THE IMPACT OF TECHNOLOGY ON ACADEMIC PROCRASTINATION AMONG VIETNAMESE STUDENTS

Phi Thi Hong Linh
Faculty of Planning and Development
National Economics University, Hanoi, Vietnam
Email: linhph@neu.edu.vn

Nguyen Hoan Chau Anh
Email: 11211029@st.neu.edu.vn
Nguyen Vu Tien Duc
Email: 11211407@st.neu.edu.vn
Nguyen Khanh Linh
Email: 11213272@st.neu.edu.vn
Le Dieu Thu
Email: 11219622@st.neu.edu.vn
Nguyen Mai Phuong
Email: 11218143@st.neu.edu.vn
Advanced Educational Programs
National Economics University, Hanoi, Vietnam

ABSTRACT

This study investigates the impact of technological advancements on academic procrastination among Vietnamese university students. Despite the positive contributions of technology to education, such as enhanced accessibility to learning resources and platforms, it also introduces significant distractions through social media, gaming, and streaming services. These distractions have been identified as primary contributors to academic procrastination, negatively affecting students' performance. A quantitative research design was applied, collecting data from 500 students across various universities in Vietnam. The study employed Cronbach's Alpha to test reliability, alongside Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and Linear Regression to explore relationships between technological usage and procrastination. The findings revealed three significant factors: Social Media Usage (SCM), Video Gaming (VDG), and Streaming Platform Usage (WOV). All these factors strongly correlate with increased academic procrastination and adversely affect student productivity. The study not only provides empirical evidence on the negative impacts of excessive technology use but also proposes practical recommendations to help students manage technological distractions, enhance focus, and improve academic outcomes.

Keywords: academic procrastination, technology, students

1. INTRODUCTION

Research at the University of Vermont (1984) found that 46% of surveyed students admitted procrastinating on assignments "frequently" or "always." Meanwhile, 27.6% reported delaying studying for exams, and 30.1% postponed weekly assignments. The study also revealed that 50% of students acknowledged procrastinating on academic tasks at least half the time (Solomon & Rothblum, 1984). Similarly, Akinsola and Tella (2007) highlighted that 80% to 95% of university students tend to procrastinate, particularly when preparing for essays or final projects. Other studies have noted that 30% to 60% of students in the United States exhibit this habit (Rabin, Fogel & Nutter-Upham, 2011), with even higher rates suggested by Steel (2007). These statistics indicate that university students are particularly susceptible to procrastination.

Factors such as academic pressure and an unsupportive environment contribute to student procrastination, with the rapid growth of technology playing a notable role. The use of digital devices, social media browsing, and gaming often distracts students from essential academic tasks. A 2021 study by the National Institute of Mental Health in Vietnam reported that over 51.3% of young people aged 10-24 spend more than three hours daily on the Internet, primarily through mobile devices, engaging in activities like social media, online gaming, and video streaming. The allure of technology leads students to dedicate more time to non-academic activities, exacerbating procrastination. While technology offers significant benefits for education—such as easy access to online resources and tools like AI—it simultaneously introduces distractions. Particularly during the COVID-19 pandemic, when learning shifted online through platforms like Zoom and Google Meet, technology's widespread use persisted as students increasingly turned to apps for entertainment rather than studying.

In Vietnam, existing studies have identified multiple factors linked to academic procrastination among students, ranging from learning environments to technology use. Hanh et al. (2021) emphasized peer influence on student procrastination, while other research underscored the psychological factors identified at the University of Economics Ho Chi Minh City (Han et al., 2021).

Thus, procrastination can stem from various aspects. This study focuses on analyzing the impact of using technology for entertainment—such as social media, online gaming, and video streaming platforms—on academic procrastination among Vietnamese students. By providing deeper insights into how technology affects learning behaviors, this research aims to offer recommendations on students' use of entertainment technology. These findings seek to enhance students' attitudes toward academic responsibilities and contribute to improving the quality of higher education in Vietnam.

2. LITERATURE REVIEW

2.1. Overview of the development of digital entertainment media

The advancement of science and technology has significantly transformed youth entertainment, primarily through the emergence of digital platforms and interactive media. This shift has not only redefined the types of activities young people engage in but also altered how they socialize and shape their identities. The rise of computer games, social media, and media consumption has introduced new entertainment experiences, sparking societal concerns regarding their psychological, social, and physical impacts (Bryce, 2013).

