

Internet Addiction and Peer Influence as Predictors of Academic Procrastination among University Students in Awka, Anambra State

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Abstract

This study explored internet addiction and peer influence as predictors of academic procrastination among undergraduate Education students in a federal university in Anambra State. The research adopted a quantitative research (descriptive-correlational) design. The population comprised all the students of Nnamdi Azikiwe University, Awka for the 2023/2024 Academic Session. The sample size of 640 was drawn using convenient sampling. The Internet Addiction Questionnaire (IAQ), Peer Influence Questionnaire (PIQ) and Academic Procrastination Questionnaire (APQ) were used for data collection. Experts in the Department of Educational Foundations, Nnamdi Azikiwe University, Awka validated the instruments. The reliability coefficient was obtained using Cronbach Alpha which yielded a reliability index of 0.76, 0.79 and 0.90 for IAQ, PIQ and APQ, respectively. Data were analyzed using both descriptive and inferential statistics. Descriptive statistics were used to answer research questions one to three while inferential statistics, that is, the simple correlation analysis was used to answer research questions four to six while Simple Regression Analysis was used to test the hypotheses. The findings indicated that internet addiction and peer influence positively predicted academic procrastination separately and jointly, among university students. Based on the findings of the study, it was recommended among others, that students should invest their time wisely and concentrate on their academics, rather than spend much time on internet platforms for other purposes.

Keywords: Academic Procrastination, Internet Addiction, Peer Influence, University Students.

Introduction

Academic procrastination among university students in this contemporary age should be a concern for education stakeholders. This is given that previous literature showed that academic procrastination is a widespread problem (Sawar et al., 2025) which is prevalent among university students. For instance, Anierobi et al (2021), reported that some (33.47%) of university students in a federal university in Anambra, Nigeria exhibit a high level of academic procrastination. Daryani et al (2021) observed that more than half, that is, 51% of the students in Mulawarman university exhibited academic procrastination. Similarly, Ahmed, Bernhardt and Shivappa (2023) showed that many students were more vulnerable to procrastinate when it comes to academic tasks than for administrative tasks. Again, Fentaw et al (2022) revealed that the majority, that is, more than 80% of the university students studied in Ethiopia, exhibit academic procrastination. Generally, academic procrastination results when people exhibit the practice of delaying, putting off, shifting or postponing attending to duties intentionally or unintentionally, whether they are academic, professional, business, or other sundry responsibilities, despite the penalties or repercussions associated with not finishing them on

time. In the academic context, it refers to any intentional or irrational deferral, needless delay, or postponement of a planned academic course of action, regardless of the consequences for students who are unable to meet the deadlines for completing such academic assignments. This implies that academic procrastination has a way of affecting students' academic behaviour, which could undermine their academic performance if unchecked.

Previous studies showed that academic procrastination has a debilitating impact on students. Some studies linked it to poor academic accomplishment (Munda et al, 2024), academic stress and anxiety (Ragusa et al, 2023). Students procrastinate for a lot of reasons. Some of the factors that could account for academic procrastination among university students include the influence of peer conformity (Arfar, Tamar & Norhafizah, 2021), fear of failure, poor time management and declined motivation (Ahmed et al, 2023). Other scholars fingered laziness, stress, and poor planning skills (Fentaw et al, 2022), poor academic self-efficacy and difficulties in regulating emotions (Rad et al, 2025) as part of the reasons students delay attending to their academic activities. In addition to these factors, excessive use of the internet would not be ruled out as a factor in students' academic procrastination habits. In other words, excessive internet use, otherwise known as internet addiction, could take students' attention away from academic work and activities.

