

Journal of Education and Recreation Patterns (JERP)

www.jerpatterns.com

Unraveling the Digital Distraction in the Context of Theory of Planned Behaviour: The Impact of Social Media Addiction on Academic Procrastination and Study Habits Among Undergraduate Students

Helin ÇİFTÇİ¹, Duygu Harmandar DEMİREL²,
Andaç AKÇAKESE³

To cite this article:

Çiftçi, H., Harmandar Demirel, D., & Akçakese, A. (2025). Unraveling the digital distraction in the context of theory of planned behaviour: the impact of social media addiction on academic procrastination and study habits among undergraduate students. *Journal of Education and Recreation Patterns (JERP)*, 6 (2), 262-275. DOI: <https://doi.org/10.53016/jerp.v6i2.305>

Journal of Education and Recreation Patterns (JERP) is an international scientific, high quality open access, peer viewed scholarly journal provides a comprehensive range of unique online-only journal submission services to academics, researchers, advanced doctoral students and other professionals in their field. This journal publishes original research papers, theory-based empirical papers, review papers, case studies, conference reports, book reviews, essay and relevant reports twice a year (June and December) in online versions.

¹ Institute of Education Sciences, Necmettin Erbakan University, helinciftci1@hotmail.com,

 <https://orcid.org/0009-0001-7567-3344>

² Faculty of Education, Necmettin Erbakan University, duyguharmandar@gmail.com,

 <https://orcid.org/0000-0003-4090-7929>

³ Faculty of Tourism, Necmettin Erbakan University, akcakese.10@gmail.com,

 <https://orcid.org/0000-0002-2954-5632>

Unraveling the Digital Distraction in the Context of Theory of Planned Behaviour: The Impact of Social Media Addiction on Academic Procrastination and Study Habits Among Undergraduate Students***Helin Çiftçi¹, Duygu Harmandar Demirel², Andaç Akçakese³****ARTICLE INFORMATION**

Original Research Paper

Received 18.06. 2025

Accepted 17.12. 2025

<https://jerpatterns.com>

December 2025

Volume: 6, No: 2**Pages:** 262-275**ABSTRACT**

This study examines the association between social media addiction, academic procrastination, and study habits among undergraduate students in Türkiye using a cross-sectional correlational design. Data was collected from 549 undergraduates enrolled at universities in Konya through structured self-report questionnaires measuring social media addiction, academic procrastination, and study habits. Guided by the Theory of Planned Behavior, the study focuses on behavioral patterns rather than causal effects. The results show a significant positive association between social media addiction and academic procrastination, and a significant negative association between social media addiction and study habits. Female students reported higher levels of social media addiction, whereas male students reported higher levels of academic procrastination. Multiple regression analyses indicated that social media addiction is positively associated with academic procrastination, while stronger study habits are negatively associated with procrastination. Latent Profile Analysis identified three distinct student profiles, showing that lower levels of social media addiction are associated with more favorable academic behaviors. These findings highlight the importance of addressing study habits and self-regulation in efforts to manage social media use in academic contexts. The study provides behavioral evidence to inform educational practices, while future research should employ longitudinal designs and more diverse samples to strengthen generalizability.

Keywords: Academic Performance Enhancement, Behavioral Intervention, Digital Literacy, Educational Strategies, Leisure.



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

* The summary of this study was presented as an oral presentation under the title 'Academic Struggle in the Grip of Social Media: Examining the Relationship Between Social Media Addiction and Academic Procrastination in University Students' at the 5th International Recreation and Sport Management Congress held in Antalya, Turkey, 16-19 May 2024.

INTRODUCTION

In the digital era, social media played a central role in daily life, particularly among young people. Platforms such as Facebook, Instagram, and Twitter shape communication, information sharing, and leisure activities. Alongside these functions, concerns have grown regarding their academic implications. Previous studies show that frequent and uncontrolled use may develop into social media addiction, characterized by persistent urges to remain online and difficulty regulating use (Anierobi et al., 2021). Undergraduate students appear especially vulnerable due to their intensive reliance on social media during a critical academic period (Bhandarkar et al., 2021). One major academic concern linked to excessive social media use is academic procrastination. Students with high levels of social media engagement often delay academic tasks, experience reduced concentration, and show weaker time management skills (Dule et al., 2023; Hammad & Awed, 2023). Research also indicates that prolonged social media use is associated with disrupted study routines and lower learning efficiency (Serrano et al., 2022). These patterns align with broader findings showing declines in academic performance and quality of life among students with excessive digital engagement (Al Shaibani, 2020; Bhandarkar et al., 2021).