Digital gaming has emerged as a dominant form of entertainment, with the global market projected to reach $159 billion by 2022 (Sanjaya et al., 2023). Video games have evolved into complex interactive experiences, offering deep narratives and social engagement. They serve as both a recreational outlet and a coping mechanism for young individuals, influencing their emotional, social, and psychological well-being, with effects varying based on gameplay styles and social contexts (Solanki, 2024). This form of entertainment shapes personal development and relationships, highlighting its importance in contemporary youth culture and social dynamics (Morton, 2023).

The growth of social media has profoundly reshaped youth entertainment, creating new pathways for interaction, self-expression, and community participation. Platforms such as Facebook, Instagram, and YouTube have become primary entertainment sources for young people, facilitating communication and collaboration through diverse media formats (Farhan & Varghese, 2018). Social media plays a crucial role in shaping youth values, often fostering self-affirmation and a sense of belonging, which can occasionally conflict with traditional cultural norms (Ogli, 2024). Social media has risen as a leading entertainment medium due to its rapid access to information and diverse platform offerings.

The development of online video platforms has significantly altered youth entertainment, shifting preferences from traditional television to streaming services and user-generated content. This evolution is characterized by increased accessibility, diverse content offerings, and the emergence of participatory cultures, collectively shaping young audiences' viewing habits. Young viewers categorize online content into long-form formats (e.g., series and movies) and short-form formats (e.g., YouTube videos), reflecting their varied preferences (Thoër, Millerand, Vrignaud, Duque, & Gaudet, 2015). The same study highlights how the rise of mobile devices has facilitated this trend, enabling young people to personalize viewing schedules based on their interests and social contexts. Platforms like YouTube promote a participatory culture where youth not only consume but also create content, enhancing their media literacy and collaborative skills (Chau, 2010).

2.2. Overview of the impact of entertainment media on academic procrastination among students

Digital entertainment media, including social networks, video games, and online streaming platforms, has become an integral part of modern student life. While these platforms expand entertainment options, they also exert significant influence on students' study habits. When used uncontrollably, digital media can lead to academic procrastination and decreased learning productivity.

Social media has a multifaceted impact on academic procrastination among students. On one hand, it can serve as a tool for academic support by facilitating connections and the sharing of academic information (Riaz et al., 2023). On the other hand, improper use can result in unforeseen consequences. Academic procrastination can become more severe due to the influence of technology, including social media and smartphones (Rozgonjuk, Kattago, & Täht, 2018). Meier et al. (2016) found that browsing Facebook as a means of delaying academic tasks is common among students. Factors such as low self-control, frequent Facebook checking, and enjoyment derived from the platform are key predictors of this behavior, accounting for up to 40% of variance. Meanwhile, Nwosu et al. (2020) argued that social media does not directly cause academic procrastination but influences it indirectly through Internet addiction. Specifically, students who overuse social media are at higher risk of developing Internet addiction, which in turn exacerbates academic procrastination. The use of social media only becomes problematic when it spirals out of control, negatively affecting personal life and academic performance.

Children today increasingly abandon traditional forms of play in favor of modern entertainment, evident from the emptier playgrounds, the disappearance of traditional games, and the crowded spaces offering more modern alternatives such as gaming stations and Internet cafés (Warnets) (Mubarak, Hanifa, & Wahyunengsih, 2022). Mubarak et al. (2022) concluded that there is a positive correlation between online gaming addiction and academic procrastination. Many students struggle with time management, as most of their time is spent on less productive activities such as staying up late and excessive gaming. Consequently, online gaming addicts find it difficult to manage their time effectively, devoting most of their time to games while neglecting more demanding tasks such as school assignments (Mubarak et al., 2022).

Online video streaming platforms have a complex impact on academic procrastination, offering both positive and negative, and sometimes latent, effects. Xia et al. (2023) demonstrated that excessive consumption of short videos correlates with increased anxiety and depression, negatively affecting academic delay of gratification (ADOG) and prospective memory in students. However, watching online videos can also serve as a proactive way for students to access knowledge tailored to their specific needs.

