



## TikTok Scrolling Addiction and Academic Procrastination in Young Adults

Rabia Manzoor<sup>1</sup>, Mehreen Sajjad<sup>2</sup>, Samia Shams<sup>3</sup>, Sana Sarfraz<sup>4</sup>

<sup>1</sup> Clinical Psychologist, Al-Rashid Hospital, Sargodha, Pakistan. Email: haniafatima148@gmail.com

<sup>2</sup> Ph.D. Scholar, Department of Psychology, University of Karachi, Karachi, Pakistan. Email: mehreen25psy@gmail.com

<sup>3</sup> MSc Graduates, International Marketing University of Dundee, United Kingdom. Email: samiashams883@gmail.com

<sup>4</sup> Consultant, Clinical Psychologist, Special Need Trainer and Speech Therapist, Mind Bridge Therapy House Institution for Special Children, Lahore, Pakistan. Email: shoaibsana22@gmail.com

### ARTICLE INFO

#### Article History:

Received: July 26, 2024

Revised: December 06, 2024

Accepted: December 07, 2024

Available Online: December 08, 2024

#### Keywords:

TikTok Scrolling Addiction

Academic Procrastination

Young Adults

#### Funding:

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

### ABSTRACT

Young adults nowadays are prone to watching short videos ranging from a few seconds to a few minutes, continuously scrolling through social media platforms that provide these videos to users worldwide. Some watch informative videos, while others use them solely for entertainment, and some use them for both purposes. Studies have shown the detrimental effects of excessive and problematic use of social media platforms on mental health and disruption of daily routines. There is a considerable amount of literature on TikTok addiction and academic procrastination; however, such studies are limited in Pakistan. Therefore, this study aims to fill this gap by focusing on the addiction to TikTok scrolling and academic procrastination in young adults, specifically college and university students aged 18 to 25. The study adopted a cross-sectional correlational design and purposive sampling technique. Two measures were used: the Bergen Social Media Addiction Scale to measure TikTok scrolling addiction and the Procrastination Assessment Scale for Students to measure academic procrastination. The findings reveal a positive significant association between TikTok scrolling addiction and academic procrastination. The findings also indicate a positive and significant impact of TikTok scrolling addiction on academic procrastination among young adults. Gender differences in the study show no significant difference between men and women in terms of TikTok scrolling addiction and academic procrastination; however, the mean score for men was higher than that for women. Limitations and recommendations were comprehensively discussed at the end of the study. Implications for students' welfare were also provided.

© 2024 The Authors, Published by iRASD. This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License

Corresponding Author's Email: haniafatima148@gmail.com

## 1. Introduction

Social media has developed into an extension of traditional word-of-mouth networks, allowing anyone with internet access to share their opinions and information (Akpuokwe, Chikwe, & Eneh, 2024; Nisar, Prabhakar, & Strakova, 2019; Sajithra K, 2013). TikTok is a popular social media platform developed in China in 2016, which comprises diverse content, such as dance, funny videos, pranks, and educational videos. It also enables its users to explore, create, and post short videos ranging from seconds to minutes (Ahmed, 2024; Anderson, 2020; Balogun-Ibijunle et al., 2024; Brennan, 2020; Schukow, Herman, & Kowalski, 2022; Shutsko, 2020; Sub Editor & Hassan, 2023; Wei & Wang, 2022). Over time, TikTok's influence has extended beyond entertainment, emerging as a space for activism, brand marketing, and talent discovery (Abbas et al., 2022; Di Leo, 2022). It has become particularly popular among Generation Z, who represent about 60% of its nearly 700 million users, driven by its engaging short videos and interactive features (Ceschan, 2020). Despite its widespread success, excessive use of TikTok has raised concerns about its impact on users' well-being, especially among young adults (Day, Mensink, & O'Sullivan, 2000; McCloskey, 2011; Milgram, Batori, & Mowrer, 1993; Sub Editor & Hassan, 2023; Wang & Shang, 2024). TikTok scrolling addiction is when excessive time spent

watching short videos, ranging from seconds to minutes, leads to losing track of time and feeling stressed when unable to use the app, disrupting daily life (Brand et al., 2024; Conte et al., 2024; Korolainen, 2024; Yang, 2023).

