Influence of Internet-Addiction on Academic Procrastination among Students of Ahmadu Bello University Zaria, Kaduna State-Nigeria

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ABSTRACT
This study examined the influence of Internet-Addiction on Academic Procrastination among Students of Ahmadu Bello University Zaria, Kaduna-State Nigeria. The study stated one objective, one research question and one hypothesis. Research design used for the conduct of the study was the Expost Facto design. The population for the study was 33,470, a sample of 380 proportionate male and female students were used for this study. The Bio data form adopted Internet Addiction Test IAT (Young, 1998) and adopted Procrastination Assessment Scale for Students PASS (Solomon & Rothblum, 1984) were instruments used for collecting data for the study. Both instruments of IAT and PASS have reliabilities of 0.90 and 0.79 respectively. The data collected were analyzed using mean, standard deviation; t-test and ANOVA to answer the research questions and hypotheses. The findings of the study revealed that significant difference exists between male and female students in their level of internet-addiction and academic procrastination (t= 3.427, p= 0.004). Finally, the study recommend that the University management, Psychologists, as well as lecturers, parents and or guardians of students regularly sensitize their wards on the negative influence of internet social media platforms on their personal and or academic life with emphasis on the males students.
Keywords: Internet-addiction, Academic Procrastination, Social Media

INTRODUCTION
Internet revolution has indeed redirected the course of human endeavors in all ramifications of our lives, it has made an unprecedented impact on all human activities since it was developed in the third-quarter of the 20th century, including education, business, banking, entertainment, governance, communication, intra-cultural and inter-cultural relations and advancements

between tribes, states, nation-states and or continents in the most astonishing manner ever witnessed before in the entire earth. Thus, the amazing reshaping and transformation of education and the future of learning to a new fashion and unusual platform all over the globe via internet cannot be over-emphasized. It is not improper to say that internet technology has re-structured our entire universe in general, as has triggered a new world order on how human beings interact and communicate; thus, the growth of digital technologies and the growth of internet technology have enabled quick reproduction of information and its global distribution, and have also led to the proliferation of information resources available through different formats and modes of representation and easy access to it has been adjudged to be unprecedented in human history. Indeed internet technology has dramatically changed educational landscapes and contributed to the resurgence of resource-based learning in the modern world (Hill & Hannafin, 2011)

Furthermore, the invaluable impact of internet to teaching and learning environment is worth mentioning, since via internet, students can easily get access to all the learning materials needed for their studies and as well get information through several internet-domains, apparently, the continuous growth of online universities that foster distance learning all over the universe are vivid examples of the inestimable values and benefits that internet has bequeathed to education and learning in recent times.

However, as with all technologies, in addition to facilitating student's educational lives to a laudable extent, internet has been recently fingered to be the major source of students' numerous academic and moral problems as well as other internet users. To note, indiscriminate use of internet creates a vast mixture of positive and negative influences on internet-users that cannot be detached from the overall successes or failures that students will eventually attain in their educational pursuit and in their lifetime in general (Nwabueze & Aduba, 2014). To wit, internet provides all people, irrespective of their age, gender, geographical locations, cultural backgrounds and or religious inclinations with potentially entertaining distracters such as the social media platforms that facilitates dual or group chatting like Facebook, WhatsApp, Twitter, Instagram, as well as access to online games and other forms of music

and movies entertainment which all have grave consequences on the active participants, most especially students of tertiary institutions.

Students of tertiary institutions are noted for their high reliance on internet for the facilitation of their constant communication with friends, family members and other distant relatives, thus, one of the most common reasons for the high use of internet by students of tertiary institutions is to communicate and relate with friends. It is pertinent to note that internet-addiction has been fingered to be the major cause of delay in completing mandatory academic work by students in order to spend more time online, feeling that life without internet is boring, feeling upset and irritated when internet cannot be used at predetermined times as well as feeling lonelier when compared with those peers who do not excessively use internet (Nalwa & Annand, 2003).What is then the influence of internet-addiction on academic procrastination among students in Ahmadu Bello University Zaria? And how can we help to curb or reduce internet-addiction among students? These and other issues constitute the thrust of this study.