3. THEORETICAL FRAMEWORK

3.1. Academic procrastination

Academic procrastination, as defined by Rothblum et al. (1986), refers to the irrational and dysfunctional delay in completing academic tasks, often accompanied by anxiety and negative consequences such as academic failure and poor health. Steel (2007) and Simpson & Pychyl (2009) support this definition, emphasizing that procrastination is not merely about postponing planned academic tasks but also leads to long-term adverse outcomes. Moreover, Oweini & Haraty (1993) observed that most students experience discomfort when deliberately postponing their studies, even when aware of the need to complete them (cited in Hanh

et al., 2021). These studies collectively highlight that academic procrastination is a common behavior marked by a conflict between cognition and action. Despite being aware of the negative consequences—ranging from discomfort to long-term impacts on academic performance—students often continue to procrastinate.

In this study, we define academic procrastination as the act of delaying or failing to complete academic tasks as planned, despite students being aware of their importance. This behavior is often linked to anxiety, fear of failure, or lack of interest, resulting in negative outcomes such as stress, time pressure, reduced academic performance, and adverse effects on psychological health.

3.2.Digital entertainment media

Technology-driven entertainment encompasses video games, virtual worlds, online role-playing games, social media entertainment, and, to a lesser extent, traditional mass media (Hayden, 2018). Digital entertainment (DE) includes activities such as online gaming, wireless gaming, participation in online forums for sports or music enthusiasts, and other forms of entertainment involving consumer-to-consumer interactions. These activities involve interactions between humans and computers or between individuals via the Internet (or wireless networks) (Das & Gochhait, 2021). Additionally, the Digital Entertainment (2021) publication includes Kumar's definition of digital entertainment as a form of entertainment facilitated by electronic devices and platforms.

Based on these definitions, this study identifies digital entertainment media as technology-based recreational activities where users interact with devices or online communities.

3.3. Research model

The rapid advancement of technology has made platforms such as social media, video games, and online streaming services essential in the daily lives of young people. These platforms provide ample opportunities for entertainment and social connection but also significantly influence students' study habits and behaviors. Specifically, dependence on technological media can lead to academic procrastination, negatively impacting academic performance and outcomes (Turel & Dokumaci, 2022).

The relationship between academic procrastination and technology usage has been documented in various studies. For instance, using social media, playing video games, and watching online videos can reduce students' focus, prolonging the time needed to complete academic tasks. These factors create constant distractions, increasing the risk of procrastination. Moreover, demographic factors such as age, gender, and living environment play a significant role in how students engage with and use these technologies, influencing their academic procrastination behaviors.

Building on prior studies and the authors' contributions, this research proposes a set of criteria for evaluating the degree of academic procrastination caused by technology. The criteria include the frequency of social media use, time spent on video games, duration of video streaming, and demographic factors such as age, gender, and living environment. These criteria clarify the relationship between technology and academic procrastination while offering a foundation for developing interventions to mitigate the negative impacts of technology on academic behaviors in modern education.

The proliferation of social media platforms such as Facebook, Instagram, and TikTok has created highly engaging environments for young users. Studies indicate that while social media serves as a source of entertainment, it also poses significant risks of distraction, delaying task completion (Roberts & David, 2016). Frequent social media usage can impair concentration, leading to procrastination among students.

Video games have become a popular form of entertainment, especially among young people, due to their addictive and engaging nature. Research has shown that excessive time spent playing video games can lead to distractions and delays in completing academic tasks (Yeh et al., 2017). Increased gaming time reduces motivation and learning efficiency, negatively affecting academic outcomes.

Online Video Streaming Platforms such as YouTube, Netflix, and similar services are becoming increasingly popular and accessible. Consuming content on these platforms often takes up significant time, distracting students from their academic responsibilities (Reinecke et al., 2018). When students are engrossed in entertainment content, procrastinating on important academic tasks becomes more prevalent.

Demographic variables such as age, gender, and living environment also influence the extent of technology usage and, consequently, academic procrastination. For instance, younger individuals are more likely to engage with entertainment technologies and are more susceptible to procrastination compared to older individuals (Steel & Ferrari, 2013). From this, we propose the following hypothesis:

Based on the aforementioned hypotheses, the authors propose the following research model with four hypotheses:

H1: Social media usage impacts academic procrastination among students.
H2: Video gaming influences academic procrastination among students.
H3: Streaming platform usage affects academic procrastination among students.
H4: Demographic factors influence academic procrastination among students.

