



The Relationship Between Short Video Addiction and Academic Procrastination among Graduate Students

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Abstract. This study examined the relationship between short video addiction and academic procrastination among graduate students. A survey of 160 students in June 2024 resulted in 154 valid responses. Using the Short Video Addiction Scale and Academic Procrastination Questionnaire, descriptive statistics, Pearson correlation, and multiple regression analyses were conducted. Findings revealed that 51.9% of participants were addicted to short videos, with 81.8% browsing daily and 42.2% spending 1-3 hours per day. Additionally, 89.6% showed moderate to high academic procrastination. Significant positive correlations between two dimensions of short video addiction (i.e., loss of control and inefficiency) and academic procrastination were found. Addressing short video addiction may reduce academic procrastination. Future research should investigate causal mechanisms and other factors for comprehensive intervention strategies.

Keywords: short video addiction, academic procrastination, graduate students, behavioral addiction

1 INTRODUCTION

Academic procrastination is defined as intentionally deferring or delaying academic work that must be completed^[1]. Numerous studies have highlighted the prevalence of academic procrastination among college students^{[2][3]}. However, graduate students likely face more academic pressure than undergraduates, which continuously and negatively impacts their physical and mental health. For example, Onwuegbuzie (2000)^[4] found that graduate students exhibit a significantly higher level of academic procrastination than undergraduates, particularly in areas such as exam preparation and weekly reading, with procrastination behaviors being approximately three times more frequent. This underscores the need for further exploration into the academic procrastination behaviors of graduate students.

In recent years, short videos, defined as less than 15 minutes in length and typically between 1 and 5 minutes, have become increasingly popular. Their concise content, straightforward style, and engaging rhythm capture users' attention within seconds, leading to prolonged viewing^[5]. The fragmented nature of short video content aligns

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with users preferences for rich, brief, and variable information, catering to the demands of a fast-paced lifestyle^{[6][7]}. This feature enhances users desire to watch short videos continuously, potentially leading to short video addiction behavior.

Short video addiction, as a type of Internet addiction^[8], can have significant negative impacts on students academic performance as evidenced by several studies^{[9][10]}. These impacts include diminished concentration, lower grades, and reduced motivation to engage in academic activities. The detrimental effects on sleep quality, vision, and mental health ultimately impair students' academic performance^{[11][12]}. The academic community is increasingly focused on exploring the relationship between short video addiction and students' academic performance. Recent research has identified a significant correlation between short video addiction and academic procrastination, highlighting how students might prioritize video consumption over academic responsibilities such as completing assignments and preparing for exams^[13].

The addiction to short videos shares similar characteristics with behavioral addictions such as internet addiction, mobile phone addiction, and social media addiction. According to Steels temporal motivation theory^[14], individuals tend to prioritize immediate pleasure from short-term tasks over potential long-term gains, leading to procrastination. Previous studies have demonstrated that these addictive behaviors significantly impact students' academic procrastination levels and are key predictors of academic procrastination^[15-18].

The unique content style and fragmented information acquisition mode of short videos are likely to enhance people's immersion. In the context of this study, graduate students striving for academic success must persistently work towards their goals over a prolonged period. Conversely, the fragmented information provided by short video platforms makes it easier for graduate students to attain immediate satisfaction and happiness, leading them into immersion^{[19][20]}. Over time, this may cultivate a mindset in graduate students that only considers immediate gains and losses while gradually diminishing their learning initiative. Consequently, due to psychological defense mechanisms, graduate students allocate less time and energy toward their studies in order to avoid exposing their perceived lack of academic ability^[21]. Psychologically, they believe themselves incapable of completing academic tasks on time^[22], resulting in behaviors associated with academic procrastination.

