# Academic Procrastination and Social Anxiety as Predictive Variables Internet Addiction of Adolescents

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## Abstract

This study is aimed to examine the relationship between Internet addiction and academic procrastination and social anxiety. The study group of this research is 599 high school students, 239 (39.9%) female, and 360 (60.1%) male. It is for the Young Internet Addiction Scale, the Academic Procrastination Scale, and the Social Anxiety Scale for Adolescents. The data were analyzed by Pearson Correlation Analysis and Multiple Linear Regression Analysis techniques. According to the findings of the study, positive correlation between internet addiction and academic procrastination and social anxiety shows a significant relationship. In other findings of the study, it was found that academic procrastination and social anxiety predicted internet addiction. According to the findings, the most powerful predictor variable was academic procrastination. Expanding the number of samples in future researches, reaching students from the region and sociocultural level ensures that the findings can be generalized, and more reliable results are obtained.

**Keywords:** internet addiction, academic procrastination, social anxiety, adolescents

## 1. Introduction

Internet has become an important element with the responsibilities and needs of daily life on people in recent years (Ya & Zhong, 2014). The use of the Internet is increasing in every area, which causes people to spend most of their time in front of the internet and disrupt their social duties (Güzel, 2006; Griffiths, Kuss, Billieux, & Pontes, 2016). Increasing the time spent on the Internet can change people's feelings and thoughts (Koet al., 2012), it affects their attitudes, values, and communication methods in the process (Güzel, 2006). Looking at the main reason why the Internet affects life so much, it is easy and accessible to provide needs (Güzel, 2006; Ko et al., 2012), increasing the quality of life and well-being (Arslan, 2017), portable tablet and smartphones It is seen that it brings many benefits such as the use of telephones to carry out professional works (Ya & Zhong, 2014). On the other hand, the misuse of technology (Beranuy, Oberst, Carbonell, & Chamarro, 2009), behavioral control problem (Ya & Zhong, 2014), emotional and intellectual imbalances caused by the excessive use of the internet (Griffiths, 2000; Odaci & Çikrikçi, 2017) Common problems such as family, work, school life, and social life are also encountered. Internet, the ability to solve problems, provide the needs, and be up to date in life leads to an increase in usage (Aslan, 2019). While the rate of individuals using the internet was 72.9% in 2018, this rate increased to 75.3% in 2019 (TÜİK, 2019) and the age range of the most users is 16-24 (TÜİK, 2019). When the evolution of Internet usage by gender, men in the 16-74 age group in Turkey, while 81.8% of the internet, it is disclosed that 68.9% of women (TUIK, 2019). The most common use of the internet is between the ages of 16-24 and coincidence with adolescence (Anlayisli & Serin, 2017), the increase in internet use compared to previous years (TÜİK, 2019) makes it easier to start the addiction process in early ages (Cengizhan, 2005; Ceyhan, 2008; Doğan, 2013) and is considered as an important risk factor in the rapid development of addiction (Gürcan, 2010; Ögel, 2012; Taylan & Işik, 2015). Due to the effects of the general development characteristics of adolescence on the individual (Arisoy, 2009; Cunningham, Gulliver, Farrer, Bennett, & Carron-Arthur, 2014; Ögel, 2014; Machado, Bruck, Cat, Soares, & Silva, 2018) focuses more attention on internet addiction, which is described as a kind of behavior problem and causes the formation of various psychological symptoms (Arisoy, 2009; Caplan, 2006; Çetin & Ceyhan, 2014; Ögel, 2014; McCord, Rodebaugh, & Levinson, 2014; Machado et al., 2018; Vries, Nakamae, Fukui, Denys, & Narumoto, 2018; Tahiroğlu, Çelik, Bahali, & Avci, 2010). When the literature is analyzed in the literature, it is stated that internet use triggers a high level of emotional loneliness in individuals (Odaci & Kalkan, 2010) and low