The internet is a modern technology which has come to stay due to its revolutionary role in facilitating intercommunication, social connectivity and all facets of life. The internet covers all networking and social media sites that are used for interaction, such as Facebook, X, TikTok, WhatsApp, Instagram, YouTube, Snapchat, LinkedIn and Google+ (Issahaque & Ghanney, 2024). Due to the revolutionary impact of the internet on humanity, every individual seems to depend on it for one form of interaction or information or the other. Deductively, people cannot do without the internet because of its usefulness in connecting to the world. However, when there is excessive or overuse of the internet and social media sites, especially if its excessive use hinders one from giving due time to daily life responsibilities, internet addiction occurs. Scholars reported that internet use is prevalent among university students across the nation (Iluku-Ayoola et al, 2020; Anierobi et al, 2021; Mbachu et al, 2024). A student who is an internet addict usually spends much time on the internet and/or other online sites attending to frivolous activities and online friends, while giving less attention to other activities that matter for personal academic growth. Overly depending on the internet has a way of affecting students, especially in their academic behaviours, outcomes and general well-being. Scholars linked problematic use of the internet with poor quality of communication and academic motivation among Belarusian and Russian students (Sheinov et al, 2024). It could be deduced that overdependence on the internet has a way of hindering students from developing quality communication skills because slang and strict adherence to good construction of grammar are mainly overlooked while chatting with friends in cyberspace. This negligence to adopting quality communication skills might affect students' academic motivation if they keep scoring poorly in their assignments and examinations due to poor grammatical construction. Studies revealed that academic procrastination and poor achievement among university students could be attributed to excessive use of the internet (Anierobi et al, 2021; Gupta & Kumar, 2024) especially for other purposes not related to academics. Other scholars further showed that internet addiction leads to academic procrastination and indecisiveness among students (Sadiq et al, 2025) and has a negative impact on their academic performance (Issahaque & Ghanney, 2024). Rebello (2025) reported that excess use of the internet is significantly linked to academic procrastination among college students. Excessive use of the internet has further been linked to poor psychological well-being with such symptoms as insomnia, anxiety and depression (Jochmann et al, 2024), academic fatigue (Osiesi et al, 2025) and a high level of stress (Kassim et al, 2025). Similarly, Geronimo et al (2025) indicated that psychological distress is associated

with academic procrastination. It could be construed that constant use of internet sites not only poses a distraction to students but also has a debilitating impact on students' well-being.

Nevertheless, the internet, when used properly, has positive impacts on students' academic performance and social well-being. Okeke and Anierobi (2020) aver that the internet provides students with the opportunity for quick and effective means of sourcing information on their studies. This implies that the internet space is an indispensable platform for academic growth, which students should leverage. Students no doubt have a positive disposition towards leveraging the internet for e-learning. This is evidenced by a study by Anierobi, et al. (2024), which revealed part-time university students' positive attitude and willingness to adopt e-learning for the study. A study by Sarwat et al (2021) showed that the use of the internet among university students in Karachi facilitated their academic performance. This is given that the internet offers students the platform to acquire relevant information to study ahead of the class in preparation for examinations and facilitates their reading skills, which are indirectly promotes their academic performance (Baiden & Albert Ato-Jackson, 2023). Arguably, internet usage has favourable impacts on students' academic outcome while excessive use or addiction to it could have an unhealthy impact on students' academic lives. As a matter of fact, the level of students' usage of the internet, whether excessively to the point of addiction for frivolities or proper usage for academic purposes, could result from the type of peers that students keep and interact with.