2 THE PRESENT STUDY

This study aims to investigate the direct relationship between short video addiction and academic procrastination, specifically among graduate students. The purpose of this study is to explore the relationship between short video addiction and academic procrastination among graduate students through a questionnaire survey. Students gender and age were added as control variables as they have been shown to influence their short video addiction and academic procrastination^{[23][24]}. The specific research questions are as follows:

- (1) Investigate the current status of short video addition and academic procrastination among graduate students.

(2) Explore the predictive effects of the total score and various dimensions of short video addiction on academic procrastination.

3 METHODS

3.1 Participants

In June 2024, a cross-sectional study of 160 graduate students was conducted using the convenient sampling method. The online application "Wenjuanxing" was utilized for questionnaire distribution. Anonymity and the subjects were informed in the form of text instructions to obtain their informed consent. 154 valid questionnaires were collected. Among them, 40 (26.0%) were male and 114 (74.0%) were female; 118 graduate students (76.6%) majored in humanities and social sciences, 36 students (23.4%) majored in science and engineering. The urban population is 72 (47.8%), and the rural population is 82 (53.2%). Table 1 presents the demographic profiles of the participants.

3.2 Measures

Short-form Video Addiction. Students' short-form video addiction was measured using the Short Video Addiction Scale developed by Qin et al^[25]. This scale comprises 14 items categorized into four dimensions: out-of-control, withdrawal, avoidance, and inefficiency, using a 5-point Likert scale. Higher scores indicate a greater degree of short video addiction. Additionally, the scale includes seven diagnostic questions (e.g., "You try to spend less time watching short videos but cannot"), where a "yes" response scores one point and a "no" scores 0 points. A total score of ≥ 4 on these diagnostic questions indicates addiction. The Cronbach's α coefficient of the scale is 0.89.

Academic Procrastination. The present study employs the first section of Hu's (2008)^[26] academic procrastination questionnaire, which specifically examines graduate students' tendencies toward academic procrastination. This section includes six common academic tasks for graduate students: writing term papers and assignments, publishing research papers, reading academic literature, participating in advisor-led projects, attending academic activities and seminars, and writing a thesis. Each task comprises three questions: (1) Do you procrastinate on this task? (2) Does procrastination in this task cause you trouble? (3) Do you want to reduce procrastination in this task? The scale uses a 5-point scoring method, where 1 to 5 represents increasing levels of intensity. The higher the participant's score on the first item of each academic activity, the more severe the tendency to procrastinate. The Cronbach's α coefficient of the scale is 0.85.

3.3 Statistical Processing and Analysis Plan

To investigate the relationship between short video addiction and academic procrastination among graduate students, SPSS was used for descriptive statistics, correlation

analysis, and multiple regression analysis. Descriptive statistics summarized central tendency and variability. Pearson's correlation assessed the relationship's strength and direction. Multiple regression examined the predictive power of short video addiction on academic procrastination, controlling for gender and grade level. The significance level was set at $p < 0.05$.

4 RESULTS

4.1 Current Status of Short Video Addiction

Rate and Frequency and Duration of Short Video Addiction. According to the diagnostic criteria for short video addiction, if a participant gives affirmative answers to any four of the seven diagnostic questions, they can be diagnosed as addicted. In this study, 80 participants gave affirmative answers to four or more of the seven diagnostic questions, resulting in an addiction rate of 51.9%. This indicates that more than half of the graduate students exhibit short video addiction, suggesting that short video addiction is quite prevalent in the surveyed population.

The majority of graduate students browse short videos every day (N=126), accounting for 81.82% of the total participants. Additionally, most graduate students (65 students, 42.21%) spend 1 to 3 hours per day on short videos, followed by 3 to 5 hours (46 students, 29.87%).

Descriptive Statistical Analysis of Short Video Addiction and Its Various Dimensions.