Despite growing evidence on these associations, existing studies tend to examine academic procrastination or performance as isolated outcomes. Fewer studies focus on study habits as a distinct behavioral dimension. Study habits reflect daily academic practices such as planning, regularity, and sustained engagement, which are essential for effective learning. Research suggests that compulsive social media use may undermine these routines, thereby indirectly increasing procrastination tendencies (Ch'ng & Soo Hoo, 2022). However, this behavioral pathway remains insufficiently examined. The relevance of this issue has increased alongside the deeper integration of digital technologies into educational environments (Geng et al., 2018). As social media becomes more embedded in students' daily routines, its potential to interfere with academic behaviors also grows (Bou-Hamad, 2020). Prior research highlights that excessive social media use is associated with higher academic stress and maladaptive coping patterns, which may further weaken academic engagement (Khalifa, 2021; Pasand et al., 2023). Although factors such as internet addiction and academic stress have been discussed in the literature as related risks (Caratiquit & Caratiquit, 2023; Nwosu et al., 2020), the present study focuses specifically on social media addiction, academic procrastination, and study habits to maintain conceptual clarity.

The specific research problem addressed in this study concerns the limited understanding of how social media addiction relates to academic procrastination through its association with study habits among undergraduate students. While prior studies confirm that compulsive social media use coincides with higher procrastination levels (Anierobi et al., 2021), the role of study habits as a central academic behavior remains underexplored. Addressing this gap, the present study examines the interrelationships among social media addiction, academic procrastination, and study habits in a unified framework. By doing so, it aims to provide empirical evidence that can inform educational strategies focused on strengthening study routines and supporting healthier academic behaviors among university students.

LITERATURE REVIEW

Social Media Addiction

Social media addiction is defined as a compulsive behavior characterized by an excessive preoccupation with social media platforms, leading to significant impairment in various aspects of life, including academic performance. Researchers have described social media addiction as a behavioral addiction involving excessive concern about social media, an uncontrollable urge to use it, and dedicating so much time and effort to it that it impairs other important areas of

life (Andreassen et al., 2017; Kuss & Griffiths, 2017). Studies have indicated that social media addiction can lead to negative outcomes such as poor academic performance, lower productivity, and increased levels of procrastination (Hou et al., 2019; Meier et al., 2016). Several studies have highlighted a significant relationship between social media addiction and academic procrastination, noting that students who are addicted to social media tend to delay their academic tasks more frequently (Caratiquit & Caratiquit, 2023; Taipe et al., 2023). However, there is a gap in research examining the direct impact of social media addiction on study habits specifically, rather than just general academic performance or procrastination. Most studies have focused on general student populations, with limited research targeting undergraduate students specifically, which presents a gap that this study aims to address (Kirschner & Karpinski, 2010; Panek, 2014). Addressing this gap, the current study explores how social media addiction impacts not only the tendency to procrastinate but also the quality and structure of students' study habits, thereby providing a more nuanced understanding of these dynamics.

Academic Procrastination and Study Habits

Academic procrastination is defined as the intentional delay of academic tasks, leading to anxiety, lower academic achievement, and poor study habits (Schraw et al., 2007; Steel, 2007). Procrastination in academic settings has been linked to various factors, including personality traits, time management skills, and external distractions such as social media use (Ferrari et al., 2005; Steel, 2010). The relationship between social media use and academic procrastination has been well-documented, with several studies highlighting that excessive social media use contributes to higher levels of procrastination among students (Caratiquit & Caratiquit, 2023; Ch'ng & Soo Hoo, 2022; Przepiórka et al., 2019; Serrano et al., 2022). Despite extensive research on academic procrastination, there is a notable lack of studies focusing on how social media addiction specifically affects students' study habits. While some studies have explored the broader impacts of procrastination on academic performance, few have examined how addictive behaviors related to social media might alter daily study routines and effectiveness (Kirschner & Karpinski, 2010; Panek, 2014). This study seeks to fill this gap by investigating how social media addiction impacts not only the tendency to procrastinate but also the quality and structure of students' study habits, providing a more comprehensive understanding of the interplay between these variables.

Theoretical Background and Hypotheses

The theoretical framework for this study is grounded in the theory of planned behavior (Ajzen, 1991), which suggests that individual behavior is driven by intentions, attitudes, subjective norms, and perceived behavioral control. Applying this theory to the context of social media addiction and academic behaviors, it is posited that students' addictive behaviors towards social media are likely to influence their academic intentions and actions, including procrastination and study habits (Andreassen et al., 2016; Kuss & Griffiths, 2017). Based on the existing literature and theoretical framework, the following hypotheses are proposed: If students exhibit higher levels of social media addiction, then they are more likely to engage in academic procrastination (H1). This hypothesis is supported by the consistent findings that excessive social media use is correlated with higher levels of procrastination (Ch'ng & Soo Hoo, 2022; Hammad & Awed, 2023; Przepiórka et al., 2019; Serrano et al., 2022). If students with social media addiction engage in academic procrastination, then their study habits will be negatively impacted (H2). This hypothesis is based on the assumption that procrastination disrupts regular study routines and reduces overall study effectiveness (Dule et al., 2023; Mou et al., 2024; Serrano et al., 2022). If social media addiction directly affects study habits, then students will exhibit poorer study habits compared to those with lower levels of addiction (H3). This hypothesis seeks to explore the direct link between addictive behaviors and study habits, filling the research gap identified in the literature (Annan-Brew & Nartey, 2021; Azizi et al.,

2019; Onun et al., 2023; Zhuang et al., 2023). In summary, while there is substantial evidence linking social media addiction to academic procrastination, the specific impact on study habits remains underexplored. This study aims to address this gap by examining the direct effects of social media addiction on both academic procrastination and study habits among undergraduate students, providing a more comprehensive understanding of the interplay between these variables.