Peers are individuals of seemingly equal standing with one another in age, qualifications and status. Explicitly, peers may not necessarily be of the same age, they can connote friends, classmates or even colleagues at workplace who are of equal standing. Contextually, peer influence refers to ways in which students' behaviours, decisions, actions and attitudes can be influenced by their classmates or friends. Scholars posit that individuals tend to conform to behaviours commonly practised by their peers, particularly to gain acceptance, admiration or respect and avoid rejection by their peers (Jindal et al, 2024). In other words, students usually model after their friends to gain acceptance and blend with them. Peer influence often manifests more during the adolescence stage because it is the stage that young people affiliate and conform more with their peers more than with families to suit their lifestyle (Nwiko et al, 2020). Likewise, during this phase of life, students form cliques, groups and have norms which determine their behaviour and lifestyle because they feel more comfortable and relaxed among fellow peers. Sahu (2022) revealed that peer pressure is prevalent among university students in Tezpur, irrespective of gender, and reported specifically that 40.83%, 33.33% and 25.83% of the students experienced high, moderate and low peer pressure respectively. Moreover, Adeyemii (2019) reported a moderate level (61.7%) of peer influence among junior secondary school students in a part of southwestern Nigeria, across age levels. Peers can have either a negative or positive impact on one another depending on the norm guiding their formed behaviours and lifestyle. For instance, if a student is involved with a group of students who are ambitious and working hard to attain high academic goals, he or she might feel pressured to follow suit to avoid feeling excluded from the group. Similarly, if a student hangs out with peers of questionable or queer character, the student would be compelled to copy their lifestyle to keep up with them.

Previous studies revealed that peers could have both positive and negative influence each other's academic outcomes. Peers could influence each other positively by encouraging each other's study habits and participation in academic activities (Shao et al, 2024); and providing social support for active engagement in academic activities (Chen et al, 2023) or by providing necessary support to one another (Gebresilase, 2023). On the other hand, peers could have a negative influence on one another. According to Ekwok (2020), students usually get involved in

deviant behaviours to fit in and align with the behaviours of their peers to maintain peer acceptance. Adeleke and Emunemu (2021) reported a low performance in English and Mathematics among secondary school students in Ogun State were attributed to the negative influence of peers; and suggested that parents and teachers should properly guide students in keeping up with friends who would influence them positively. Peers could influence each other to skip classes, steal, cheat during examinations, practice alcoholism and other unhealthy behaviours which are not in line with the rules and regulations guiding the school with its ripple effect manifesting in putting off academic activities to keep up with the lifestyle that appeal to them. Sharing similar perspective, Amirrudin et al (2022) showed that peer influence correlated positively with academic misconduct among university students in Malaysia. However, Anierobi et al (2020) observed differently in their study which showed that peer influence is negatively correlated with students' tendency to cheat in their examinations.

The force of combined impact of internet addiction and peer influence would no doubt, contribute significantly to students' academic behaviour. Hastutii et al (2023) showed that social media usage and peer influence are linked to sexual behaviours among adolescents. Similarly, Saheed et al (2024) observed that social media and peer pressure jointly contributed to cohabitation behaviour among students. All things being equal, social media use combined with peer influence would have a greater impact on students' procrastination behaviour. Moreover, Chinweuba et al (2025) reported that peer influence and social networking are factors to social media addiction exhibited by undergraduate students in a university in southeast, Nigeria.

This study is anchored on Social Learning Theory by Albert Bandura (1977) which posits that individuals learn behaviours from one another through observation, modelling and imitation. Moreover, STL holds that behaviours are sustained or weakened through the effects of rewards or punishments, otherwise referred to as vicarious learning. Anchoring this study on the premise of this theory is based on the notion that students often learn or acquire behaviours whether positive or negative, by observing, modelling and imitating their peers for the consequent rewards of peer acceptance on the one hand, and for the avoidance of peer rejection as a punishment on the other hand. The onus lies on the behaviours of peers a student is affiliated with, which would largely influence their behaviour, given the popular adage that flocks of a feather flock together. Given the persisting prevalence of academic procrastination despite various studies on possible factors sustaining the widespread problem among students, this study seeks to explore the link that internet addiction and peer influence have on academic procrastination among university students in Awka. The following research questions and hypotheses guided this study.

Research Questions

1. What is the rate of internet use among of university students in Awka?
2. What is the pattern of peer influence among university students in Awka?
3. How frequent is academic procrastination among university students in Awka?
4. What is the predictive value of internet addiction on academic procrastination among university students in Awka?
5. What is the predictive value of peer influence on academic procrastination among university students in Awka?
6. What is the joint predictive value of internet addiction and peer influence on academic procrastination among university students in Awka?