rates of positive emotions (Koç, 2017); shyness in adolescents (Ayas, 2012), loneliness (Batigün & Hasta, 2010; Esen & Siyez, 2011; Ümmet & Ekşi, 2016), anxiety (Evren, Dalbudak, Evren, & Çiftçi-Demirci, 2014; Jie et al., 2014) recently fear of missing developments in social settings (Tras & Öztemel, 2019), state of violence (Yayan, Suna-Dağ, & Düken, 2019), social appearance anxiety (Tras, Öztemel, & Baltaci, 2019), depression (Cheung, Chan, Lui, Tsui, & Chan, 2018), attempted suicide (Chang et al., 2015) There are studies showing that Also in other studies; sitting disorders, contractions and eye disorders in adolescents (Akbulut, 2013) insomnia, intense loss of will that occurs with the meaninglessness of life (Nalwa & Anand, 2003), extreme fatigue (Lam, Peng, Mai, & Jing, 2009), eating problems (Canan, 2016), weakening of the immune system (Cao & Su, 2006), mental disorders (Kratzer & Hegerl, 2008) decrease in working performance, academic failure (Yavuz, 2018) It was found that variables such as lack of self-confidence (Goel, Subramanyam, & Kamath, 2013) were studied. In this study, the predictive relationships between internet addiction and academic procrastination and social anxiety factors were examined.

There are many studies in the literature that examine the relationship between internet addiction and academic procrastination. In his study, Can (2018) found that academic procrastination behavior is related to academic success level and time spent on the Internet. In Kim, Hong, Lee, and Hyun (2017), individuals who focus on the present tense are prone to poor self-control; this also increases internet addiction and procrastination; self-control of individuals who focus on the future is more robust; stated that these individuals have less risk of developing internet addiction and procrastination behavior. Hayat, Kojuri, and Amini (2020) in their studies, there was a positive relationship between internet addiction and academic procrastination; They explained that internet addiction negatively affects behaviors such as doing homework, studying for exams, following weekly reading assignments Similarly, procrastination can also be considered a common lack of self-regulation, as the tendency to voluntarily delay the onset or completion of the intended tasks (Sirois, 2016). Schouwenburg et al. (2004) consider procrastination as a motivation problem. In the studies of Li, Buxton, Kim, Haneuse, and Kawachi (2020), the behavior of procrastination has effects on sleep from primary motives; They stated that the symptoms of insomnia in adolescents are associated with the risk of being sleepy during the day. Ferrari and Díaz-Morales (2007) divide the procrastination behavior into two as academic and general procrastination. Academic procrastination; school-related duties and responsibilities are defined as anxiety caused by delaying academic tasks and jobs for various reasons or for no reason (Akdemir, 2013; Balkis, Erdinç, Buluş, & Duru, 2006; Steel, 2007; Solomon & Rothblum, 1984). General procrastination can be said to be perceived as part of the personality trait (Ferrari & Díaz-Morales, 2007). At this point, it can be seen that academic procrastination negatively affects personality traits (Beck, Koons, & Milgrim, 2000), time management (Shih, 2017), self-confidence (Batool, 2019) and motivation for success (Saddler & Buley, 1999). There are also studies in the literature that both academic procrastination and general procrastination increase problematic internet usage (Günlü & Ceyhan, 2017). Delay can be tiring to the person psycho-socially and stressful (Akdoğan & Deniz, 2013; Sirois, 2016). These negative emotions that can be experienced can need adolescents' various procrastination behaviors and accelerate internet us e for academic reasons (Kawabe, Horiuchi, Ochi, Oka, & Ueno, 2016). A study with adolescents' found that as their procrastination behavior decreased, internet addiction and depressive symptoms also decreased (Hernández, Ottenberger, Moessner, & Ditzen, 2019). In the literature, students who have low academic achievement (Şaşmaz, 2013), who experience stress in working and achievement (Xin et al., 2018) attend schools (Durkee et al., 2012) the risk of internet addiction has been found to be high. In addition, many studies are similar to this situation (Goel, Subramanyam, & Kamath, 2013). Gürültü (2016) found a positive significant relationship between social media addiction and academic procrastination and found that social media addiction explained about 19% of academic procrastination behavior. In recent researches; it has been observed that students who experience academic procrastination, feel academic anxieties, and have low self-regulation skills increase their problematic smartphone use (Yang, Asbury, & Griffiths, 2019). The fact that students' time to use the internet affects their academic success is result from the fact that there is endless data on the internet and the benefits of the students in this direction, while their academic postponement consists of delaying their homework and tasks by spending free time on the internet. In addition, individuals who experience procrastination anxiety and low motivation, and individuals who develop general procrastination behavior and perfectionist behaviors, are found to be at higher risk of internet addiction (Malyshev & Arkhipenko, 2019). On the other hand, in a study examining the increase of internet addiction and procrastination behavior together; self-control, social cohesion, and self-assessment skills were reported to be adversely affected (Geng, Han, Gao, Jou, & Huang, 2018).