METHOD

Participants and Data Collection

The population of this study consists of young adults aged 18-24 who are undergraduate students in Turkey, with a sample comprising 549 undergraduate students (399 female, 150 male) from universities in Konya, Turkey. Participants were recruited using a convenience sampling method. To ensure the sample size was adequate, we employed the Sample Size Calculator program, which indicated a minimum of 384 participants was necessary for a 95% confidence interval with a 5% margin of error (Raosoft, 2004). By obtaining data from 549 participants, we exceeded this requirement, enhancing the reliability of our findings. Data were collected through a structured questionnaire with 25 statements designed to assess social media addiction, academic procrastination, and study habits. The data collection process was conducted by two trained research assistants who distributed and collected the questionnaires over a four-week period.

Measures

In this study, two primary measurement tools were employed to assess the constructs of interest: the Bergen Social Media Addiction Scale (BSMAS) and the Academic Procrastination Scale (APS). The BSMAS was utilized to measure the degree of social media addiction among participants, providing insights into their online behavior and its potential impact on their daily lives. The APS was used to evaluate the extent of academic procrastination, capturing participants' tendencies to delay academic tasks and their study habits. Detailed characteristics of the BSMAS and APS, including their psychometric properties and validation processes, are provided in the subsequent subheadings.

Bergen Social Media Addiction Scale

The BSMAS is a unidimensional instrument comprising six items, originally developed by Andreassen et al. (2016). Its Turkish version was validated and tested for reliability by Demirci (2019). Responses are given on a five-point Likert scale, ranging from 1 (very rarely) to 5 (very often), resulting in a total score range of 6 to 30. The BSMAS was adapted from the Facebook Addiction Scale (FAS), also created by Andreassen et al. (2012). The FAS included six subscales and 18 items. The CFA demonstrated that the FAS had good construct validity, with model fit indices showing $RMSEA = 0.04$ and $CFI = 0.99$. The internal consistency of the FAS was 0.82. The BSMAS was later refined by Andreassen et al. (2016) to a single dimension with six items. The internal consistency for the BSMAS was reported as 0.88. Each item on the BSMAS aligns with six core addiction criteria: salience, mood modification, tolerance, withdrawal, conflict, and relapse. In Demirci's (2019) study validating the Turkish version of the BSMAS, CFA indicated a good model fit ($\chi^2/df = 11.98$; $RMSEA = 0.04$; $CFI = 0.99$; $TLI = 0.98$), with an internal consistency coefficient of 0.83.

Academic Procrastination Scale

The APS is a comprehensive instrument developed by Çakıcı (2003) to measure procrastination behaviors specifically in academic contexts. The scale consists of 19 items divided into two sub-dimensions: procrastination (12 items) and regular study habits (7 items). Responses are provided on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly

agree). The psychometric properties of the APS were rigorously evaluated through exploratory and confirmatory factor analyses. The initial exploratory factor analysis revealed a two-factor structure, which was later confirmed through confirmatory factor analysis, demonstrating a good model fit. The internal consistency of the APS was high, with a Cronbach's alpha coefficient reported at 0.89. The scale's reliability was further supported by composite reliability scores and its validity was confirmed through heterotrait-monotrait ratio analysis. However, for the purposes of our study, the sub-dimensions were considered as separate variables and included in the analyses.

Data Analysis

Data analysis followed the study hypotheses and research aims. Frequency analysis described the sample structure and supported group comparisons. Skewness and kurtosis values checked data normality and justified the use of parametric tests. Correlation analysis examined the basic associations among social media addiction, academic procrastination, and study habits. This step provided preliminary support for H1 and H2. Independent groups t-tests compared mean differences in procrastination and study habits across key groups. These tests helped identify whether academic behaviors differed by social media addiction level. Multiple regression analysis tested the predictive relationships proposed in the hypotheses. Social media addiction was entered as a predictor of academic procrastination to test H1. Academic procrastination and social media addiction were then used as predictors of study habits to test H2 and H3. This approach allowed the assessment of both indirect and direct effects on study habits. Latent Profile Analysis identified distinct social media addiction profiles among students. This method explored whether different usage patterns related to different levels of procrastination and study habits. This analysis strengthened the interpretation of H3 by revealing behavioral differences across profiles. All analyses were conducted using IBM SPSS Statistics and Mplus software.

FINDINGS

Normality and Internal Consistency Results

The normality of the variables—Social Media Addiction, Academic Procrastination, and Study Habits—was assessed using skewness and kurtosis values (Table 1). Skewness values near zero indicate symmetrical values near zero, while kurtosis values suggest a normal distribution. For Social Media Addiction, the skewness was -0.0643 and kurtosis was -0.177. For Academic Procrastination, the skewness was 0.0185 and kurtosis was -0.497. For Study Habits, the skewness was -0.115 and kurtosis was 0.0654. According to Kline (2023), skewness values within the range of ± 1 and kurtosis values within ± 3 are acceptable for normality in small to medium samples. Therefore, all three variables appear to be normally distributed as their skewness and kurtosis values fall within the acceptable thresholds.