Research indicates that social media addiction, including TikTok, can contribute to academic procrastination, defined as a tendency to delay academic tasks and learning activities, as well as heightened stress (Liu & Li, 2024; Slimani, 2024). The link between social media addiction and procrastination is further emphasized in studies showing that a significant proportion of undergraduates experience high levels of procrastination, with 33.47% acknowledging that it negatively affects their academic performance (Muslikah & Andriyani, 2018). Recent and previous studies have depicted that social media platform excessive use TikTok is associated with academic procrastination stress, and decreased academic performance (Day, Mensink, & O'Sullivan, 2000; McCloskey, 2011; Miedzobrodzka, Du, & Van Koningsbruggen, 2024; Milgram, Batori, & Mowrer, 1993; Slimani, 2024; Sub Editor & Hassan, 2023; Talbot, 2024; Tiking, Dabbang, & Fadare, 2024; Wang & Shang, 2024). The above literature emphasize the urgent need for strategies to mitigate the impact of social media addiction on students, especially as social media platforms become more integral to daily life. Promoting mindful usage and healthier engagement with social media can help individuals avoid the negative consequences that hinder academic and personal growth. While there is considerable literature on TikTok addiction and academic procrastination, such studies have not been conducted in Pakistan. Therefore, the objective of this study is to explore the impact of TikTok scrolling addiction on academic procrastination in young adults. The age range of 18 to 25 was selected as it represents a critical period in college and university, where low grades can influence future careers. TikTok scrolling addiction, as the manipulative variable, could be a significant contributor to procrastination in academics. The goal is to improve well-being and address the decline in academic performance. Following are the hypotheses of the study:

1. There is likely to be positive significant relationship between TikTok scrolling addiction and academic procrastination in young adults.
2. TikTok Scrolling addiction is likely to significantly impact academic procrastination in young adults.
3. There is likely to be a gender difference between study variables TikTok scrolling addiction and academic procrastination in young adults.

#### **4. Method**

##### **4.1. Study Design**

The study adopted cross sectional correlational design.

##### **4.2. Sampling**

A random purposive sampling technique was used to collect data from 130 college and university students, including 64 men and 66 women, aged 18 to 25. The age range of 18 to 25 was chosen because it represents the most critical years for students in college and university, where low grades can impact their future careers. TikTok scrolling addiction, as the manipulative variable, could be a potential reason behind procrastination in academics.

##### **4.3. Inclusion Criteria**

Participants were required to be university students men and women aged 18 to 25, have owned a smartphone for at least one year.

##### **4.4. Research Instruments**

###### **4.4.1. Bergen Social Media Addiction Scale (BSMAS)**

The Bergen Social Media Addiction Scale (BSMAS) is a six-question Likert scale developed by Andreassen and colleagues in 2016 to assess social media addiction. The rationale for using this scale is its suitability for the educated cohort of college and university students, as the official language of Pakistan is English, making the scale culturally appropriate for the participants' response measurements.

###### **4.4.2. Procrastination Assessment Scale for Students (APS)**

Developed by Solomon and Rothblum (1988), the APS consists of 44 items rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Higher scores indicate higher levels of procrastination. The scale assesses factors such as anxiety, laziness, time management,

and peer pressure. The Cronbach's alpha for the APS is 0.93. The rationale for using this scale is its appropriateness for the educated cohort of college and university students, as the official language of Pakistan is English, making the scale culturally relevant for the participants' response measurements.

#### 4.4.3. Ethical Considerations

The study adhered to strict ethical guidelines. Permissions for scale use were obtained from the original authors, and approvals were secured from relevant authorities for data collection. Informed consent was obtained from all participants, and confidentiality and anonymity were maintained. Participants were informed of the study's objectives and could withdraw at any time without consequences. Ethical approval was granted by the research ethics committee prior to data collection.

## 5. Results

### 5.1. Demographic Characteristics

**Table 1: Socio demographic characteristic of participants (N=130)**

Participants' Characteristics	Frequency	Percentage	Mean	Standard Deviation
Gender				
Men	64	49		
Women	66	51		
Age			24.25	2.62
Education				
Intermediate	10	8		
Bachelor	70	54		
Master	50	38		

The above table depicts that 64 (49%) are men while women in this study are 66 (51%). The mean of participants is 24.25 and 2.62 is standard deviation. In term of education, most participants are bachelors 70 (54%) followed by 50 (38%) are master and lastly followed by 10 (8%) intermediate.

### 5.2. Correlational Analysis

**Table 3: Correlation matrix between Study Variables (N=200)**

Variables	1	2	Mean	Standard Deviation
1.TikTok Scrolling Addiction	-	.17*	16.42	5.18
2.Academic Procrastination			95.16	22

Note. \* $p < .05$

The table above shows a significant positive association between TikTok scrolling addiction and academic procrastination. This indicates that as TikTok scrolling addiction increases, academic procrastination also tends to increase in participants.