Social anxiety in the American Psychiatric Association (2013) diagnostic criteria reference handbook (DSM V, 2013) "…a pronounced and constant fear of one or more social or action that may occur with unfamiliar people or others. Fear that the person will behave in a way that they will be humiliated or embarrassed". According to Beck and Emery (2006), social anxiety is an exaggerated fear of being the focus of attention and being negatively

evaluated by another person or persons, and is considered worthless. Social anxiety generally begins during adolescence, if it is not taken into consideration, it can progress until adulthood and become a chronic course in one's life (Radtke, Strege, & Ollendick, 2020). In adolescence, along with social anxiety reactions, the severity, resistance, duration of avoidance, and fear cause deterioration in the behavior of the individual, which makes life difficult (Biggs, Vernberg, & Wu, 2012; Kartol & Peker, 2020; Lee & Stapinski, 2012). In a study examining the factors that cause social anxiety, a high relationship was found between increased peer victimization and decreased peer acceptance and social anxiety (Erath, Flanagan, & Bierman, 2007). However, social anxiety may also cause fear of criticism, humiliation, and error during adolescence (Tassin, Reynaert, Jacques, & Zdanowicz, 2014). In Klemanski, Curtiss, McLaughlin, and Nolen-Hoeksema (2017) studies, in adolescents with high levels of social anxiety and depression; It has been found that emotional awareness, emotion expression skills, and the use of emotion management strategies are adversely affected. In another study, in adolescents raised in a family environment that prevents the development of basic attitudes and competencies such as self-esteem or emotional regulation; social anxiety symptoms have been observed to increase (Gómez-Ortiz, Romera, Jiménez-Castillejo, Ortega-Ruiz, & García-López, 2019). Adolescents who cannot develop positive interpersonal relationships and perceive the internet environment less threatening can meet their social relationship and interaction needs using the Internet (Ögel, 2014; Sappington, 2020; Zorbaz, 2013). In the literature, studies examining the relationship between internet addiction and social anxiety have increased considerably in recent years (Dong et al., 2019; Kiliç & Durat, 2017; Tang, 2018; Yujia, Jiao, & Liqiong, 2017). Thoughts that they will be humiliated or become ridiculous (Eldoğan, 2018), make it difficult to develop close sincere relationships (Tagay, Önen, & Polat, 2018), decreases social skill acquisition (Glenn et al., 2019) and socialization in general can negatively affect the process (Karagün, Yildiz, Başaran, & Çağlayan, 2010). When the findings in the literature are examined, it is understood that internet environments meet the trust needs of individuals with high social anxiety (Ögel, 2014). At the same time, in a study examining the social anxiety and psychological needs of adolescents with low internet addiction and high internet addiction, individuals with high internet addiction were found to have higher social anxiety than low ones (Canoğullari & Güçray, 2017). In researches that may cause social anxiety; having interpersonal communication difficulties (Ceyhan, 2011; Ko et al., 2014; Lai et al., 2015), increased need for approval and approval on social networking sites (Weidman & Levinson, 2015) emphasizes that factors such as low social skills, social competence and lack of empathy (Beidel et al., 2014) can turn the normal use of the Internet among adolescents into problematic use.

In terms of exposure to unlimited stimulants on the Internet, it is stated that individuals in adolescence are more vulnerable than adults and more unprotected than children (Anlayişli & Serin, 2019). It is believed that academic procrastination and social anxiety, which are thought to be related to internet addiction during adolescence, when psychosocial development is critical, will contribute to related studies. Therefore, this study aimed to examine adolescents' relationship with internet addiction, academic procrastination, and social anxiety.