In addition to distributional properties, the internal consistency of the study variables was examined using Cronbach's alpha coefficients (Table 1). The Social Media Addiction scale showed acceptable reliability ($\alpha = 0.772$). Academic Procrastination demonstrated high internal consistency ($\alpha = 0.852$). Study Habits also showed acceptable reliability ($\alpha = 0.763$). These values exceed the commonly accepted threshold of 0.70, indicating that all scales reliably measured their intended constructs within the current sample. Together with the normality results, these findings support the suitability of the data for subsequent parametric analyses.

Table 1

Skewness-Kurtosis Results

Statistic	Social Media Addiction	Academic Procrastination	Study Habits
Mean	2.90	2.98	3.03
Standard deviation	0.832	0.775	0.748
Skewness	-0.0643	0.0185	-0.115
Std.error of skewness	0.104	0.104	0.104
Kurtosis	-0.177	-0.497	0.0654
Std. error of kurtosis	0.208	0.208	0.208
Cronbach's alpha	0.772	0.852	0.763

Correlation Matrix

The correlation analysis (Table 2) provides initial support for the study hypotheses. H1 proposed that higher levels of social media addiction would be associated with higher academic procrastination. The results support H1. Social media addiction showed a moderate positive correlation with academic procrastination, indicating that students with higher addiction levels tend to delay academic tasks more frequently. H2 proposed that academic procrastination would be associated with poorer study habits. This hypothesis is also supported. Academic procrastination showed a moderate negative correlation with study habits, suggesting that increased task delay corresponds with weaker and less regular study routines. H3 proposed a direct association between social media addiction and study habits. The results support H3. Social media addiction showed a moderate negative correlation with study habits, indicating that higher addiction levels relate to poorer study behaviors. Gender showed weak but significant correlations with social media addiction and academic procrastination, suggesting behavioral differences by gender. No significant correlations were found between purposes of social media use and the main study variables, indicating that usage intensity, rather than usage purpose, is more relevant for academic outcomes.

Table 2

Correlation Results

Variable		(1)	(2)	(3)	(4)	(5)
(1) Social Media Addiction	Pearson's r	—				
	p-value	—				
(2) Academic Procrastination	Pearson's r	0.434***	—			
	p-value	< .001	—			
(3) Study Habits	Pearson's r	—	—	—		
	p-value	< .001	< .001	—		
(4) Gender	Pearson's r	-0.127**	0.102*	-0.071	—	
	p-value	0.003	0.016	0.095	—	
(5) Purposes of social media use	Pearson's r	0.065	0.035	-0.041	0.012	—
	p-value	0.125	0.419	0.343	0.784	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Independent Samples T-Test Results

Independent samples t-test results (Table 3) further clarify group differences. Female students reported significantly higher levels of social media addiction than male students. This finding is consistent with H1 and H3, as higher addiction levels were linked to both procrastination and weaker study habits. Male students reported significantly higher levels of academic procrastination than female students, which aligns with H1. No significant gender difference was found in study habits. This result suggests that gender influences addiction and procrastination levels but does not directly differentiate daily study routines.

Table 3

Independent Samples T-Test Results

Variable	Group	N	M	t	df	p	Effect Size
Social Media Addiction	Female	399	2.96				
	Male	150	2.73	2.98	547	0.003	0.286
Academic Procrastination	Female	399	2.93				
	Male	150	3.10	-2.41	547	0.016	-0.231
Study Habits	Female	399	3.06				
	Male	150	2.94	1.67	547	0.095	0.160

Note. $H_a \mu_{\text{female}} \neq \mu_{\text{male}}$

Multiple Regression Results

The multiple regression analysis (Table 4) directly tested H1, H2, and H3. Social media addiction emerged as a significant positive predictor of academic procrastination, providing strong support for H1. Study habits emerged as a significant negative predictor of academic procrastination, supporting H2. Students with stronger study habits showed lower levels of procrastination. Together, social media addiction and study habits explained 33% of the variance in academic procrastination. This result highlights the combined influence of digital behavior and daily academic routines on procrastination outcomes.

Table 4

Multiple Regression Results

Variable	β	SE	t	p	Lower	Upper
Intercept	3.315	0.1716	19.32	<.001		
Social Media Addiction	0.306	0.0339	9.04	<.001	0.257	0.400
Study Habits	-0.405	0.0377	-10.75	<.001	-0.462	-0.319

