low	Count	1	15	100	32	148
		% of the total	0.3%	4.0%	26.9%	8.6%	39.8%
	Half	Count	2	21	110	14	147
		% of the total	0.5%	5.6%	29.6%	3.8%	39.5%
	High	Count	4	14	39	9	66
		% of the total	1.1%	3.8%	10.5%	2.4%	17.7%
	Very High	Count	3	5	3	0	11
		% of the total	0.8%	1.3%	0.8%	0.0%	3.0%
Total		Count	10	55	252	55	372
		% of the total	2.7%	14.8%	67.7%	14.8%	100.0%

Source: Own elaboration

Table 2. General hypothesis

	Worth	df	Significance asymptotic (bilateral)
Chi-square of Pearson	55,345a	9	,000
Reason of verisimilitude	39,304	9	,000
Association linear by linear	28,421	1	,000
Number of cases valid	372		

Source : Own elaboration

According to Table 2, the Pearson χ^2 value obtained was 55.345, which exceeds the critical value of 16.92 (9 degrees of freedom and 5% margin of error). This indicates that the alternative hypothesis is accepted. In addition, the value of significance obtained was 0.000, which confirms the existence of a significant relationship.

To clarify the objective of the study on the relationship between the excessive social networks use and academic procrastination at the San Luis Gonzaga National University, the following hypotheses were formulated:

Specific hypothesis 1:

Hi: There is no relationship between the excessive social networks use and academic procrastination in the Universidad Nacional San Luis Gonzaga.

Ha: There is a relationship between the excessive social networks use and academic procrastination in the Universidad Nacional San Luis Gonzaga.

Table 3. Excessive social networks use and academic procrastination

		Academic procrastination					
			Low	Half	High	Very High	Total
Excessive social networks use	Low	Count	1	12	82	32	127
		% of the total	0.3%	3.2%	22.0%	8.6%	34.1%
	Half	Count	2	25	109	12	148
		% of the total	0.5%	6.7%	29.3%	3.2%	39.8%
	High	Count	3	12	56	8	79
		% of the total	0.8%	3.2%	15.1%	2.2%	21.2%
	Very High	Count	4	6	5	3	18
		% of the total	1.1%	1.6%	1.3%	0.8%	4.8%
Total		Count	10	55	252	55	372
		% of the total	2.7%	14.8%	67.7%	14.8%	100.0%

Source: Own elaboration

Table 4. Specific Hypothesis 1

	Worth	df	Significance asymptotic (bilateral)
Chi-square of Pearson	55.978a	9	,000
Reason of verisimilitude	40.967	9	,000
Association linear by linear	23.017	1	,000
Number of cases valid	372		

Source: Own elaboration

According to Table 4, the Pearson Chi-square value obtained was 55.978, which exceeds the critical X^2 value of 16.92 (9 degrees of freedom and margin of error of 5%). It indicated that the alternative hypothesis is accepted. In addition, the value of significance was of the 0.000, by which, we have that if it exists a relationship.

In the same way, we aim to clarify the objective of understanding the connection between social networks obsession and academic procrastination at the San Luis Gonzaga National University, along these lines the following hypothesis were raised

Specific hypothesis 2:

Ho: There is no relationship between social media obsession and academic procrastination in the Universidad Nacional San Luis Gonzaga.

Ha: There is relationship between the social networks obsession and the academic procrastination in the Universidad Nacional San Luis Gonzaga.

Table 5. Social networks obsession and academic procrastination

		Academic procrastination					Total
			Low	Half	High	Very High	
Social networks obsession	Low	Count	3	20	137	38	198
		% of the total	0.8%	5.4%	36.8%	10.2%	53.2%
	Half	Count	1	19	87	12	119
		% of the total	0.3%	5.1%	23.4%	3.2%	32.0%
	High	Count	3	12	26	5	46
		% of the total	0.8%	3.2%	7.0%	1.3%	12.4%
		Count	3	4	2	0	9
	Very high	% of the total	0.8%	1.1%	0.5%	0.0%	2.4%
Total		Count	10	55	252	55	372
		% of the total	2.7%	14.8%	67.7%	14.8%	100.0%

Source: Own elaboration

Table 6. Specific hypothesis 2

	Worth	df	Significance asymptotic (bilateral)
Chi-square of Pearson	59,224a	9	,000
Reason of verisimilitude	37,536	9	,000
Association linear by linear	29,298	1	,000
Number of cases valid	372		

Source: Own elaboration

According to Table 6, the Pearson Chi-square value obtained was 59.224, which exceeds the critical X^2 value of 16.92 (9 degrees of freedom and 5% margin of error), It indicated that the alternative hypothesis is accepted. In addition, the value of significance was of the 0.000, indicating that exists a significant relationship.

Finally, the study aimed to clarify the relationship between the lack of personal control in the use of social networks and academic procrastination at the Universidad Nacional San Luis Gonzaga. The following hypotheses were proposed:

Specific hypothesis 3:

Hi: There is no a relationship between the lack of personal control in the use of social networks and academic procrastination at the Universidad Nacional San Luis Gonzaga.