## 2. Method

### 2.1 Research Model

This study, which aims to examine the relationship between internet addiction, academic procrastination, and social anxiety in adolescents, is designed according to the quantitative method. This research, which examines the relationships between variables, was conducted according to the correlation survey model. Relational screening model is defined as a research model that aims to determine the degree and / or degree of co-variation between two or more variables (Shaughnessy, Zechmeister, & Zechmeister, 2012).

### 2.2 Study Group

The study group of the research consists of 239 (39.9%) girls and 360 (60.1%) boys 599 students studying in high schools in the Mediterranean region in the 2019-2020 academic year. 260 students (43.3%) attend 9th grade, 151 (25.3%) attend 10th grade, 93 (15.5%) attend 11th grade and 95 (15.8%) attend 12th grade. An easily accessible sampling method was used as the sampling method.

### 2.3 Materials

2.3.1 Young Internet Addiction Short Form

Young internet addiction test short form, developed by Young (1998) and adapted to the short form by Pawlikowski, Altstötter-Gleic, and Brand (2013), consists of 12 items. Five-point Likert (1 = Never, 5 = Always) is a type scale. There are no items to be scored in reverse in the scale. A high score on the scale indicates that the individual's internet addiction level is high. Adaptation of the scale to Turkish and its validity and reliability study were performed by Kutlu et al. (2016). Cronbach alpha coefficient obtained in the reliability study of Young

Internet Addiction Test Short Form was found to be 0.91 in university students and 0.86 in adolescents (Kutlu, Savci, Demir, & Aysan, 2016). The reliability Cronbach alpha coefficient of the scale for this study was calculated as 0.79.

### 2.3.2 Academic Procrastination Scale

Scale; It consists of 19 expressions including 12 negative and 7 positive, which includes the tasks that students are responsible for doing in their educational life (such as studying, preparing for exams, preparing projects). The responses to the statements in this scale are rated as 5-point Likert type, with "never reflect me" and "reflect me completely". The highest score that can be obtained from the scale is 95, the lowest score is 19. The high score obtained from the scale shows that students are academic postponers. The Cronbach alpha coefficient obtained in the reliability study of the academic procrastination scale was found to be 0.92 (Çakici, 2003). The reliability Cronbach alpha coefficient of the scale for this study was calculated as 0.88.

### 2.3.3 Social Anxiety Scale for Adolescents

The Turkish version of the Social Anxiety Scale for Adolescents was carried out by Aydin and Sütçü (2007), which was developed by La Greca and Lopez (1998). The items in the scale include expressions between "never" and "always" as 5 points Likert. While the highest score that the individuals who answered the scale can get from the scale is 90, the lowest score is 18. High scores are an indication that social anxiety is more. The Cronbach alpha coefficient obtained in the reliability study of the scale was found to be 0.88 (Aydin & Sütçü, 2007). The reliability Cronbach alpha coefficient of the scale for this study was calculated as 0.91.

### 2.3.4 Data Collection

Data collection was carried out by face-to-face interview method in the classroom environment with the permission of school administrations. It was explained that the participation form was on a voluntary before the scale form was distributed to the students. It took students about 25 minutes to complete the scale form.

### *2.4 Data Analysis*

In the analysis of the data, it was first examined whether there was missing data and it was determined that there was no missing data in the variable set. The research data were analyzed using the SPSS (24) program. Pearson Moments Product Correlation Technique was applied to determine the relationship between the participants' internet addiction, academic procrastination and, social anxiety variables. Also, for the analysis of the data, multiple linear regression, which is the analysis for predicting the dependent variable based on two or more independent variables (academic procrastination and social anxiety) associated with the dependent variable (internet addiction), was used. While the extreme data was extracted in the research, Cook's, Leverage Values and Mahalanobis values were examined and 1 data determined were extracted. Therefore, the analysis of the data was done over 599 people. The skewness and kurtosis coefficients were then checked to determine whether the scores from the relevant scales meet the normal distribution. Skewness and Kurtosis coefficients of Internet Addiction, Academic Procrastination, and Social Anxiety Scales are between -1 and +1. If the Skewness and Kurtosis coefficients are between -1 and +1, the distribution is assumed to be normal (Hair, Black, Babin, Anderson, & Tatham, 2006). The kurtosis and distortion values of the variables are given in table-1.