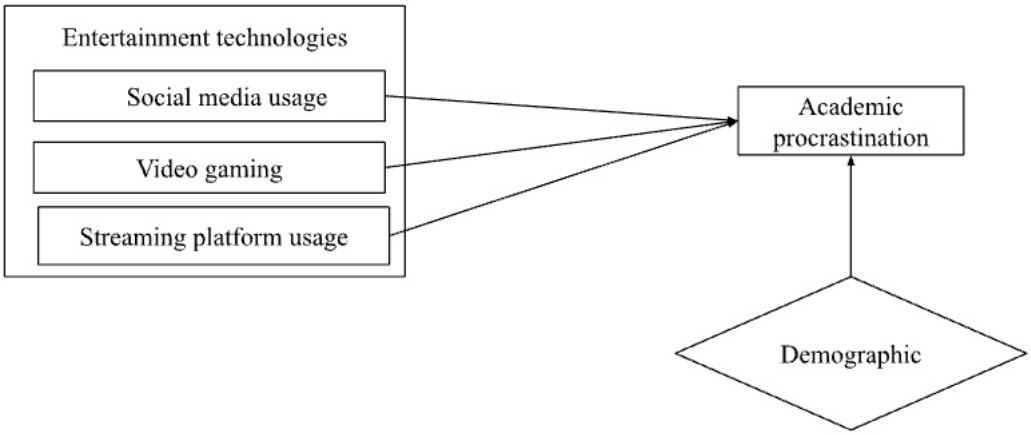

Figure 1: Research model

Soure: Research team (2024)

4. RESEARCH METHOD

The research team developed the research model and measurement scales through theoretical analysis and a review of numerous studies. To refine the scales and survey questionnaires, a qualitative study was conducted, including in-depth interviews with six experts in the education field. The purpose of these interviews was to refine the measurement scales and develop a comprehensive quantitative survey questionnaire. Based on the experts' feedback, the team revised the scales to enhance respondent comprehension and adjusted the logical flow of the scales to ensure clarity for students regarding the research topic.

After revising the questionnaire based on expert feedback, the research team distributed it online via Google Forms and as physical copies to students across various regions in Vietnam. Over the course of one month, the team received 468 responses, of which 417 were deemed objective and complete enough for further analysis. While there was no gender-based targeting, the majority of respondents were female, accounting for 72.6%, compared to 27.4% male respondents.

When categorizing the sample by academic year, fourth-year students made up the largest proportion, at 51.6%. Second-year and third-year students accounted for 15.8% and 25.2%, respectively. Only 5.5% were first-year students, with the remainder being students beyond their fourth year.

Regarding tuition fee levels, the majority of students (49.2%) reported annual fees ranging from 10 million to 30 million VND. Additionally, 27.3% of respondents paid between 30 million and 60 million VND, while 12.2% reported fees of 0 to 10 million VND. Meanwhile, 8.6% paid between 60 million and 100 million VND, with the remaining students paying over 100 million VND annually.

All valid samples were processed using SPSS 27.0 software to conduct the following analyses: reliability testing, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and hypothesis testing. This comprehensive approach ensures robust data handling and a systematic examination of the hypotheses to derive meaningful insights.

5. RESEARCH RESULTS

5.1. The current state of academic procrastination among Vietnamese students

The overall average score across all nine measurement scales is 3.43, indicating a relatively high level of academic procrastination among students. This suggests that procrastination behaviors are not limited to a few isolated instances but occur frequently due to various reasons, ranging from distractions caused by external factors to a lack of motivation for unpreferred tasks.

Table 1: Students' assessment of their academic procrastination

Item	Mean	
I always complete my academic tasks ahead of the deadline	3.83	3,43
I often start tasks later than my peers	3.24	
I get distracted by more interesting activities when I should be working on assignments	3.73	
I delay starting academic tasks that I dislike	3.51	
I hesitate to begin new academic tasks	3.30	
I often find excuses to avoid working on certain academic tasks	3.44	
I fail to stick to the study plans I have set for myself	3.45	
I procrastinate even when I know the task is important and needs to be started	2,95	

Source: Summary of the author's results, 2024

The data table highlights the level of academic procrastination among Vietnamese university students across specific factors. The highest average score, 3.83, corresponds to the factor "I always complete my academic tasks ahead of the deadline," indicating that many students tend to complete their tasks on time, reflecting a certain degree of responsibility in their studies. However, the level of distraction caused by more interesting activities during study sessions is also notably high, with an average score of 3.73. This suggests that students are easily distracted by external factors.