Research Hypotheses

1. Internet addiction does not significantly predict academic procrastination of university students in Awka.

2. Peer influence does not significantly predict the academic procrastination of university students in Awka.
3. Internet addiction and peer influence do not significantly predict academic procrastination of university students in Awka.

Method

The design of this study is a correlational design. The population for the study comprised all the 300-level students of Nnamdi Azikiwe University, Awka, for the 2023/2024 academic session. The sample size was 640 respondents, drawn through a convenient sampling technique. The researchers collected data by distributing the questionnaires to the students during their lecture periods, and it lasted for one week. Their consent was sought for and only students who indicated interest participated in the study. Out of the 750 questionnaires distributed, only 640 questionnaires were filled out correctly and used for the study. Data were collected with three sets of researchers-developed instruments validated by experts in the Faculty of Education, Nnamdi Azikiwe University, Awka. The first instrument, titled Academic Procrastination Questionnaire (APQ), is a 6-item questionnaire used to elicit information from students on their level of academic procrastination. The Internet Addiction Questionnaire (IAQ) is an 8-item questionnaire used to elicit information from students on their level of internet usage. The Peer Influence Questionnaire (PIQ) is an 11-item questionnaire used to extract information from students on the level of influence of peer conformity.

The APQ and IAQ were constructed on a 4-point response pattern and the weighted score of Strongly Agree (SA) =4, Agree (A) =3, Disagree (D)=2, Strongly Disagree (SD)=1. The PIQ was also a 4-point response pattern and the weighted score of Always (A)=4, Occasionally (OC)=3, Rarely (R)=2, and Not Applicable (NP)=1. The reliability of APQ, IAQ, and PIQ was determined using the Cronbach Alpha method, which yielded alpha coefficient values of 0.76 for APQ, 0.79 for IAQ, and 0.90 for PIQ. The data collected were analysed in line with the research questions and hypotheses. Data were analysed using both descriptive and inferential statistics. Descriptive statistics were used to answer research questions one to three, while inferential statistics, that is, the simple correlation analysis, were used to answer research questions four to six and simple regression analysis was used to test the hypotheses.

Results

Table 1
Students' Socio-Demographic Characteristics

	Frequency	Percentage (%)
Field		
Humanities	198	30.9
Technology/ICT	112	17.5
Sciences	80	12.5
Language/Communication	161	25.2
Commercials/Management	89	13.9
Gender		
Male	256	40.0
Female	384	60.0
Total	640	100.0

Source: Field Work (2024)

Data in Table 1 reveal that the sample size consists of more female undergraduates (384, 60.0%) than male undergraduates (256, 40.0%). 198 representing 30.9% of the students are in the humanities; 112 representing 17.5% are from Technology/ICT; 80 respondents representing

12.5 % are from the Sciences; 161 respondents representing 25.2% are from Languages and Communication, while 89 participants representing 13.9% are from Commercials/Management field.

Table 2

Table showing the Rate of Internet Addiction among University Students in Awka

Rate of Internet Use	Frequency	Percentage
Always	61	9.5
Sometimes	245	38.3
Rarely	201	31.4
Never	133	20.8
Total	640	100.0

Data in Table 2 reveal the rate of internet usage among the students for activities other than academic purposes. Explicitly, it reveals that among the respondents, 61 students representing 9.5% of the sample size always make use of the internet for activities other than for academic purposes; 245 respondents representing 38.3% of the students use the internet sometimes; while 201 students representing 31.4% of the sample size rarely use the internet for activities that are not for academic purposes. Moreover, 133 students, representing 20.8% of them, reported that they never use the internet for activities other than for academic purposes. Deductively, the rate of internet addiction among undergraduates in the institution is moderate.