### 5.3. Regression Analysis

**Table 2: Regression analysis for Academic Procastination (N=130)**

Variable	B	SE	B	R <sup>2</sup>	F	95% Confidence Interval	
						LL	UL
Constant	83.12***	5.38		.03	3.94	70.94	95.70
TSA	.73*	.36	.17			.002	1.46

Note. \*\*\* $p < .001$ , \* $p < .05$ , LL= Lower Level, UL= Upper Level, TSA= TikTok Scrolling Addiction

The above table depicts that TikTok scrolling addiction is a positive and significant predictor of academic procrastination ( $F = (1, 128) = 3.94$  \* $p < .05$ ) with 3% variance.

The below table depicts that men scored higher than women in both study variables i.e. TikTok scrolling addiction and academic procrastination however this higher score was not significant.

#### 5.4. Independent Sample t test

**Table 3: Mean comparison of males and females on smart phone addiction, academic procrastination and psychological wellbeing (N=130)**

Variables	Men(64)		Women(66)		t	p	Cohen's d
	M	SD	M	SD			
TikTok Scrolling	16.82	5.63	16.03	4.72	.87	.38	0.15
Addiction							
Academic	98.12	23.01	92.10	20.65	-1.56	.12	0.27
Procrastination							

Note. M=mean, SD= standard deviation

### 6. Discussion

There is ample literature on TikTok scrolling addiction and academic procrastination; however, such studies have not been conducted on young adults aged 18 to 25, specifically college and university students. Therefore, the objective of this study is to examine the impact of TikTok scrolling on academic procrastination in young adults. This study aims to fill this gap, provide effective interventions, and offer opportunities for further research. The first hypothesis of the study is to examine the association between TikTok scrolling addiction and academic procrastination among young adults. The findings support the hypothesis, as a significant association between TikTok scrolling addiction and academic procrastination exists. Our results are supported by a recent study on a sample of 448 adults, ranging in age from 18 to 35 years (M = 24.45, SD = 3.76), which indicates a positive and significant association between TikTok problematic use and academic procrastination (Rogowska & Cincio, 2024). Recent studies have found an inverse association between problematic social media use and academic performance, while a positive and strong link exists between social media platforms' problematic use and academic procrastination (Landa-Blanco et al., 2024; Suárez-Perdomo et al., 2024; Alvia et al., 2024). This means that as TikTok scrolling addiction increases, so does academic procrastination, which has a detrimental effect on students' academic performance. The second hypothesis of the study is to determine the impact of TikTok scrolling addiction on academic procrastination among young adults. The regression analysis confirmed these findings, showing that TikTok scrolling addiction significantly and positively impacts academic procrastination among young adults. Our findings align with a study that shows short-span videos have a significant and positive impact on academic procrastination via attentional control in college students (Xie et al., 2023). Our study is also supported by another study which shows that failure to self-control over TikTok use has a detrimental impact on academic performance and procrastination in students (Miedzobrodzka, Du, & Van Koningsbruggen, 2024).

Gender differences depict men scored more than women in term of study variables: TikTok scrolling addiction and academic procrastination, although not significantly. Our finding is aligned with similar recent studies which show men scored higher on smartphone addiction and problematic use of social media than their counterpart women (Fareed et al., 2024; Khan, Shahid, & Majid, 2024; Shahid, Bashir, & Fatima, 2024). Additionally, our study is supported by another study showing that women tend to procrastinate less on academic activities than men among college and university students (Khan et al., 2014). A study conducted on 51 university students (men = 25, women = 26) also supports our finding that male students procrastinate more than female students (Özer, Demir, & Ferrari, 2009). One of the most significant reasons for men scoring higher on TikTok scrolling addiction and academic procrastination could be societal and cultural factors. Since the study was conducted in Pakistan, a male-dominated society where men generally have more access to technology, this may explain the higher scores among men. However, women scored lower in academic procrastination, likely due to the cultural and social norms in Pakistan, where women are often less privileged and less educated in conservative societies. Despite these challenges, when given the opportunity for academics, women tend to take it very seriously, work hard to achieve good grades, and use technology less than men.

#### 6.1. Limitations and Recommendations

The first limitation of the study is that the data were taken from a cohort of 130 young adults, which may not be a sufficient representation of the entire population of college and university students. Therefore, it is recommended to collect data from a larger sample. The study adopted a cross-sectional correlational design, but a longitudinal design is recommended for

future studies to examine changes over time. The study used purposive sampling, but stratified sampling could have been more effective for study generalization; thus recommended for future studies.