Additionally, the factor "I delay starting academic tasks that I dislike" has an average score of 3.51, showing that procrastination is more common when students find tasks unappealing. Other factors have average scores ranging from 3.24 to 3.45, reflecting habits such as starting tasks later than peers, failing to follow pre-set study plans, and frequently finding excuses to delay academic tasks. Notably, the factor "I procrastinate even when I know the task is important and needs to be started" has the lowest average score, at 2.95. This indicates that when students recognize the importance of a task, they are less likely to procrastinate, though the behavior persists to some extent.

With an overall average score of 3.43, the findings highlight a prevalent tendency for procrastination among students, particularly when they are drawn to more engaging distractions or are faced with tasks they do not enjoy.

5.2. The impact of digital entertainment media usage on vietnamese students' procrastination

5.2.1. Measuring the reliability of Cronbach's Alpha scale

Table 2. ***Results of verifying the reliability of the scale***

Factor	Cronbach's Alpha coefficient	Cronbach's Alpha if the item deleted	Number of variables removed
Social Media Usage (SCM)	0,802	0,539-0,669	0/4
Video Gaming (VDG)	0,919	0,711-0,855	0/5
Streaming Platform Usage (WOV)	0,641	0,309-0,563	0/5
Academic Procrastination (PIL)	0,897	0,330-0,766	0/9

Source: Summary of the author's results, 2024

The Cronbach's Alpha analysis was conducted to eliminate unreliable scales. The results indicate that all variables have a reliable Cronbach's Alpha coefficient (>0.6). According to Nunnally (1978), all scales meet the requirements, with the item-total correlation coefficients for all variables exceeding the threshold (>0.3).

5.2.2. Exploratory factor analysis (EFA)

Table 3: ***Results of KMO test for independent variable***

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.807**
Bartlett's Test of Sphericity	**Approx. Chi-Square**	**5037.032**
	df	**66**
	Sig.	**.000**

Source: Summary of the author's results, 2024

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy reached a value of 0.807, surpassing the threshold of 0.5, indicating the necessity of factor analysis in data examination. As the Sig value of Bartlett's test is 0.000, which is less than 0.05, it shows the presence of correlations among the observed variables used within the same factor.

Table 4: ***Results of exploratory factor analysis (EFA)***

Rotated Pattern Matrixa			
	Component		
	1	2	3
VDG3	.894		
VDG4	.888		
VDG1	.878		
VDG2	.823		

VDG5	.812		
SCM4		.829	
SCM3		.788	
SCM2		.760	
SCM1		.689	
WOV3			.853
WOV2			.846
WOV1			.549

Source: Summary of the author's results, 2024

The results suggest that most observed variables align with one another within the same concept initially proposed by the research team. Therefore, all these factors meet the criteria for application in subsequent analyses.

5.2.3. Linear correlation analysis and regression analysis

The research team conducted a linear correlation analysis (Pearson's correlation coefficient, r) to assess the degree of linear correlation between students' online learning outcomes and the independent variables. The significance value of this relationship is Sig = 0.000 (<0.05), indicating statistical significance and justifying its inclusion in multiple linear regression analysis.

The authors performed multiple linear regression analysis, and the results are presented in Tables 5 and 6.

Table 5: Coefficient of determining the model fit

R	R Square	Adjusted R Square	Durbin-Watson
0.137	0.137	0,131	1.891

Source: Summary of the author's results, 2024

Table 5 indicates that the Adjusted R Square value is 0.137, meaning that the group of independent factors included in the regression analysis explained 13.7% of the dependent variable. This implies that 13.7% of the variation in students' procrastination levels can be attributed to three independent factors: Social Media, Video Games, and Online Video Streaming. Although this value is not particularly high, it still suggests that technology-related entertainment factors play a certain role in influencing students' procrastination behaviors. The remaining 86.3% is assumed to be affected by other factors not included in the model, such as learning motivation, psychological pressure, educational environment, or other personal habits.

Additionally, the Durbin-Watson test result of 1.891 falls within the acceptable range of 1.5 to 2.5, indicating no violation of the autocorrelation assumption (Gujarati & Porter, 2003; Zakerian & Subramaniam, 2009; Nakhaei & Jafari, 2015). The ANOVA variance analysis shows a Sig value of 0.000 (<0.05), indicating that the regression model is suitable for the dataset and the variables are statistically significant. Therefore, it can be concluded that students' use of digital entertainment media has a relatively weak relationship with procrastination in academic activities among students in Vietnam.