Table 3

Table showing the Rate of Peer Influence among University Students in Awka

Rate of Peer Influence	Frequency	Percentage (%)
Often	24	3.8
Occasionally	199	31.8
Rarely	237	37.0
Never	180	28.1
Total	640	100.0

Data in Table 3 reveal the rate of peer influence among the students of the institution. Precisely, it reveals that 24 respondents representing 3.8% of the students were often influenced by their peers; 199 respondents representing 31.8% are occasionally influenced by their peers; while 237 respondents representing 37.0% of the sample size reported that they are rarely influenced by their peers. Moreover, 180 students, representing 28.1% of them, reported that they are never influenced by their peers in any way. Deductively, the rate of peer influence among students in the institution is moderate.

Table 4

Table showing the Rate of Academic Procrastination among University Students in Awka

Rate of Academic Procrastination	Frequency	Percentage (%)
Most Times	11	1.7
Sometimes	241	37.7
Rarely	221	34.5
Never	167	26.1
Total	640	100.0

Data in Table 4 reveal the rate of academic procrastination among the students of the institution. Precisely, it shows that 11 respondents representing 1.7% of the students reported that they most times unnecessarily put off attending to their academic activities as at when

needed; 241 respondents representing 37.7% sometimes procrastinate in carrying out academic tasks; while 221 respondents representing 34.5% of the sample size reported that they are rarely engage in academic procrastination. Moreover, 167 respondents representing 26.1% of the students reported that they never delayed in attending to their tasks. Deductively, the rate of academic procrastination among students of the institution is moderate.

Research Question 1: What is the predictive value of internet addiction on academic procrastination among university students in Awka?

Table 5

Simple Correlation Showing the Predictive Value of Internet Addiction and Academic Procrastination among University Students in Awka

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.431 ^a	.186	.184	2.831

a. Predictors: (Constant), Internet Addiction

Data in Table 5 reveal that the correlation coefficient between internet addiction and students' academic procrastination is 0.431 with a coefficient of determination of .186. This implies that internet addiction triggers academic procrastination in students. Besides, the coefficient of determination of 0.186 means that 18.6% variation in the students' academic procrastination can be as a result to their excessive use of the internet, otherwise termed internet addiction. Hence, internet addiction positively predicted the academic procrastination of university students in Awka.

Research Question 2: What is the predictive value of peer influence on academic procrastination among university students in Awka?

Table 6

Simple Correlation Showing the Predictive Value of Peer Influence and Academic Procrastination among University Students in Awka

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.234 ^a	.055	.053	3.050

a. Predictors: (Constant), Peer Influence

Data in Table 6 reveal that the correlation coefficient between peer influence and students' academic procrastination is 0.234 with a coefficient of determination of .055. This implies that as peer influence increases, it would no doubt result in an increase in academic procrastination in students. Besides, the coefficient of determination of 0.055 shows that 05.5% variation in the students' academic procrastination can be as a result to their peer influence experiences. Thus, peer influence positively predicted the academic procrastination of university students in Awka.

Research Question 3: What is the joint predictive value of internet addiction and peer influence on academic procrastination among university students in Awka?

Table 7

Model Summary for a Joint Predictive Value of Internet Addiction and Peer Influence on Academic Procrastination among University Students in Awka

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.444 ^a	.197	.194	2.813

a. Predictors: (Constant), Internet Addiction, Peer Influence

Data in Table 7 reveal that internet addiction and peer influence jointly and positively predicted ($r = .444$) academic procrastination of university students in Awka with a coefficient of determination of .197. This shows that 19.7% variation in students' academic procrastination can be accountable to the joint contribution of their internet addiction and peer influence. This means that as internet addiction together with peer influence increase, there will be a resultant increased impact on the academic procrastination of the students. Therefore, internet addiction and peer influence jointly and positively predicted the academic procrastination of university students in Awka.