## 6.2. Implications

The finding of the study is valuable not only for its implications for students but also for academia, as it fills a gap in research in countries like Pakistan and encourages further studies related to social welfare and academic purposes. The findings emphasize the need for awareness of excessive TikTok use and its association with academic performance, encouraging efforts to overcome addiction and address academic procrastination. Workshops, seminars, and webinars are recommended to promote student welfare in colleges and universities. Additionally, psychotherapy and counseling should be considered in cases of addiction and academic procrastination. The government should implement policies to address the overuse of social media, specifically among students, to mitigate this addictive behavior. Parental awareness is also crucial, as parents should be vigilant about their children's social media use and take appropriate measures to support their well-being.

## References

- Abbas, L., Fahmy, S. S., Ayad, S., Ibrahim, M., & Ali, A. H. (2022). TikTok Intifada: Analyzing Social Media Activism Among Youth. *Online Media and Global Communication*, 1(2), 287-314. <https://doi.org/10.1515/omgc-2022-0014>
- Ahmed, M. N. (2024). The Impact of Short-Form Video Content on Fan Engagement for Streamers.
- Akpuokwe, C. U., Chikwe, C. F., & Eneh, N. E. (2024). Innovating business practices: The impact of social media on fostering gender equality and empowering women entrepreneurs. *Magna Scientia Advanced Research and Reviews*, 10(2), 032-043. <https://doi.org/10.30574/msarr.2024.10.2.0042>
- Anderson, K. E. (2020). Getting acquainted with social networks and apps: it is time to talk about TikTok. *Library Hi Tech News*, 37(4), 7-12. <https://doi.org/10.1108/LHTN-01-2020-0001>
- Balogun-Ibijunle, A., Ogunbola, O., Olatunji, O., Doyinsola, A., Akin-Odukoya, O., Ojenagbon, S., & Ridwan, M. (2024). Dominance of short form videos: Cross-age analysis of TikTok's influence. *Lakhomi Journal Scientific Journal of Culture*, 5(2), 104-115. <https://doi.org/https://doi.org/10.33258/lakhomi.v5i2.1177>
- Brand, C., Fochesatto, C. F., Gaya, A. R., Schuch, F. B., & López-Gil, J. F. (2024). Scrolling through adolescence: unveiling the relationship of the use of social networks and its addictive behavior with psychosocial health. *Child and Adolescent Psychiatry and Mental Health*, 18(1), 107. <https://doi.org/10.1186/s13034-024-00805-0>
- Brennan, M. (2020). *Attention factory: The story of TikTok and China's ByteDance*. China Channel.
- Ceschan, B. (2020). History of Tik Tok and its Negative Effects on Generation Z. In.
- Conte, G., Iorio, G. D., Esposito, D., Romano, S., Panvino, F., Maggi, S., Altomonte, B., Casini, M. P., Ferrara, M., & Terrinoni, A. (2024). Scrolling through adolescence: a systematic review of the impact of TikTok on adolescent mental health. *European Child & Adolescent Psychiatry*. <https://doi.org/10.1007/s00787-024-02581-w>
- Day, V., Mensink, D., & O'Sullivan, M. (2000). Patterns of Academic Procrastination. *Journal of College Reading and Learning*, 30(2), 120-134. <https://doi.org/10.1080/10790195.2000.10850090>
- Di Leo, S. (2022). Empowering grassroots narratives: assessing the impact of social media activism on fashion brand communication.
- Fareed, S., Jabeen, S., Aurangzeb, S., & Aslam, R. (2024). Social Media Addiction, Social Media Use and Aggression in Young Adults. *Pakistan Journal of Humanities and Social Sciences*, 12(3), 2397-2402. <https://doi.org/10.52131/pjhss.2024.v12i3.2414>
- Khan, M. J., Arif, H., Noor, S. S., & Muneer, S. (2014). Academic procrastination among male and female university and college students. *FWU Journal of Social Sciences*, 8(2), 65-70.
- Khan, P., Shahid, M. S., & Majid, H. A. (2024). MEDIATING ROLE OF ONLINE SOCIAL CONNECTEDNESS IN SMARTPHONE ADDICTION AND ONLINE RELATIONSHIP AMONG YOUNG ADULTS. *Gomal University Journal of Research*, 40(3), 327-336. <https://doi.org/10.51380/gujr-40-03-05>
- Korolainen, J. (2024). *The effects of digital media consumption on perceived well-being*