Problems

Internet-addiction is the indiscriminate and excessive use of internet, it is popularly adjudged to be a common Psychological disorder of the 21st Century which is very prominent among male and female young adults between the age range of 15-30 years and this anomaly has become more apparent and obvious among students of tertiary institutions as shown by data in recent times (Ahmed & Qazi, 2011). Students of tertiary institutions and Ahmadu Bello University Zaria in particular have been noted for their high reliance on internet in order to seek solace or escape from anxiety, stress, loneliness, and or depression as well as to gain emotional support. Some other students have also become addicted to internet due to reasons such as continued unhappiness, being overly shy of others and their inability to relate with their peers among other numerous reasons, whereby in trying to escape from the aforementioned they end up becoming Academic Procrastinators. Most academic procrastinations are sustained by students due to excessive use of internet or internet-addiction which is widely acknowledged to be the third most addictive behavior in our present age after alcohol and drugs. It was reported in a review research article by Chou, Condron & Belland (2005) on internet-addiction that

most internet-addicts had suffered from poor time management skills while using internet among other frequent problems. It is noteworthy that this negative trend is on the increase currently and students of tertiary institutions, particularly those of Ahmadu Bello University Zaria are not left out of this. It is disturbing to note that it may be almost impossible to relieve them of such addiction if not quickly detected. The internet-addiction may manifest via several ways which covers varied degrees and or modes of internet-usage such as cyber-sex addiction, cyber-relationship addiction, information overload, and or compulsions etc (Young, 1999).

Cyber-sex addiction is the continuous surfing of internet pornographic sites for attainment of sexual pleasure by internet-addicts, cyber-relationship addiction is also the excessive use of social networking sites to create relationships with other people on the internet rather than spending such crucial time in accomplishing academic obligations such as assignments, projects, research, this may even destroy relationships with people in real-life. Information overload simply implies too much online surfing by people which ultimately leads to decreased productivity at school and also alienates one from his immediate family members and or friends in school. Compulsions also means the excessive time spent on internet games, trading, gambling and or auction activities which leads to over-spending and other numerous financial problems at school or the home.

Furthermore, internet-addicted students have been noted to highly exhibit varied negative emotional symptoms which range from feeling of guilt while in the midst of others, isolation of themselves from others due to such guilt, dishonesty about what they do online, euphoric feelings when online using smart phones or computer, inability to keep to fixed timings and schedules with people or the authority such as class or timings for tutorials, avoidance of compulsory duties such as assignments and projects, anxiety, depressions to mention but a few. In comparison, the physical symptomatic characteristics of internet-addicts are backaches due to very long sessions of sittings, headaches, weight gain or loss, insomnia which implies the inability of a person to sleep, as well as blurred or strained vision.

Obviously, the short-term effects of internet-addiction include non-accomplishment or postponement of mandatory school tasks otherwise known as academic procrastination, forgotten responsibilities, as well as weight gain and in some others weight loss. The long term effects are seen more in physical symptoms such as backache, neck pain and vision problems caused by strains and pains due to very long-time spent in staring at the screen of mobile phones or computer. To note, another long-term effect of internet-addiction can be bankruptcy especially when such time spent online is on shopping, gaming or gambling.

Oberlin College of Computer Science in Marlene (2016), observed that irrespective from being dependent on the internet for most of their life activities or achievement, addicts of internet may even develop 'techno stress' wherein they internalize how a computer works, such as accelerated time and perfect results. It can also cause social withdrawal; making the individual to feel better at ease while interacting with people online rather than in their physical persons. What then is the influence of internet-addiction on Academic Procrastination and how can internet-addicted students be aided to achieve academic successes? Based on the aforementioned issues regarding internet-addiction, this study therefore deems it necessary to investigate on the influence of internet-addiction on academic procrastination among students of Ahmadu Bello University Zaria, Kaduna-state Nigeria.

Research Question
1.   What is the difference between male and female internet-addicted students in their level of academic procrastination in Ahmadu Bello University?

Research Hypothesis
1.   There is no significant difference between male and female internet-addicted students in their level of academic procrastination in Ahmadu Bello University Zaria.

METHODOLOGY
Research Design
The research design adopted for this study is ex post-facto. Ex post facto is a Latin derivative that implies "after the fact" or retroactive design. This research

design is a method of testing out the possible antecedents of events that happened which cannot be manipulated by the researcher. Ex-post facto design is a quasi-experimental study that examines how an independent variable that is present prior to the study in the participants affects a dependent variable.