Ha: There is relationship between the lack of personal control in the use of social networks and academic procrastination at the Universidad Nacional San Luis Gonzaga.

Table 7. Lack of personal control in the use of the social networks and academic procrastination

		Academic procrastination					
			Low	Half	High	Very High	Total
Lack of personal control in the use of social networks	Low	Count	1	16	93	30	140
		% of the total	0.3%	4.3%	25.0%	8.1%	37.6%
	Half	Count	2	22	108	15	147
		% of the total	0.5%	5.9%	29.0%	4.0%	39.5%
	High	Count	4	12	46	9	71
		% of the total	1.1%	3.2%	12.4%	2.4%	19.1%
	Very High	Count	3	5	5	1	14
		% of the total	0.8%	1.3%	1.3%	0.3%	3.8%
Total		Count	10	55	252	55	372
		% of the total	2.7%	14.8%	67.7%	14.8%	100.0%

Source : Own elaboration

Table 8. Specific hypothesis 3

	Worth	df	Significance asymptotic (bilateral)
Chi-square of Pearson	38,999a	9	,000
Reason of verisimilitude	27,631	9	,001
Association linear by linear	19,394	1	,000
Number of cases valid	372		

Source: Own elaboration

According to Table 8, the Pearson Chi-square value obtained was 38.999, which exceeds the critical χ^2 value of 16.92 (9 degrees of freedom and 5% margin of error), It indicated that the alternative hypothesis is accepted. In addition, the value of significance was of the 0.000, and indicate that exists a significant relationship.

Discussion

According to the statement of the general objective focused on determining the relationship between social networks and academic procrastination at the Universidad Nacional San Luis Gonzaga, the statistical analysis indicated a significant relationship between social networks and academic procrastination (Pearson's $\chi^2 = 55.345$, $p < 0.05$), which confirms the alternative hypothesis. Likewise, within the results it was observed that, regarding the independent variable of social networks, students scored predominantly in the low and medium ranges. Based on the aforementioned, Novas (2022) is cited, who in his study identified that addiction to social networks remained mainly in the mild and moderate ranges. Likewise, within its correlation coefficient, a value corresponding to 0.211 and a significance level of 0.000 were obtained, therefore, it was determined that there is a low but significant correlation between the variables evaluated by the author.

Regarding the first specific objective, which sought to determine the relationship between the excessive use of social networks and the postponement of academic activities at the Universidad Nacional San Luis Gonzaga, a positive and significant correlation was found, given by a Pearson Chi-square value = 55.978. These results coincide with the findings of Suárez-Perdomo *et al.* (2022), who reported a positive and significant correlation ($r = 0.784$, $p < 0.05$).

According to the statement of the second specific objective focused on determining the relationship between obsession with social media and academic procrastination at the Universidad Nacional San Luis Gonzaga. An important and positive

correlation was identified between obsession with social media and academic procrastination, given by a Pearson Chi-square value = 59.224. According to the aforementioned results, Ramírez-Gil *et al.* (2021) are cited, who, based on a correlation coefficient of 0.470, stated that there is a low and significant correlation between the variables treated, which supports the acceptance of the alternative hypothesis.

Finally, the third specific objective focused on establishing the connection between personal lack of control in the use of social networks and the postponement of academic activities at the Universidad Nacional San Luis Gonzaga. A significant and positive correlation was identified between the lack of personal control in the use of social networks and academic procrastination, given by a Pearson Chi-square value = 38.999. According to the aforementioned results, Cisneros-Chavez and Núñez-Guzmán (2019) are cited, who according to a correlation value of 0.710 and a significance level of 0.01, it was determined that the aforementioned variables present a significant and positive correlation with each other.

Conclusions

According to the main purpose of the study, it revealed a significant relationship between social networks and academic procrastination at the Universidad Nacional San Luis Gonzaga. Where this relationship affirms that, given the non-productive use of social networks, students directly reflect repercussions on their academic performance.

For the first specific objective, a significant relationship was identified between excessive use of social media and academic procrastination at the Universidad Nacional San Luis Gonzaga. Based on this, a relationship emerges in which the greater the use of social media, the more likely university students are to fall into academic procrastination.

For the second specific objective, a significant relationship was identified between social media obsession and academic procrastination at Universidad Nacional San Luis Gonzaga. This means that, when managing their priorities, students prioritize the use of social media on a larger scale, consuming valuable hours that could be invested in their studies.

For the third specific objective, a significant relationship was identified between the lack of personal control in the use of social networks and academic procrastination at Universidad Nacional San Luis Gonzaga. This indicates that university students with inadequate management of social networks will see their academic performance significantly affected.

Future lines of research

Based on the findings, several lines of research can be proposed, such as exploring interventions to manage social media use and its variation according to demographic factors. It is also important to investigate the long-term consequences of social media-induced procrastination on academic performance and mental well-being. Furthermore, the impact of different platforms and psychological characteristics on this relationship could be analyzed, as well as the effects of virtual education post-pandemic. Finally, comparisons across various educational contexts could provide a broader and more generalizable perspective.

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