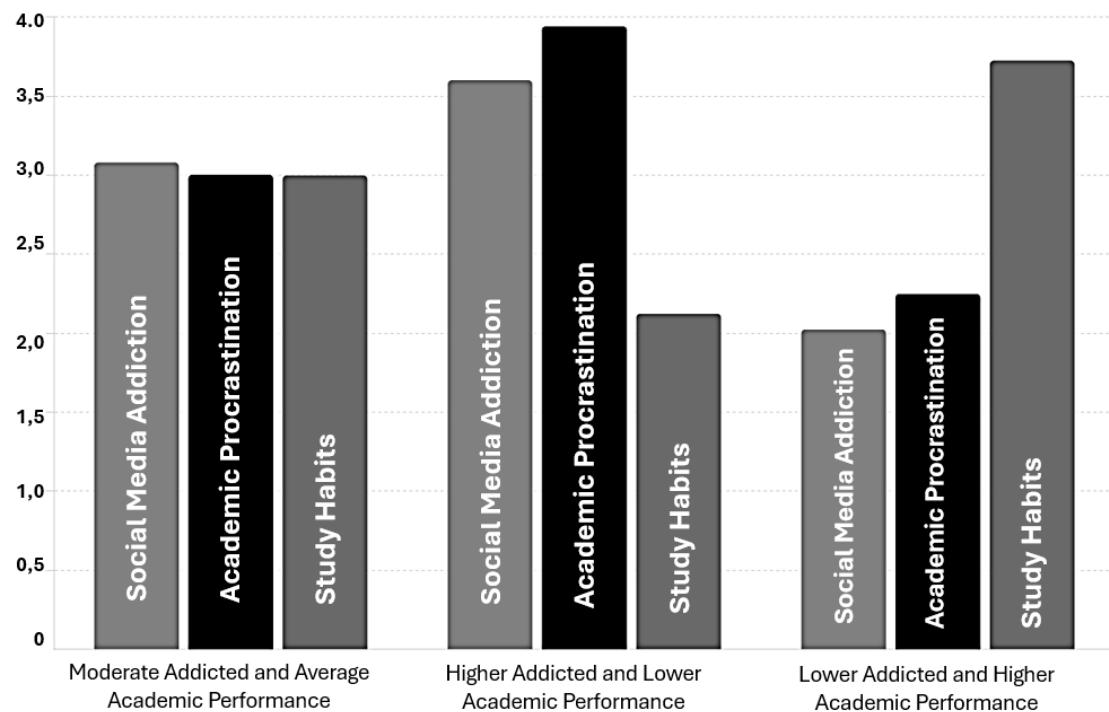
Note. Dependent Variable was Academic Procrastination, $R^2 = 0.330$.

Latent Profile Results

Latent Profile Analysis (Figure 1) identified three distinct student profiles based on social media addiction, academic procrastination, and study habits. Students in the “Lower Addicted and Higher Performance” profile showed better study habits and lower procrastination, supporting H3. Students in the “Higher Addicted and Lower Performance” profile showed poor study habits and high procrastination, supporting H1 and H2. These profiles demonstrate that social media addiction differentiates academic behavior patterns. Lower addiction levels align with structured study habits and reduced procrastination. Higher addiction levels align with academic delay and weaker study routines.

Figure 1

Mean Values Of Social Media Addiction, Academic Procrastination, and Study Habits For Each Profile



DISCUSSION

This study examined the links among social media addiction, academic procrastination, and study habits in undergraduate students. The findings clarify how these variables relate within a single model. Prior studies often examined each factor alone. This study integrates them and explains their joint effects on academic behavior. H1 proposed that higher social media addiction relates to higher academic procrastination. The results support H1. Students with higher addiction levels showed stronger procrastination tendencies. This finding aligns with earlier work that links frequent platform use to task delay and reduced self-control (Çiftçi & Özavcı, 2023; Surjandy & Kangliesky, 2024). Social media use appears to interrupt task initiation and sustain avoidance of academic duties. H2 proposed that academic procrastination negatively affects study habits. The findings support H2. Students who delayed academic tasks reported weaker study routines and lower study consistency. Procrastination disrupted planning, time allocation, and sustained effort. This result confirms prior evidence that delay behavior undermines effective study practices (Dule et al., 2023; Mou et al., 2024). H3 proposed a direct effect of social media addiction on study habits. The results also support H3. Even when procrastination was considered, higher addiction levels related to poorer study habits. This finding highlights a direct behavioral pathway. Social media addiction appears to weaken study discipline beyond its effect through procrastination. This result addresses the main research gap and extends earlier findings that treated study habits as a secondary outcome (Azizi et al., 2019; Zhuang et al., 2023).

Several alternative explanations should be considered. Cultural norms may shape social media use patterns and academic expectations. These factors may influence procrastination behavior in ways not captured by the model. Methodological factors also matter. Self-report measures may inflate associations due to shared method bias. Cross-sectional data limit causal

inference. Reverse effects remain possible. Poor study habits may also increase reliance on social media as a coping strategy. Despite these limits, the study offers clear implications. Interventions should address both procrastination and daily study routines. Reducing platform use alone may not be sufficient. Programs that strengthen planning skills and study structure may reduce the academic impact of social media addiction. This integrated perspective supports more targeted and effective academic support strategies.