To note, it explores the cause and effect relationship where a cause already exits (Lammers & Badia, 2005). Thus, the researcher examined retroactive effects of natural-occurring events (Internet-Addiction) on the subsequent outcome (Academic Procrastination) with a view of establishing a causal link between both. Ex post facto is deemed to be the best design for this study because it is used to designate actions taken to change the effects given to a set of circumstances, this action relates back to a prior time (Internet-Addiction) and imposes the new effects (Academic Procrastination) upon the same set of circumstance that exists at the time of occurrence. Questionnaires were given to respondents in order to gather the report, it is also meant to enable the researcher to administer questions to many respondents at the same time

Population

The population for this research was the entire undergraduate students in Ahmadu Bello University Zaria, and this institution has a total of 12 faculties, the total number of Undergraduate students enrolled therein is thirty three thousand four hundred and seventy (33,470) for the year 2015/2016 academic year, but specifically, only six (6) faculties with a total of (23,541) was used as the population for this study, (Source: Management Information System Ahmadu Bello University Zaria, 2015). This University was chosen for this study because it is among the First Generation Universities of the Federal Republic of Nigeria, which has a free and unlimited internet service that is accessible to all registered students that are located within all of its campuses at all times, thus, justifying the necessity for this study in the institution

Sample and Sampling Technique

The sample for this study were the Undergraduate students of two (2) Arts, two (2) Humanities and two (2) Science faculties within the University. The selected faculties are; Administration and Arts, Education and Social Sciences, and Medicine and Sciences only. In selecting the sample size from twenty three thousand five hundred and forty one students (23,541), the researcher adopted

Krejcie and Morgan (1970) Table for determining sample size, which states that in a population of 33,470, the appropriate sample size should be at least 377, thus, justifying the stance of the researcher in using 380 with a distribution in accordance to the population of each Faculty.

In sampling the respondents, the stratified proportionate sampling technique was used among the undergraduate students in selecting samples from the population, which is intended towards achieving spread and proportion of commensurate percentages in the representation of all parts of the population in accordance to their sizes. Detailed information can be obtained in table 3.1 below.

Table: Sample Distribution of Selected Students by Faculties in Ahmadu Bello University, Zaria

S/No	Faculties	Population	Sample	Males	Females	Total Percentage %
1	Administration	3473	56	2350	1123	15 %
2	Arts	2778	45	1785	993	12%
3	Education	5516	89	3794	1722	23%
4	Medicine	1882	30	1012	870	8%
5	Science	6686	108	4266	2420	28%
6	Social Science	3206	52	2010	1196	14%
	TOTAL	**23,541**	**380**	**15217**	**8324**	**100%**

Source: Management Information System (M.I.S) Unit Ahmadu Bello University, Zaria, (2015).

Instrumentation

Two instruments were used for the collection of data for this study, they are the Internet Addition Test (IAT) and Procrastination Assessment Scale for Students (PASS), both were adopted by the researcher which were designed to inquire on the level of student's engagements and addictedness to internet through hi-tech gadgets such as computers, laptops and other mobile devices; Smart phones, I-Pads, IPods and or other tablets etc, and also, how does internet-addiction through such devices influence academic procrastination of students in Ahmadu Bello University Zaria. The two instruments have been divided into three core sections whereby Section A measures the Bio Data of the respondents; Section B is the adopted Internet-Addiction Test (IAT)

questionnaire, while Section C is the adopted Procrastination Assessment Scale for Students (PASS) questionnaire.

Procedure for Data Analysis

The data collected for this study was coded and subjected to various statistical analysis. The tool used for the analysis was the inferential statistics, which is further divided into Parametric and non-Parametric. But this study adopted the parametric statistical tools using T-test and ANOVA to test all of the three (3) hypotheses at 0.05 significant levels. Also, descriptive statistics was employed in analyzing the bio-data of the respondents such as gender faculty and level of study. The computer statistical package for Social Sciences (SPSS) was also used in analyzing the data.

RESULTS AND DISCUSSIONS
Descriptive Analysis of Bio-Data Variables

The bio-data variables used in this study are faculty, department, course, and level of study, department of study and gender of the respondents.