Table 6: Coefficient of regression equation B

	B	Std.Error	Beta	t	P-Value(Sig)
Constant	1.615	0.258		6.263	0.000
SCM	0.183	0.059	0.142	3.091	0.002
VDG	0.179	0.033	0.242	5.467	0.000
WOV	0.162	0.050	0.151	3.209	0.001

Source: Summary of the author's results, 2024

The standardized linear regression model is rewritten as follows:

$$Y = 0.183*SCM + 0.179*VDG + 0.162*WOV$$

The results from the standardized linear regression model indicate that all three factors—Social Media Usage (SCM), Video Gaming (VDG), and Streaming platform usage (WOV)—have a significant and positive impact on students' levels of procrastination. Specifically, Social Media emerges as the most influential factor, with a standardized regression coefficient of 0.183, indicating that its use contributes substantially to increased procrastination among students. This could be attributed to the engaging and addictive nature of social media platforms, where students are easily drawn into consuming entertaining content or engaging in social interactions instead of focusing on academic tasks.

Video Gaming rank second, with a standardized regression coefficient of 0.179, demonstrating their notable influence on procrastination. Video games are often appealing due to their competitive nature, immediate rewards, and ability to captivate players for extended periods, leading students to prioritize gaming over their studies. Although the impact of video games is slightly less pronounced than that of social media, it remains a critical factor to consider.

The factor with the least influence among the three is Streaming platform usage, with a standardized regression coefficient of 0.162. This indicates that while watching online videos, such as those on YouTube or other streaming platforms, also contributes to increased procrastination, its impact is not as significant as that of social media or video games. This may be because watching videos often involves less interaction and can be more easily interrupted compared to the other two activities.

Overall, these findings emphasize that all three technology-related entertainment factors play important roles in exacerbating students' procrastination, though their levels of influence vary, with social media and video games having the most substantial effects. These insights not only provide a deeper understanding of students' procrastination behaviors but also suggest potential interventions, such as raising awareness about time management, setting limits on technology use, or developing more engaging academic support tools to mitigate the negative impacts of these factors.

5.2.4. Testing for violations of regression assumptions

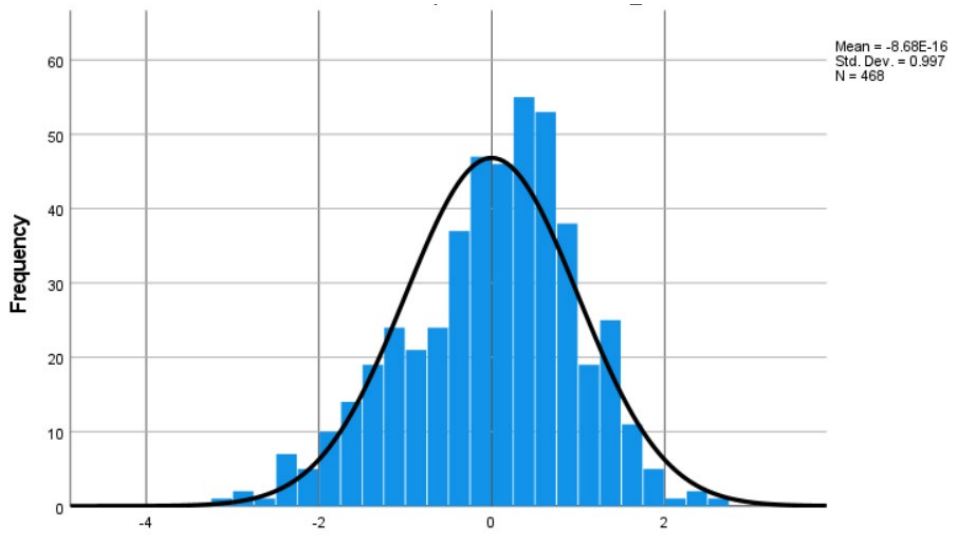

Figure 2: Frequency histogram of the research data set

Source: Summary of the author's results, 2024

The frequency histogram shows the normal distribution curve overlaid with the frequency chart. The mean value is very close to zero (Mean = -8.68E-16), and the standard deviation is close to 1 (Std. Dev = 0.997), indicating that the residuals are approximately normally distributed, and the assumption of normality for residuals is not violated.