Hypothesis 1: Internet addiction does not significantly predict academic procrastination of university students in Awka

Table 8

Regression on the Predictive Power of Internet Addiction on Academic Procrastination of University Students in Awka

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta		
1	(Constant)	6.763	.568		11.912	.000
	Internet Addiction	.321	.027	.431	12.055	.000
	R	.431 ^a				.000
	R ²	.186				.000
	F	145.319				.000 ^b

a. Dependent Variable: Academic Procrastination

Data analysis in Table 8 reveal that the predictive power of internet addiction on university students' academic procrastination was ascertained at $\beta = .431$, $p < .05$ ($n = 640$). The p-value ($p \leq .000$) is less than 0.05, so the null hypothesis was not accepted. Therefore, internet addiction significantly predicted academic procrastination among university students in Awka.

Hypothesis 2: Peer influence does not significantly predict the academic procrastination of university students in Awka

Table 9

Regression on the Predictive Power of Peer Influence on Academic Procrastination of University Students in Awka

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta		
1					
(Constant)	10.790	.457		23.634	.000
Peer Influence	.139	.023	.234	6.090	.000
R	.234 ^a				.000
R ²	.055				.000
F	37.085				.000 ^b

b. Dependent Variable: Academic Procrastination

Data analysis in Table 9 reveal that the predictive power of peer influence on university students in Awka's academic procrastination was ascertained at $\beta = .234$, $p < .05$ ($n = 640$). The p-value ($p \leq .000$) is less than 0.05, so the null hypothesis was not accepted. Therefore, peer influence significantly predicted the academic procrastination of university students in Awka.

Hypothesis 3: Internet addiction and peer influence do not jointly predict academic procrastination of university students in Awka

Table 10

Model Summary for Joint Predictive Effects of Internet Addiction and Peer Influence on Academic Procrastination of University Students in Awka

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta		
1					
(Constant)	6.016	.616		9.762	.000
Internet Addiction	.295	.028	.396	10.614	.000
Peer Influence	.066	.022	.112	3.012	.003
R	.444 ^a				.000
R ²	.197				.000
F	78.113				.000

a. Dependent Variable: Academic Procrastination

Data in Table 10 reveal that the regression coefficient (R) was .444 while R² was .197. This is an indication that the predictor variables jointly contributed 19.7% to explain the variances in response and the corresponding F (2, 638) = 78.113, is statistically significant ($p < .05$). Therefore, the finding indicates that the presence of internet addiction and peer influence would

have a higher impact on the academic procrastination of university students in Awka. The null hypothesis was, therefore, not accepted. Thus, internet addiction and peer influence jointly and significantly predicted the academic procrastination of university students in Awka.

Discussion

The study was carried out to determine the predicting values of internet addiction and peer influence on the academic procrastination of university students in Awka and adopted a quantitative design of the descriptive and correlational approach. The descriptive approach adopted showed the demographic information about the respondents, of which students in the field of humanities made the top list with a total number of 198 representing 30.9% of the students while those in sciences was the least on the list with a total number of 80 (12.5%) respondents. In terms of gender, female students (384, 60%) made the top list while the male were 256 representing 40% of the students.

The study also showed that internet addiction is prevalent among the university students. Explicitly, it reveals that among the respondents, 61 students representing 9.5% of the sample size always make use of the internet for activities other than for academic purposes; 245 respondents representing 38.3% of the students use the internet sometimes; while 201 students representing 31.4% of the sample size rarely use the internet for activities that are not for academic purposes. Moreover, 133 students representing 20.8% of them reported that they never use the internet for other activities than for academic purposes. The fact remains that university students often, make use of the internet for academic purposes and other non-academic activities. They often make use of the social media sites for whole lots of activities ranging from chatting with friends, networking, TikToking and following up on trending issues and sometimes source for information for their studies. This finding is consistent with the existing literature that there is prevalence of internet use among university students across the nation (Iluku-Ayoola et al, 2020; Anierobi et al, 2021; Mbachu et al, 2024).