Table 1. Descriptive Statistics of Short Video Addiction and Its Various Dimensions

	N	MIN	MAX	M	SD
Short Video Addiction	154	1	5	2.92	0.73
Withdrawal	154	1	5	2.53	0.84
Escapism	154	1	5	3.30	0.95
Loss of Control	154	1	5	2.94	0.82
Inefficiency	154	1	5	3.31	1.01

As shown in Table 1, the mean score for short video addiction is 2.92, indicating a moderate overall addiction level among graduate students. The escapism and inefficiency dimensions have mean scores of 3.30 and 3.31, respectively, suggesting that participants use short videos to escape real-life problems, significantly impacting their work and study efficiency. The withdrawal dimension has a lower mean score of 2.53, indicating that most participants do not have much difficulty stopping short video use.

4.2 Analysis of the Current Status of Academic Procrastination Among Graduate Students

Based on item significance, this study sums the scores of the first item for each of the six academic activities (writing term papers and assignments, publishing research papers, reading academic literature, participating in advisor-led projects, attending academic activities and seminars, and writing a thesis) (e.g., Do you procrastinate on writing term papers and assignments?). This total score represents academic procrastination tendency. According to Solomon and Rothblum's 1984 scale, frequent procrastination (item score of 4 or 5) indicates high-level procrastination. Scores below 12 indicate low procrastination, above 24 indicate high procrastination, and scores between 12 and 24 indicate moderate procrastination. Table 2 shows the specific academic procrastination levels among graduate students.

Table 2. The Number of People with Academic Procrastination Tendencies

Procrastination Level	Number of People	Percentage (%)
Low	16	10.40%
Medium	125	81.20%
High	13	8.40%

As shown in Table 2, among the 154 graduate students, 13 of them have a high level of procrastination tendency, accounting for 8.40% of the total number; 125 students have a moderate level of procrastination, accounting for 81.20% of the total number; and 16 students have a low level of procrastination, accounting for 10.40% of the total number. Overall, 89.60% of the participants exhibit a moderate or higher level of procrastination tendency.

Table 3. Academic Procrastination Tendencies in Different Types of Tasks

Task Type	Procrastination Tendency	
	M	SD
Writing Semester Papers/Assignments	3.11	1.082
Thesis Submission/Research Reports	3.10	1.092
Reading Literature	3.19	1.095
Advisor's Tasks	2.64	1.078
Participating in Tasks	2.34	1.055
Thesis Proposal/Graduation Thesis	2.82	1.127

Table 4. Percentage of People with Academic Procrastination Tendencies in Different Types of Tasks (%)

Task Type	Never procrastinate	High level of procrastination
Writing Semester Papers/Assignments	11.0%	36.3%
Thesis Submission/Research Reports	9.7%	31.8%
Reading Literature	7.8%	40.9%

Advisor's Tasks	13.0%	20.1%
Participating in Tasks	24%	12.3%
Thesis Proposal/Graduation Thesis	14.3%	26.0%

Tables 3 and 4 indicate that the tendency to procrastinate on the first three academic tasks is relatively higher than the last three tasks ($M > 3$), and there are significant differences in procrastination tendencies among different types of tasks. Among them, graduate students have the highest tendency to procrastinate on reading literature ($M = 3.19$), followed by writing term papers, paper publishing, and research reports, while participation tasks have the lowest tendency to procrastinate ($M = 2.34$). This result is consistent with Hu Chunbao's 2008 findings^[26]. In the activity of reading academic literature, only 7.8% of the subjects never procrastinate.

4.3 Correlation Analysis of Short Video Addiction and Its Dimensions with Academic Procrastination

Table 5. Correlation Coefficients of Short Video Addiction and Its Dimensions with Academic Procrastination

Variable	1	2	3	4	5	6
Short Video Addiction	1					
Withdrawal	0.84**	1				
Avoidance	0.79**	0.49**	1			
Loss of Control	0.84**	0.55**	0.58**	1		
Inefficiency	0.78**	0.52**	0.59**	0.58**	1	
Academic Procrastination	0.37**	0.18**	0.36**	0.37**	0.37**	1

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

From Table 5, it can be seen that short video addiction and its dimensions are significantly positively correlated with academic procrastination. This indicates that the higher the level of short video addiction, the more likely graduate students are to exhibit academic procrastination behaviors.