The P-P plot also demonstrates that the residual data points are distributed closely along the expected diagonal line, further confirming that the assumption of normality for residuals is not violated. The scatterplot of standardized residuals shows that the residuals are primarily concentrated around the zero line, indicating that the assumption of a linear relationship is not violated.

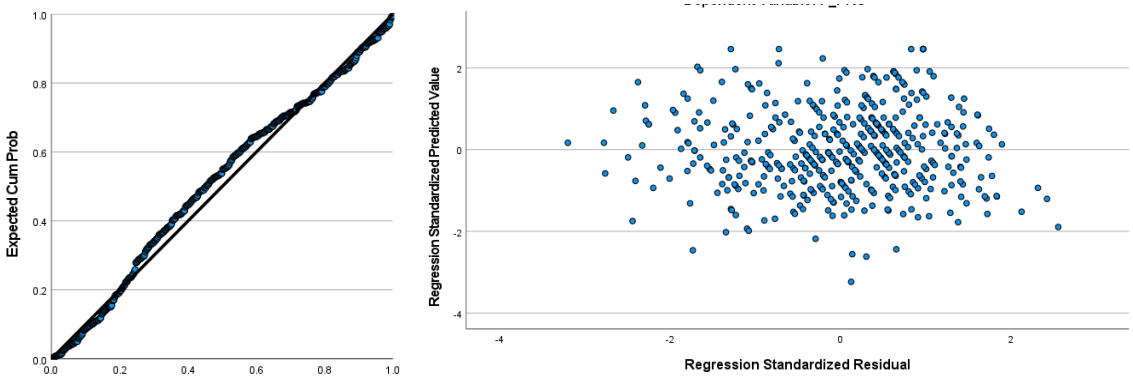

Figure 3: Biểu đồ P-P (bên trái) và biểu đồ phân tán dữ liệu (bên phải)

Source: Summary of the author's results, 2024

6. DISCUSSION

The research findings indicate that the use of digital entertainment media has a certain impact on the level of academic procrastination among Vietnamese students. The independent variables accounted for approximately 13.7% of the dependent variable, suggesting that their overall impact is moderate, with many other factors yet to be explored that may influence students' procrastination in Vietnam.

Social Media Usage emerged as the most influential factor, with a regression coefficient of 0.183. This reflects that higher levels of social media use are associated with greater academic procrastination. The primary reason lies in the accessibility of diverse content provided by social media, including information, entertainment, and social interactions. Features like messaging, sharing, and personalized content increase its appeal, often drawing students into prolonged usage without realizing the time consumed. Our findings align with previous studies by Rozgonjuk, Kattago, & Täht (2018), Meier et al. (2016), and Hinsch & Sheldon (2013), which noted that social media use contributes to procrastination by creating a distracting environment and fostering habits tied to mobile device usage. The immediacy of social media—such as constant notifications or real-time updates—interrupts focus, making it challenging for students to return to productive study states. This not only affects efficiency but also extends the time required to complete academic tasks. Furthermore, Nwosu et al. (2020) emphasized that social media becomes problematic when usage exceeds control, leading to negative impacts on personal life and academic performance. In summary, while social media offers benefits in connectivity and learning support, it also poses significant risks of procrastination if not managed appropriately. Thus, educating students on time management and responsible social media use is essential to minimize its adverse effects on academic behavior.

Video Gaming ranked second in terms of impact on procrastination, with a regression coefficient of 0.179. Video games are highly engaging and entertaining, offering rewards and levels of achievement that lead students to spend more time playing. This diverts time and energy away from academic tasks, resulting in procrastination. These findings are consistent with studies by Mubarak et al. (2022) and Yeh et al. (2017), which highlighted that the highly immersive and addictive nature of video games undermines time management skills and increases academic procrastination. Video games often require more time commitment than social media and provide immediate gratification, making them a priority over academic responsibilities. This underscores the need for effective strategies to mitigate the procrastination caused by video gaming.

Streaming Platform Usage was found to have the least influence among the three factors, with a regression coefficient of 0.162. This activity attracts students, particularly females, due to its entertainment value and its potential to provide information and knowledge. According to Reinecke et al. (2018), entertainment content on video platforms like YouTube can cause distractions, while Xia et al. (2023) found that excessive consumption of short videos is linked to negative states such as anxiety, depression, and impaired memory, which may contribute to increased academic procrastination. Our research indicates that while online video streaming affects procrastination behaviors, its impact is less significant compared to social media and video games. This could be attributed to the passive nature of video watching, which requires less interaction and is easier to stop. However, the personalized algorithms of these platforms can extend usage time beyond expectations, highlighting the role of technology in shaping academic behaviors.