The rate of peer influence among the students was also found to be moderate. Precisely, it reveals that 24 respondents representing 3.8% of the students were often influenced by their peers; 199 respondents representing 31.8% are occasionally influenced by their peers; while 237 respondents representing 37.0% of the sample size reported that they are rarely influenced by their peers. Moreover, 180 students representing 28.1% of them reported that they are never influenced by their peers in any way. By implication, it was established that students are sometimes influenced to conform to the lifestyle and behaviour pattern of their peers and friends. This may or may not affect their decisions in academic matters, but the fact remains that peers influence each other in school. This finding disagrees with Sahu (2022) that peer pressure is prevalent among university students, irrespective of gender, showing specifically that 40.83%, 33.33% and 25.83% of the students experienced high, moderate and low peer pressure respectively as against this finding that only 3.8% and 31.8% were often and occasionally influence by their peers, respectively. The disparity in findings could be attributed to differences in ethnic and geographical location of both studies. Though both studies were based on university students, the present study was carried out in Nigeria while Sahu's study was in Tepzur. However, this finding aligns with that of Adeyemii (2019) which reported a moderate level (61.7%) of peer influence among junior secondary school students in a part of southwestern Nigeria, across age levels.

The study sought out to determine the rate of academic procrastination among students of the institution and found it to be moderate. Precisely, it shows that 11 respondents representing 1.7% of the students reported that they most times unnecessarily put off attending to their academic activities as at when needed; 241 respondents representing 37.7% sometimes procrastinate in

carrying out academic tasks; while 221 respondents representing 34.5% of the sample size reported that they rarely engage in academic procrastination. Moreover, 167 respondents representing 26.1% of the students reported that they never delayed in attending to their tasks. Academic procrastination cannot be ruled out when students spend most of their times on social media sites or the internet for other activities other than for their studies. Though, a minute percentage (1.7%) of the students admitted that they procrastinate most times, 33.7% admitted that they procrastinate sometimes. This evidence established a moderate practice of academic procrastination among the students of the institution. This finding is not consistent with the existing literature which showed that academic procrastination is a widespread problem among university students (Sawar et al., 2025). The finding disagrees with Anierobi et al (2021) who observed that some (33.47%) of university students in a federal university in Anambra, Nigeria exhibit a high level of academic procrastination. It further contradicts Daryani et al (2021), who reported that more than half, that is, 51% of the students in Mulawarman university exhibited academic procrastination. It no doubt agrees with Ahmed, Bernhardt and Shivappa (2023) that many students were more vulnerable to procrastinating when it comes to academic tasks than for administrative tasks but disagrees with Fentaw et al (2022) that majority, that is, more than 80% of university students, exhibit academic procrastination.

The finding revealed that internet addiction positively predicted academic procrastination among undergraduates in the institution. When subjected to statistical analysis, the prediction was found to be significant. This implies that an increase in internet addiction among students would have a resultant increase impact on their academic procrastination. In other words, internet addiction is a critical predictor of academic procrastination among university students. This could be attributed to the fact that in this contemporary age, most people, especially students often spend more time on social media sites for both academic and non-academic purposes. The internet has come to stay due to its crucial role in connecting people all over the globe. This finding is consistent with the existing literature that internet addiction leads to academic procrastination and indecisiveness among students (Sadiq et al, 2025; Rebello (2025). It aligns with Anierobi et al (2021); Gupta and Kumar (2024); and Issahaque and Ghanney (2024) that academic procrastination and poor achievement among university students could be attributed to excessive use of the internet especially for other purposes not related to academics. This is factual because as students continue to procrastinate, they would not be able to meet up with deadlines in starting and submitting their assignments or studying which would no doubt negatively affect their academic performance. The finding also agrees that problematic use of the internet contributes to poor quality of communication and academic motivation among students (Sheinov et al, 2024). This implies that overdependence on the internet has a way of hindering students from developing quality communication skills because slangs and strict adherence to good construction of grammar are mainly overlooked while chatting with friends on the cyberspace. This negligence to adopting quality communication skills might affect students' academic motivation if they keep scoring poorly in their assignments and examinations due to poor grammatical construction. Studies revealed, excessive use of the internet has further been linked to poor psychological well-being with such symptoms as insomnia, anxiety and depression (Jochmann et al, 2024) academic fatigue (Osiesi et al, 2025) and high level of stress Kassim et al (2025). Similarly, Geronimo et al (2025) indicated that psychological distress is associated with academic procrastination. It could be construed that constant use of internet sites not only poses a distraction to students, but also has a debilitating impact on students' well-being which in turn would lead to more academic procrastination. The negative cycle continues.