Table : Distribution of Respondents by Internet-Addiction

Status	Frequency	Percentage
Addicted	160	45.2
Not addicted	194	54.8
Total	354	100.0

Source: SPSS Result and Author's Field Survey, 2016

Table 4.1 shows that 160 representing 45.2% of respondents are internet-addicted while the rest 194 representing 54.8% are not.

Table : Distribution of respondents by Gender

Sex	Frequency	Percentage
Male	110	68.7
Female	50	31.3
Total	**160**	**100.0**

Table shows that 110 or 68.7% are males and the rest 50 representing 31.3% are females. This implies that males are more internet-addicted than the females.

Testing of Research Hypothesis

Research Hypothesis One: There is no significant difference between male and female internet-addicted students in their academic procrastination in Ahmadu Bello University Zaria.

Table: Difference between male and female internet-addicted students in their academic procrastination in Ahmadu Bello University Zaria

Variable	Sex	N	Mean	Std.dev	Std.ERR	Df	T calculated	T critical	P
Academic procrastination	Male	110	69. 31	12.81	1.073	158			
	Female	50	59. 70	10.94	1.018		3.427	1.96	0.004

Calculated p < 0.05, calculated t > 1.96 at df 350

Table shows that there is significant difference between male and female internet-addicted students in their level of academic procrastination in Ahmadu Bello University Zaria. This is according to the outcome of the table which shows that the calculated p value of 0.004 was found to be lower than the 0.05 alpha level of significance with the t calculated value of 3.427 higher than the 1.96 t critical 50. Their calculated mean internet addiction on academic procrastination are 69.31 and 59.70   by male and female students respectively implying a mean difference of 9.61 showing that the male students have significantly higher internet-addiction than their female counterparts This means that gender status of the students influence level of internet-addiction on academic procrastination. Therefore the null hypothesis which states that there is no significant difference between male and female internet-addicted students in their level of academic procrastination in Ahmadu Bello University Zaria, is hereby rejected.

Summary of Major Findings
The followings are the summary of the major findings:
1.	Significant difference exists between male and female internet-addicted students in their level of academic procrastination in Ahmadu Bello University Zaria(t = 3.427, p = 0.004)

Discussion of Findings
The main objective of this study was to investigate the influence of internet-addiction on academic procrastination among students of Ahmadu Bello

University Zaria. On the basis of the existing literature it was hypothesized that gender would have influence on the internet-addiction and academic procrastination of students, as the result is in accordance with the stated hypotheses. The findings revealed that gender (male and female) internet-addiction significantly influences the academic procrastination of male University students as well as with significant negative impact on their academic work. This is supported by Nwabueze and Aduba (2014) in concordance with other results that had been stated by various studies (Scherer 1997, Frangos, 2009, & Tsai et al, 2009) that the greater the use of internet by students for entertainment, gaming and other non-academic purposes, the greater their probabilities of missing classes, inability to meet their personal obligations, non-completion of assignments, and lower grades or scores inevitably (Scherer, 1997, Young, 1998). Frangos and Frangos (2009). The male gender is a significant predictor of internet-addiction which is clearly consistent with the findings of Scherer (1997), Lee, Ko, & Chou, (2015) and Siomos *et al.*, (2008). However, this findings may simply be due to the fact that more males use the internet than females in the entire globe, coupled with the fact that female students often receive much more family supervision and parental guidance which may prevent them from spending as much time that they wish on the internet (Tsai *et al.*, 2009). The findings of this study has serious implications because male and female students may have different results even though they are on the same level of study or still the same field of study; this may be due to the sophistication and or capability of accessories or gadgets that they possess for accessing the internet and their parental, cultural and or religious background altogether.

SUMMARY, CONCLUSION AND RECOMMENDATION
Conclusion
Based on the findings of this study, the following conclusions are hereby drawn that:

Gender of students is a major factor in their internet-addiction and academic procrastination. Male students have been noted to be highly addicted to internet while their female counterparts were noted to have a significantly lower addiction and procrastination rates.

Recommendation

The following recommendations are suggested based on the findings of this study:

Parents should accord special attention to male students among their wards with regards to their internet-usage; they should be advised and oriented on the dangers of internet-addiction on their personal and academic well-being. They should also be guided properly and informed about the portending danger that internet-social media sites constitutes to their overall academic and moral well-being if not moderated or used properly.

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