These findings provide valuable insights into the relationship between digital entertainment media and academic procrastination among students. They suggest that schools and families can implement measures to help students better manage their time spent on digital entertainment platforms, reducing procrastination and optimizing academic outcomes.

7. RECOMMENDATIONS

Based on the research findings, several recommendations are proposed to mitigate the impact of digital entertainment media on students' academic procrastination.

Families play a crucial role in shaping students' habits regarding digital media usage. Parents should collaborate with their children to set specific time limits for using social media, playing video games, or watching online videos. Instead of imposing strict bans, families should guide and motivate students to use these platforms responsibly and purposefully. Encouraging the use of digital media for educational purposes—such as participating in online study groups or watching educational content—can help students balance entertainment and academic goals effectively.

Schools should implement programs that educate students on time management, helping them recognize the importance of balancing study and leisure. This not only enables students to meet academic deadlines but also fosters effective study habits. Creating a focused and distraction-free learning environment is another essential measure. For instance, schools can limit mobile device usage during classes or establish quiet zones on campus to facilitate concentration. Moreover, schools should consider integrating technology into education more effectively. Online lectures or learning materials delivered through video platforms can provide engaging ways to access knowledge while minimizing the negative effects of unrelated video consumption. Interactive learning activities, such as educational games, can also be incorporated to combine skill development with healthy entertainment.

Providing psychological support and promoting life skills development for students is particularly important. Generation Z students often face pressures from various sources, including academic demands, competition, and societal expectations. Counseling and psychological support services within schools can offer valuable resources to help students cope with stress and establish positive study habits. Additionally, training in life skills such as time management, communication, and self-regulation is vital. These skills enable students to adopt a balanced and sustainable lifestyle, ensuring their academic and personal well-being.

Ultimately, students themselves must recognize the impact of social media, video games, and online video consumption on their academic progress. Developing the ability to set personal limits on these activities is essential. This requires clear study plans, effective time allocation between study and leisure, and strong self-control to resist the allure of unrelated entertainment during study periods.

Students should also harness digital technology in constructive ways, such as joining online study groups, watching educational videos, or using learning apps to enrich their knowledge while maintaining healthy entertainment habits. Participation in extracurricular activities or life skills development programs can further enhance their physical and mental health. These activities promote a balanced approach to study and recreation, fostering a sustainable and productive academic lifestyle.

By addressing these recommendations at the family, institutional, and individual levels, the detrimental effects of digital entertainment media on academic procrastination can be significantly reduced, paving the way for healthier learning habits and improved academic outcomes.

8. LIMITATIONS AND DIRECTIONS FOR FURTHER RESEARCH

This study has several limitations that future research should address. First, the independent variables in this study account for only 13.7% of the variance in the dependent variable. This indicates that numerous other factors influencing academic procrastination have yet to be explored. These could include psychological traits, learning environment conditions, or students' personal motivations. Future studies should consider expanding the research framework to investigate these additional factors, providing a more comprehensive understanding of the causes and determinants of student procrastination.

Second, the study sample is primarily composed of students in Vietnam, which limits the generalizability of the findings to other countries. Cultural, social, and educational context factors may have a significant impact on procrastination behaviors among students. Cross-national comparative studies could help uncover key differences and provide a broader perspective on the relationship between digital entertainment media usage and academic procrastination. Such research could also lead to the development of tailored interventions and recommendations that align more effectively with diverse cultural and educational contexts.

Additionally, this study does not explore variations among different demographic groups, such as gender, age, academic year, field of study, or geographic region. These demographic variables may significantly influence the degree of academic procrastination, as different student groups may exhibit unique characteristics and patterns of digital media usage. For example, first-year students may be more prone to procrastination due to inexperience in time management compared to final-year students, or engineering students may rely more heavily on technology than their peers in the social sciences.

Future research should delve into these demographic factors to identify specific groups that are more vulnerable to procrastination. This approach could guide the design of targeted support and intervention strategies, improving the effectiveness of educational initiatives and time management programs for diverse student populations.

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