The study's findings revealed that peer influence positively predicted academic procrastination among students of the institution. When tested, the prediction was significant, implying that peer

influence a strong factor determining the rate of academic procrastination among students. Peer group affiliation matters in students' academic behaviour because peers influence each other to remain in their circle. Peers form and define their lifestyle and behaviours, feel more relaxed amid one another and detest peer rejection. This explains why students model after or imitate their peers to belong without minding any negative consequence such behaviours would have on their academic journey. This finding validates that of Ekwok (2020) which showed that students usually get involved in deviant behaviours to fit in and align with the behaviours of their peers to maintain peer acceptance. Deviant behaviours are distractors to students' commitment to their studies. This agrees with Adeleke and Emunemu (2021) who reported that low academic performance among secondary school students were attributed to the negative influence of peers. When students associate with peers who influence them to pay less attention to their studies with its ripple effect manifesting in putting off academic activities to keep up with the lifestyle that appeal to them, poor academic performance would be the result. Sharing similar perspective with the study's finding, Amirrudin et al (2022) showed that peer influence correlated positively with academic misconduct among university students in Malaysia.

Internet addiction and peer influence jointly and positively predicted academic procrastination among the students of the institution. The finding further showed that the joint prediction was significant, implying that as internet addiction together with peer influence increase among students, there would be a resultant increased impact on their academic procrastination. In other words, the combination of internet addiction and peer influence among students would increase their academic procrastination. It could be deduced that students who spend most of their times on social media sites keep up with friends and peers would likely pay less attention to studies. This finding validates that of Hastutii et al (2023) that social media usage and peer influence are linked to sexual behaviours among adolescents. It also aligns with Saheed et al (2024) who reported that social media and peer pressure jointly contributed to cohabitation behaviour among students. Moreover, the finding is consistent with that of Chinweuba et al (2025) which reported that peer influence and social networking are factors to social media addiction exhibited by undergraduate students in a university in southeast, Nigeria. All things being equal, social media use combined with peer influence would have a greater impact on students' procrastination behaviour.

Conclusion

The study was carried out to determine internet addiction and peer influence as predictors of academic procrastination among undergraduate students of Nnamdi Azikiwe University using a descriptive-correlation approach. The findings of the study showed a moderate rate of internet addiction, peer influence and academic procrastination among the students. From the findings of the study, the researchers conclude that internet addiction and peer influence are significant predictors of academic procrastination among undergraduates. This implies that both internet addiction and peer influence contribute separately and jointly to academic procrastination among undergraduates.

Limitations of the Study/Recommendations

Though the findings of the study have contributed significantly to advancing frontiers of knowledge and serving as a basis for formulating both policies and intervention strategies for checking unnecessary students' use of the internet, fighting negative peer influence and academic procrastination among students, the study has some limitations. The use of a convenient sampling technique did not permit for getting many respondents across the fields of study, and their responses might not represent the opinion of the entire students in the university. Secondly, the questionnaire method for data collection is not free from responder

bias, and the online method of data collection could give room for a respondent to submit more than one response. Based on the limitations of the study already stated, the researchers recommend that future researchers in similar studies should adopt a mixed-method approach and a different sampling method to ensure greater coverage of the fields of study. Finally, caution should be taken in generalising the findings of this study to the entire university. Generally, it was recommended that students should invest their time wisely, affiliate with peers who are success-oriented and concentrate on their academics, rather than spend much time on internet platforms for other purposes.

Competing Interest

The authors have declared that no competing interests exist.

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