Limitations

This study has several limitations that affect the interpretation of the findings. First, convenience sampling restricts generalization. The sample reflects undergraduate students from universities in Konya, Turkey. Local academic norms, digital access, and cultural attitudes toward social media may shape use patterns and procrastination behavior. As a result, the strength of the observed relationships may differ in other regions or education systems. Second, the study relied on self-report measures. Participants may have underestimated social media use or procrastination due to social desirability. This bias may have weakened or inflated associations among variables. The results therefore reflect perceived behaviors rather than objectively measured actions. Third, the cross-sectional design limits causal interpretation. The findings support the proposed directions in H1, H2, and H3. However, reverse relationships remain possible. Poor study habits or high procrastination may also increase social media use as an avoidance strategy. Longitudinal designs are needed to clarify temporal order. Fourth, the study did not include key confounding variables. Personality traits, academic stress, and mental health factors may influence both social media addiction and academic behavior. Their absence may partially explain the observed effects and limits the explanatory scope of the model. Fifth, the gender imbalance in the sample may shape the results. The higher number of women may have influenced mean addiction scores and group comparisons. Gender-related findings should therefore be interpreted with caution. Finally, although validated scales were used, they may not capture all behavioral dimensions. Subtle patterns of study behavior or platform-specific use may remain unobserved. These limitations suggest caution in interpreting the findings and point to clear directions for future research.

Future Research

Future research should address several key areas to build upon the findings of this study. First, employing longitudinal designs would help establish causal relationships between social media addiction, academic procrastination, and study habits, providing insights into how these dynamics evolve over time. Second, expanding the demographic diversity of the sample, including students from different regions, countries, and educational institutions, would enhance the generalizability of the results and allow for cross-cultural comparisons. Third, future studies should consider including additional variables such as personality traits, mental health status, and environmental factors, which could serve as potential confounders or moderators in the relationship between social media use and academic behaviors. Fourth, employing mixed-method approaches, incorporating both quantitative and qualitative data, could provide a deeper understanding of the underlying mechanisms and contextual factors influencing these relationships. Additionally, research should aim to develop and validate more comprehensive measurement tools that capture the multifaceted nature of social media addiction, academic procrastination, and study habits. Finally, intervention-based studies are recommended to test the efficacy of various strategies designed to mitigate the adverse effects of social media addiction on students' academic performance and well-being. Such interventions could include digital literacy programs, time management workshops, and mental health support services, providing practical solutions for educators and policymakers.

Conclusion

This study offers a clear contribution by showing that study habits play a central role in the link between social media addiction and academic procrastination. Rather than treating procrastination as a stand-alone outcome, the findings reveal that weakened daily study routines form a key pathway through which social media addiction harms academic behavior. This focus on study habits extends prior research and clarifies the behavioral mechanism behind academic delay. The main take-home message is that social media addiction affects how students organize, plan, and sustain their study activities. Poor study habits emerge not only as a consequence of procrastination but also as a direct outcome of addictive social media use. This insight shifts attention from screen time alone to the structure of everyday academic practices. From a practical perspective, the findings suggest that effective interventions should target study habits alongside digital use. Educators and student support services may achieve stronger outcomes by combining time management training, structured study planning, and digital self-regulation strategies. By highlighting study habits as a core leverage point, this study provides a focused direction for future research and offers actionable guidance for improving academic functioning in digitally intensive learning environments.

REFERENCES

Agostini, D., & Petrucco, C. (2023). Problematic Smartphone Use and University Students' Academic Performance. *Journal of E-Learning and Knowledge Society*, 19(2), 30–38.

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)

Al Shaibani, M. H. (2020). Academic Procrastination Among University Students in Saudi Arabia and Its Association with Social Media Addiction. *Psychology and Education*, 57(8), 1118–1124.

Al-Menayes, J. J. (2015). Social Media Use, Engagement and Addiction as Predictors of Academic Performance. *International Journal of Psychological Studies*, 7(4), 86–94. <https://doi.org/10.5539/ijps.v7n4p86>

Andreassen, C. S., Billieux, J., Griffiths, M. D., Kuss, D. J., Demetrovics, Z., Mazzoni, E., & Pallesen, S. (2016). The relationship between addictive use of social media and video games and symptoms of psychiatric disorders: A large-scale cross-sectional study. *Psychology of Addictive Behaviors*, 30(2), 252–262. <https://doi.org/10.1037/adb0000160>

Andreassen, C. S., Pallesen, S., & Griffiths, M. D. (2017). The relationship between addictive use of social media, narcissism, and self-esteem: Findings from a large national survey. *Addictive Behaviors*, 64, 287–293. <https://doi.org/10.1016/j.addbeh.2016.03.006>

Andreassen, C. S., Torsheim, T., Brunborg, G. S., & Pallesen, S. (2012). Development of a Facebook Addiction Scale. *Psychological Reports*, 110(2), 501–517. <https://doi.org/10.2466/02.09.18.PR0.110.2.501-517>

Anierobi, E. I., Etodike, C. E., Okeke, N. U., & Ezennaka, A. O. (2021). Social Media Addiction as Correlates of Academic Procrastination and Achievement among Undergraduates of Nnamdi Azikiwe University Awka, Nigeria. *International Journal of Academic Research in Progressive Education and Development*, 10(3), 20–33. <https://doi.org/10.6007/IJARPED/v10-i3/10709>