## 3. Results

### *3.1 Descriptive Statistics and Relations of Variables*

Table 1. Descriptive statistics for variables (N=599)

| Scales | N | Min | Max | Average | Standard Deflection | Skewness | Kurtosis |
|---|---|---|---|---|---|---|---|
| İnternet Addiction | 599 | 12 | 53 | 27.17 | 7.51802 | .469 | .188 |
| Akademic Procrastination | 599 | 19 | 84 | 48.23 | 12.28111 | .365 | -.018 |
| Social Anxiety | 599 | 18 | 85 | 39.51 | 13.628884 | .701 | .209 |

In Table 1, the average of internet addiction score is 27.27; the average of academic procrastination score 48.23; social anxiety mean score of adolescents is 39.51.

Table 2. Correlation analysis results regarding variables

| Variables | 1 | 2 | 3 |
|---|---|---|---|
| 1. İnternet Addiction | - | | |
| 2. Akademic Procrastination | .46** | - | |
| 3. Social Anxiety | .21** | - | - |

*Note.* **p<.01.

According to the results of the research in Table 2, a positive correlation was found between internet addiction scores and academic procrastination scores (r = .46; p < .01). There is no significant relationship between academic procrastination and social anxiety. Also, a significant positive correlation was found between internet addiction scores and social anxiety scores (r = .21; p < .01).

### 3.2 Academic Procrastination and Social Anxiety Predict Internet Addiction

In the research, multiple regression analysis was carried out to determine the predictability of academic procrastination and social anxiety in internet addiction. Findings obtained as a result of the analysis are presented in Table 3.

Table 3. Regression analysis results on the prediction of academic procrastination and social anxiety in internet addiction

| Variables | B | SE | β | T | p |
|---|---|---|---|---|---|
| Stable | 9.738 | 1.281 | | 7.603 | 0.00 |
| Akademic Procrastination | .278 | .022 | .455 | 12.816 | 0.00 |
| Social Anxiety | .101 | .020 | .184 | 5.174 | 0.00 |

*Note.* R = .50, $R^2$ =.25; $F_{(2-596)}$ = 101.339, p < .001

According to the regression analysis results in Table 3, academic procrastination scale scores (β = .45, p <.001, t = 12.816), social anxiety scale scores (β = .18, p <.001, t = 5.174) internet addiction scale scores seem to be significant predictors. Looking at the relevant t values, it is seen that the strongest predictive variable is academic procrastination (t = 12.816, p <.001). Then it is seen that social anxiety (t = 5.174, p <.001). It also explains about 25% of the total variance related to academic procrastination and social anxiety internet addiction.

### 4. Discussion

In this study, a positive correlation was found between adolescents' internet addictions and academic procrastination (r = .46, p < 0.01). As Internet addiction increases, academic procrastination also increases. This result supports the research results in the literature (Custer, 2016: 48; Demir & Kutlu, 2017; Kandemir, 2014; Kindt, Szász-Janocha, Rehbein, & Lindenberg, 2019; Wretschko, 2006). Similar to the findings of this research, there are positively significant relationships between students' facebook attitudes, internet usage history and daily internet usage time (Akdemir, 2013), social media addiction (Gürültü, 2016), and academic procrastination tendencies. However, in another study examining the effect of internet addiction of university students on academic procrastination, there is a negative relationship between academic procrastination and internet addiction (Yurdakoş & Biçer, 2019). Academic procrastination is generally described as adolescents' failure to perform school-related tasks in a timely manner (Akdemir, 2013), adolescents increasingly taking refuge in the virtual world (Aslan, 2019), a possible reason for a positive relationship between internet addiction and academic procrastination. can be considered as.