4.4 Regression Analysis of Short Video Addiction on Academic Procrastination

Regression Analysis of Total Short Video Addiction Score on Academic Procrastination. From Table 6, a multiple linear regression analysis was conducted with the total score of short video addiction, gender, and grade as independent variables and academic procrastination as the dependent variable. These three variables together explained 17% of the variance in academic procrastination (adjusted $R^2 = 0.153$), indicating that short video addiction, gender and grade are important predictors of academic procrastination.

The results of the multiple linear regression analysis showed that the total score of short video addiction had a significant positive effect on the tendency for academic

procrastination ($\beta = 0.398$, $p < 0.001$), meaning that the more severe the short video addiction, the higher the tendency for academic procrastination. At the same time, grades had a significant negative effect on the tendency for academic procrastination ($\beta = -0.180$, $p = 0.020$), meaning that as grade level increases, the tendency for academic procrastination decreases. The gender ($\beta = 0.009$, $p = 0.909$)

Table 6. Multiple Linear Regression of Total Short Video Addiction Score on Academic Procrastination among Graduate Students (N=154)

Variable	B	β	SE	t	P	Tolerance	VIF
Constant	1.859		0.335	5.552	0.000		
Gender	0.017	0.009	0.151	0.115	0.909	0.902	1.108
Grade	-0.190	-0.180	0.081	-2.352	0.020	0.946	1.057
Total Short Video Addiction Score	0.465	-0.398	0.091	5.134	0.000	0.921	1.086

Multiple Linear Regression Analysis of Dimensions of Short Video Addiction on Academic Procrastination From Table 7, a multiple linear regression analysis was conducted with withdrawal, avoidance, loss of control, inefficiency, gender, and grade as independent variables and academic procrastination as the dependent variable. The four dimensions of short video addiction and grade explained 22.9% of the variance in academic procrastination (adjusted $R^2 = 0.197$).

The multiple linear regression analysis revealed that gender, grade, loss of control, and inefficiency significantly predict academic procrastination. Specifically, higher grade levels are associated with a significant decrease in procrastination. Conversely, loss of control and inefficiency significantly increase the tendency for procrastination. Loss of control affects time management and immediate gratification, leading to procrastination, while inefficiency exacerbates procrastination by increasing feelings of helplessness and reducing motivation.

Table 7. Multiple Linear Regression of Dimensions of Short Video Addiction on Academic Procrastination among Graduate Students (N = 154)

Variable	B	β	SE	t	P	Tolerance	VIF
Constant	1.759		0.330	5.321	0.000		
Gender	-0.021	-0.011	0.153	-0.137	0.891	0.836	1.196
Grade	-0.169	-0.161	0.079	-2.146	0.034	0.936	1.069
Withdrawal	-0.124	-0.122	0.093	-1.323	0.188	0.612	1.633
Avoidance	0.167	0.186	0.092	1.816	0.071	0.449	2.002
Loss of Control	0.227	0.219	0.103	2.192	0.030	0.525	1.903
Inefficiency	0.175	0.222	0.078	2.252	0.026	0.539	1.856

5 DISCUSSION

This study investigated the prevalence of short video addiction and academic procrastination among graduate students, revealing significant tendencies towards both behaviors. Notably, this research focuses on graduate students, a group often underrepresented in existing studies. Graduate students typically face higher academic pressures, more complex research tasks, and greater self-expectations, posing substantial challenges to their time management and mental health^{[27][28]}. Our findings indicate substantial levels of short video addiction and academic procrastination among graduate students, highlighting the need for future research on this demographic.

Controlling for gender and grade levels, our research confirmed that short video addiction is positively correlated with academic procrastination among graduate students, consistent with findings on undergraduates^[13]. This underscores the importance of addressing short video addiction as a significant factor contributing to academic procrastination in this population. Effective interventions are imperative to mitigate the adverse effects of short video addiction.