Annan-Brew, R. K., & Nartey, P. (2021). Reconnaissance of the Function of Social Media on Study Habits Of Undergraduate Students in the University of Cape Coast. *International Journal of Scientific Research and Management*, 9(6), 1725–1731. <https://doi.org/10.18535/ijtsrm/v9i6.e101>

Azizi, S. M., Soroush, A., & Khatony, A. (2019). The relationship between social networking addiction and academic performance in Iranian students of medical sciences: a cross-

sectional study. *BMC Psychology*, 7(1), 28. <https://doi.org/10.1186/s40359-019-0305-0>

Bhandarkar, A. M., Pandey, A. K., Nayak, R., Pujary, K., & Kumar, A. (2021). Impact of social media on the academic performance of undergraduate medical students. *Medical Journal Armed Forces India*, 77, 37–41. <https://doi.org/10.1016/j.mjafi.2020.10.021>

Błachnio, A., Przepiórka, A., & Pantic, I. (2015). Internet Use, Facebook Intrusion, and Depression: Results of a Cross-Sectional Study. *European Psychiatry*, 30(6), 681–684. <https://doi.org/10.1016/j.eurpsy.2015.04.002>

Bou-Hamad, I. (2020). The impact of social media usage and lifestyle habits on academic achievement: Insights from a developing country context. *Children and Youth Services Review*, 118, 105425. <https://doi.org/10.1016/j.childyouth.2020.105425>

Çakıcı, D. Ç. (2003). Lise ve üniversite öğrencilerinde genel erteleme ve akademik erteleme davranışının incelenmesi [Master Thesis]. Ankara Üniversitesi Eğitim Bilimleri Enstitüsü.

Caratiquit, K. D., & Caratiquit, L. J. C. (2023). Influence of Social Media Addiction on Academic Achievement in Distance Learning: Intervening Role of Academic Procrastination. *Turkish Online Journal of Distance Education*, 24(1), 1–19. <https://doi.org/10.17718/tojde.1060563>

Ch'ng, L. T. X., & Soo Hoo, P. Y. (2022). Relationship between Social Media Addiction Levels and Academic Procrastination among Undergraduate Students in Malaysia: Grit as the Mediator. *Advanced Journal of Social Science*, 11(1), 13–27. <https://doi.org/10.21467/ajss.11.1.13-27>

Çiftçi, İ., & Özavcı, R. (2023). Spor Bilimleri Fakültesi Öğrencilerinde Zaman Yönetiminin Genel erteleme ve Sosyal Medya Bağımlılığına Etkisi. *International Journal of Sport, Exercise & Training Sciences*, 9(3), 83–90. <https://doi.org/10.18826/useeabd.1355150>

Demirci, İ. (2019). The adaptation of the Bergen Social Media Addiction Scale to Turkish and the evaluation its relationships with depression and anxiety symptoms. *Anatolian Journal of Psychiatry*, 20(1), 15–22. <https://doi.org/10.5455/apd.41585>

Dey, K., Gentilman, P. I., & Zeising, J. (2024, April 26). Scrolling Away Success: Confronting Instagram Addiction in Education. Boise State.

Dule, A., Abdu, Z., Hajure, M., Mohammedhussein, M., Girma, M., Gezimu, W., & Duguma, A. (2023). Facebook addiction and affected academic performance among Ethiopian university students: A cross-sectional study. *PLOS ONE*, 18(2), e0280306. <https://doi.org/10.1371/journal.pone.0280306>

Ferrari, J. R., O'Callaghan, J., & Newbegin, I. (2005). Prevalence of procrastination in the United States, United Kingdom, and Australia: arousal and avoidance delays among adults. *North American Journal of Psychology*, 7(1), 1–6.

Geng, J., Han, L., Gao, F., Jou, M., & Huang, C.-C. (2018). Internet addiction and procrastination among Chinese young adults: A moderated mediation model. *Computers in Human Behavior*, 84, 320–333. <https://doi.org/10.1016/j.chb.2018.03.013>

Griffiths, M. D., Kuss, D. J., & Demetrovics, Z. (2014). Social Networking Addiction. In *Behavioral Addictions* (pp. 119–141). Elsevier. <https://doi.org/10.1016/B978-0-12-407724-9.00006-9>

Hammad, M., & Awed, H. S. (2023). The Use of Social Media and its Relationship to Psychological Alienation and Academic Procrastination. *International Journal of Membrane Science and Technology*, 10(2), 332–340. <https://doi.org/10.15379/ijmst.v10i2.1172>

Hou, Y., Xiong, D., Jiang, T., Song, L., & Wang, Q. (2019). Social media addiction: Its impact, mediation, and intervention. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 13(1), 4. <https://doi.org/10.5817/CP2019-1-4>

Keles, B., McCrae, N., & Grealish, A. (2020). A systematic review: the influence of social media on depression, anxiety and psychological distress in adolescents. *International Journal of Adolescence and Youth*, 25(1), 79–93. <https://doi.org/10.1080/02673843.2019.1590851>

Khalifa, A. G. (2021). Social Networking Addiction and Quality of Academic Life among First-Year High School Students in Saudi Arabia: The Mediating Role of Academic Procrastination. *Journal of Intellectual Disability - Diagnosis and Treatment*, 9(4), 374–380. <https://doi.org/10.6000/2292-2598.2021.09.04.4>

Kirschner, P. A., & Karpinski, A. C. (2010). Facebook® and academic performance. *Computers in Human Behavior*, 26(6), 1237–1245. <https://doi.org/10.1016/j.chb.2010.03.024>

Kline, R. B. (2023). Principles and practice of structural equation modeling. Guilford Publications.