- Liu, Q., & Li, J. (2024). A one-year longitudinal study on the mediating role of problematic TikTok use and gender differences in the association between academic stress and academic procrastination. *Humanities and Social Sciences Communications*, 11(1), 1132. <https://doi.org/10.1057/s41599-024-03654-6>
- McCloskey, J. (2011). Finally, my thesis on academic procrastination.
- Miedzobrodzka, E., Du, J., & Van Koningsbruggen, G. M. (2024). TikTok use versus TikTok self-control failure: Investigating relationships with well-being, academic performance, bedtime procrastination, and sleep quality. *Acta Psychologica*, 251, 104565. <https://doi.org/10.1016/j.actpsy.2024.104565>
- Milgram, N. A., Batori, G., & Mowrer, D. (1993). Correlates of academic procrastination. *Journal of School Psychology*, 31(4), 487-500. [https://doi.org/10.1016/0022-4405\(93\)90033-F](https://doi.org/10.1016/0022-4405(93)90033-F)
- Muslikah, M., & Andriyani, A. (2018). Social media user students' academic procrastination. *Psikopedagogia Jurnal Bimbingan Dan Konseling*, 7(2), 53-57.
- Nisar, T. M., Prabhakar, G., & Strakova, L. (2019). Social media information benefits, knowledge management and smart organizations. *Journal of Business Research*, 94, 264-272. <https://doi.org/10.1016/j.jbusres.2018.05.005>
- Özer, B. U., Demir, A., & Ferrari, J. R. (2009). Exploring academic procrastination among Turkish students: Possible gender differences in prevalence and reasons. *The Journal of social psychology*, 149(2), 241-257.
- Rogowska, A. M., & Cincio, A. (2024). Procrastination Mediates the Relationship between Problematic TikTok Use and Depression among Young Adults. *Journal of Clinical Medicine*, 13(5), 1247. <https://doi.org/10.3390/jcm13051247>
- Sajithra K, S. K. (2013). Social Media – History and Components. *IOSR Journal of Business and Management*, 7(1), 69-74. <https://doi.org/10.9790/487X-0716974>
- Schukow, C. P., Herman, M., & Kowalski, P. (2022). TikTok: The New "Social Media Frontier" in Pathology? *Advances in Anatomic Pathology*, 29(5), 324-325. <https://doi.org/10.1097/PAP.0000000000000350>
- Shahid, M. S., Bashir, S., & Fatima, S. (2024). Social Media Addiction and Aggression in Pakistani Young Adults: Social Connectedness as a Moderator. *Journal of Professional & Applied Psychology*, 5(3), 424-433. <https://doi.org/10.52053/jpap.v5i3.308>
- Shutsko, A. (2020). User-Generated Short Video Content in Social Media. A Case Study of TikTok. In G. Meiselwitz (Ed.), *Social Computing and Social Media. Participation, User Experience, Consumer Experience, and Applications of Social Computing* (Vol. 12195, pp. 108-125). Springer International Publishing.
- Slimani, Z. (2024). *Exploring the Relationship between TikTok use, Academic stress, and Procrastination as a Mediator among Students* University of Twente].
- Sub Editor, L. P., Islamabad Pakistan., & Hassan, M. A. (2023). The Effects of TikTok on Mental Health and Psychological Wellbeing of University Students. *Journalism, Politics and Society*, 1(3), 186-197. <https://doi.org/10.63067/gta31b39>
- Talbot, C. (2024). The Role of TikTok in Students' Health and Wellbeing. *International Journal of Mental Health and Addiction*.
- Tiking, N. J., Dabbang, A. K., & Fadare, S. A. (2024). Navigating The Social Media Abyss: Unraveling The Link Between Academic Procrastination And Social Media Addiction. *Educational Administration: Theory and Practice*, 30(5), 6833-6844. <https://doi.org/https://doi.org/10.53555/kuey.v30i5.4025>
- Wang, X., & Shang, Q. (2024). How do social and parasocial relationships on TikTok impact the well-being of university students? The roles of algorithm awareness and compulsive use. *Acta Psychologica*, 248, 104369. <https://doi.org/10.1016/j.actpsy.2024.104369>
- Wei, T., & Wang, X. (2022). A Historical Review and Theoretical Mapping on Short Video Studies 2005–2021. *Online Media and Global Communication*, 1(2), 247-286. <https://doi.org/https://doi.org/10.1515/omgc-2022-0040>
- Xie, J., Xu, X., Zhang, Y., Tan, Y., Wu, D., Shi, M., & Huang, H. (2023). The effect of short-form video addiction on undergraduates' academic procrastination: a moderated mediation model. *Frontiers in Psychology*, 14, 1298361. <https://doi.org/10.3389/fpsyg.2023.1298361>
- Yang, Z. (2023). Why Adolescents Are Addicted to Social Media. *Journal of Education, Humanities and Social Sciences*, 8, 1430-1436. <https://doi.org/10.54097/ehss.v8i.4498>