The impact of different dimensions of short video addiction on academic procrastination varies. Specifically, a significant negative correlation exists between grade level and academic procrastination ($\beta = -0.162$, $P = 0.028$), indicating higher-grade students procrastinate less due to better management of academic tasks and time^[29]. Conversely, loss of control ($\beta = 0.220$, $P = 0.029$) and inefficiency ($\beta = 0.223$, $P = 0.025$) are significantly positively correlated with procrastination, suggesting these dimensions increase procrastination risk. Loss of control reflects a lack of self-regulation and control over short video usage, leading to poor time management^{[30][31]}. Inefficiency indicates a decline in productivity following video consumption, resulting in slower task completion^{[32][33]}. Understanding these differences is crucial for developing effective interventions to mitigate the adverse effects of short video addiction, reduce academic procrastination, and enhance students' academic performance.

Several strategies can address these issues. Firstly, time management training can help graduate students plan and organize their study schedules more effectively, significantly reducing procrastination^[34]. This training teaches students to set priorities, develop realistic study plans, and minimize distractions, thereby improving efficiency. Secondly, providing psychological counseling and support services is crucial for managing anxiety and stress related to academic pressure and short video addiction. Psychological counseling has proven effective in addressing various mental health issues, including reducing internet addiction^[35]. Through counseling, students can acquire better coping strategies and stress management techniques, thereby reducing procrastination and addictive behaviors. Implementing these measures can effectively reduce short video addiction and academic procrastination among graduate students, enhancing their academic performance and overall well-being.

Despite the meaningful findings of this study, several limitations should be noted. Firstly, this research employed a questionnaire method, which, while effective in collecting large amounts of data, may be subject to self-report bias. Future studies should employ various methods, such as behavioral observation and experimental

research, to validate the findings from the questionnaires. Secondly, the sample for this study was limited to graduate students from specific regions or universities, potentially limiting the generalizability of the results. Future research should expand the sample to include a broader range of regions and different types of higher education institutions to enhance the generalizability of the findings.

Moreover, this study primarily explored the correlation between short video addiction and academic procrastination without delving into the causal relationship and underlying mechanisms. Future research could utilize longitudinal study designs to track short video usage and academic procrastination behaviors over time, thereby uncovering the dynamic relationship between these variables. Additionally, future studies could investigate the specific connections between short video addiction and academic procrastination from the perspectives of negative emotions, positive emotions, mindfulness, and time management, providing a more comprehensive theoretical explanation and empirical support.

Lastly, this study did not fully account for other potential factors influencing academic procrastination, such as academic pressure, social support, and individual differences. Future research should include these factors to build a more comprehensive model, better understanding the interaction between short video addiction and academic procrastination. This will aid in developing more effective intervention strategies to improve graduate students' academic performance and mental health.

6 CONCLUSION

This study examined the relationship between short video addiction and academic procrastination among graduate student. This study found that nearly 90% of graduate students exhibited moderate to high levels of academic procrastination, particularly in reading academic literature, writing term papers, and publishing research papers. This suggests that procrastination is a common challenge, potentially exacerbated by short video addiction. Additionally, over half of the participants met the criteria for short video addiction, indicating its widespread prevalence and significant implications for academic performance. A strong positive correlation between short video addiction and academic procrastination was identified, with dimensions such as loss of control and inefficiency being significant predictors of procrastination. These findings highlight the detrimental impact of short video addiction on students' academic task management.

To address these issues, the study recommends implementing time management training and psychological support services. These interventions can help students develop better study habits, manage stress, and reduce reliance on short videos. Future research should use longitudinal designs to explore causal relationships between short video addiction and academic procrastination. Expanding the sample to include diverse institutions and regions will enhance generalizability. Additionally, investigating factors such as academic pressure and social support will provide a more comprehensive understanding.

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