Kuss, D., & Griffiths, M. D. (2017). Social Networking Sites and Addiction: Ten Lessons Learned. *International Journal of Environmental Research and Public Health*, 14(3), 311. <https://doi.org/10.3390/ijerph14030311>

Liu, C., & Ma, J. (2020). Social media addiction and burnout: The mediating roles of envy and social media use anxiety. *Current Psychology*, 39(6), 1883–1891. <https://doi.org/10.1007/s12144-018-9998-0>

Meier, A., Reinecke, L., & Meltzer, C. E. (2016). “Facebocrastination”? Predictors of using Facebook for procrastination and its effects on students’ well-being. *Computers in Human Behavior*, 64, 65–76. <https://doi.org/10.1016/j.chb.2016.06.011>

Mou, Q., Zhuang, J., Wu, Q., Zhong, Y., Dai, Q., Cao, X., Gao, Y., Lu, Q., & Zhao, M. (2024). Social media addiction and academic engagement as serial mediators between social anxiety and academic performance among college students. *BMC Psychology*, 12(1), 190. <https://doi.org/10.1186/s40359-024-01635-7>

Nwosu, K. C., Ikwuka, O. I., Ugorji, O. M., & Unachukwu, G. C. (2020). Does the Association of Social Media Use with Problematic Internet Behaviours Predict Undergraduate Students Academic Procrastination? *Canadian Journal of Learning and Technology*, 46(1). <https://doi.org/10.21432/cjlt27890>

Onun, E. W., Akuto, G. W., James, P. O., & Iordaah, T. A. (2023). Influence of Social Media Usage on Study Habits of Undergraduates in North Central Nigeria: Implications for Counselling. *International Journal of Research and Innovation in Social Science*, 7(5), 501–516. <https://doi.org/10.47772/IJRRISS.2023.70542>

Panek, E. (2014). Left to Their Own Devices: College Students’ “Guilty Pleasure” Media Use and Time Management. *Communication Research*, 41(4), 561–577. <https://doi.org/10.1177/0093650213499657>

Pasand, A. K., Jameel, A. Q., & Tarique, B. (2023). Effects of social media on psychological wellbeing and academic performance among university students in Sindh. *Pakistan Journal of Educational Research*, 6(2), 92–105. <https://doi.org/10.52337/pjer.v6i2.789>

Przepiórka, A., Błachnio, A., & Siu, N. Y.-F. (2019). The relationships between self-efficacy, self-control, chronotype, procrastination and sleep problems in young adults. *Chronobiology International*, 36(8), 1025–1035. <https://doi.org/10.1080/07420528.2019.1607370>

Schraw, G., Wadkins, T., & Olafson, L. (2007). Doing the things we do: A grounded theory of academic procrastination. *Journal of Educational Psychology*, 99(1), 12–25. <https://doi.org/10.1037/0022-0663.99.1.12>

Serrano, D. M., Williams, P. S., Ezzeddine, L., & Sapon, B. (2022). Association between Problematic Social Media Use and Academic Procrastination: The Mediating Role of Mindfulness. *Learning: Research and Practice*, 8(2), 84–95. <https://doi.org/10.1080/23735082.2022.2100920>

Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65–94. <https://doi.org/10.1037/0033-2909.133.1.65>

Steel, P. (2010). Arousal, avoidant and decisional procrastinators: Do they exist? *Personality and Individual Differences*, 48(8), 926–934. <https://doi.org/10.1016/j.paid.2010.02.025>

Surjandy, A., & Kangliesky, E. T. (2024). The Impact of Fear of Missing Out on University Students' Learning Achievement with a Stressor Strain Outcome Model. 2nd International Conference on Software Engineering and Information Technology (ICoSEIT), 126–131. <https://doi.org/10.1109/ICoSEIT60086.2024.10497471>

Taipe, A., Heredia, Y., Turpo - Gebera, O., & Igartua-Perosanz, J. (2023). Uses of Facebook and academic procrastination in general studies students at a Peruvian university. *Journal of Technology and Science Education*, 13(2), 461. <https://doi.org/10.3926/jotse.1742>

Zhuang, J., Mou, Q., Zheng, T., Gao, F., Zhong, Y., Lu, Q., Gao, Y., & Zhao, M. (2023). A serial mediation model of social media addiction and college students' academic engagement: the role of sleep quality and fatigue. *BMC Psychiatry*, 23(1), 333. <https://doi.org/10.1186/s12888-023-04799-5>

Author(s)' statements on ethics and conflict of interest

Ethics statement: We hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. We take full responsibility for the content of the paper in case of dispute.

Conflicts of Interest: There are no conflicts of interest declared by the authors.

Funding: None