Another finding in the study is that one of the significant predictors of internet addiction is academic procrastination (p = .000). Studies in the literature support that one of the significant predictors of internet addiction is academic procrastination (Uzun, Önal, & Tokel, 2014). In addition, Yang, Asbury, and Griffiths (2018) found that problematic smartphone use is a significant predictor of academic procrastination and academic anxiety. Erdogan, Pamuk, Eren-Yuruk, and Pamuk (2013) found that mobile phone addiction is also an important predictor of academic procrastination. The situations that may lead to postponement such as lack of self-regulation skills (Bojuwoye, 2019), not improving the ability of working control in the academic field (Balkis et al., 2006) and having difficulty in decision making (Uzun, 2009) also tend to usage of internet, It can be said that it increased. In addition to these, the results that may support postponement such as imbalance in behavior, control and planning impulses that may develop as a result of uncontrolled use of the internet, and forward thinking abilities (Casey,

Tottenham, Liston, & Durston, 2005); It can turn internet usage (Tarhan, 2012) into dependence, where the individual can experience intense feeling of control. In addition, internet addiction may be a factor that makes it easier for the individual to delay their vital responsibilities (Sahin, 2014). Because while the individual can turn the internet into an escape environment against stressful situations, unwanted emotions (Jun, 2017; Tokunaga & Rains, 2010), he is expected to develop methods to cope when he encounters such situations in real life (Demir, 2019). Researches show that as adolescents' academic procrastination increases, strategies to cope with stress in real life decrease (Cerit, 2019; Hamaideh, 2011). Giving individuals jobs, duties, and responsibilities that they cannot lift in real life can also cause academic procrastination (Quinn, 2019). It is thought that academic procrastination is an important determinant in the formation of behavioral and psychological problems that may prevent students from showing their talents, real performances (Balkis & Duru, 2009).

There are studies supporting the fact that adolescents spend more time on the Internet to get rid of social anxiety, which increases internet addiction (Kalecik, 2016; Weinstein et al., 2015; Young & Lo, 2012; Yilmaz, Ali & Civan, 2015). However, as a result of this study, a positive relationship was found between internet addiction and social anxiety. According to this, as internet addiction increases, social anxiety is also found to increase (r = .21, p < 0.01). Internet use, avoiding worrying situations in adolescents (Sela, Zach, Amichay-Hamburger, Mishali, & Omer, 2020), fear of embarrassment (Tian et al., 2019), moving away from tension and discomfort experienced in not being able to adapt to different social positions (Cheung et al., 2018) can be considered as an option in providing. However, social anxiety does not only accept the evaluation of individuals in social settings, individuals may feel anxiety about evaluation in the internet environment (Beck, 2005). Anlayişli and Serin (2019) in study, they stated that individuals with high social anxiety had high levels of internet addiction. The result of this study supports the participants' anxiety in the internet environment.

Another finding of the research is that one of the significant predictors of internet addiction is social anxiety (p = .000). Studies in the literature support that one of the significant predictors of internet addiction is social anxiety (Yen, King, & Tang, 2010; Yen et al., 2007). This result is also supported by studies that adolescents increase the susceptibility to social addiction (Akboğa & Gürgan, 2019; Caplan, 2006; Ko et al., 2014; Lai et al., 2015; Yen et al., 2012). However, there are studies in which social anxiety is not a significant predictor of internet addiction (Douglas, 2016). As internet addiction increases, social relationships and social cohesion can be said to get slow down. (Ögel, 2014; McIntyre, Wiener, & Saliba, 2015). Yen et al. (2012) explained that adolescents experience less social anxiety on the internet compared to social environments, and the internet may cause addiction in individuals with social anxiety when used intensely to harm vital functionality. In this case, the internet environment is also a part of the world and it can be said that it is filled with life by real people (Ögel, 2014) It also points out that individuals with social anxiety will provide an important basis for addiction (Xin et al., 2018).

## 5. Conclusion and Suggestions

Due to the fact that Internet addiction behavior keeps its agenda increasing and refreshing, expanding the number of samples in future researches, reaching students from every region and sociocultural level can provide generalization of findings and obtain more reliable results.

In addition to quantitative techniques, qualitative data collection techniques such as semi-structured interview forms, case studies, focus group interviews can be used. Since this study is a cross-sectional study, when the conditions such as education level, development period, development tasks, socio-economic level of the study group in which the study group changes, there are limitations in the evaluation of the internet addiction level, academic procrastination and social anxiety in terms of cause and effect. To reveal the cause-effect relationship, a) longitudinal data can be used or b) experimental studies can be carried out (Büyüköztürk et al., 2017).

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