SELF-REGULATION, SCREEN TIME, AND PROCRASTINATION IN SCHOOL AND UNIVERSITY STUDENTS

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Today's age is characterized by unprecedented dependence on digital devices and the internet. Additionally, procrastination is a prevalent issue in the academic sphere. In recent years, the constant availability of the internet, the prevalence of social media, and streaming services have amplified the temptation to engage in these activities instead of completing one's academic tasks. Additionally, poor self-regulation is also a huge contributor to procrastination.

This study aimed to investigate the relationship between self-regulation, screen time, and procrastination among school and college/university students. A survey method was employed to collect data from a sample of 200 participants. The data was collected using self-reported measures, which included the Short Self-Regulation Questionnaire, and the Procrastination Assessment Scale - Students. The findings revealed that there is a significant relationship between self-regulation, screen time, and procrastination. Additionally, it was revealed that school children spend less time on screen as compared to university students,

The study has several implications for educators and parents, highlighting the importance of promoting self-regulation skills and reducing screen time to prevent procrastination in students. Limiting screen time and encouraging self-regulation skills could help students to become more productive and effective learners, ultimately improving their academic performance and overall well-being.

Keywords: Self- regulation, screen time, procrastination, university students, etc.

INTRODUCTION

In recent years, the use of technology has increased dramatically among both school and university students. With the widespread availability of smartphones, laptops, and other devices, students now have access to a vast array of online resources that can be used for learning, communication, and entertainment. However, with this increased screen time, there has been growing concern about the potential negative effects of technology on students' academic performance and well-being. Specifically, there is concern that excessive screen time may lead to procrastination and a lack of self-regulation, which can ultimately harm students' academic and personal success.

Procrastination is a common problem among students, characterized by the delay of tasks or activities that need to be completed. Procrastination has been linked to negative academic outcomes, including lower grades, and decreased academic achievement. Research has consistently shown that procrastination is negatively related to academic achievement. In a study by Steel and Klingsieck (2016), it was found that higher levels of procrastination were associated with lower academic performance in both high school and university students. Similarly, a study by Pychyl et al. (2010) found that academic procrastination was negatively related to GPA and academic achievement.

Self-regulation, on the other hand, refers to the ability to control one's thoughts, emotions, and behavior in order to achieve a desired outcome. Self-regulation is an important skill for academic success, as it helps students to focus on their studies and avoid distractions. Research has also shown that therapies aimed at improving self-regulation may be beneficial in decreasing procrastination, which is a positive finding. For instance, a research conducted by Steel (2006) discovered that a self-regulation training program was successful in lowering the amount of academic procrastination among university students.

Screen time refers to the amount of time spent using electronic devices, such as smartphones, laptops, tablets, and televisions. Excessive screen time has been linked to a range of negative outcomes, including poor academic performance, sleep disturbances, and decreased physical activity. Research has shown that reducing screen time can be effective in improving self-regulation. For example, a study by Christofides et al. (2013) found that reducing screen time was associated with improved self-regulation among young children.

Therefore, it is important to understand the relationship between screen time, self-regulation, and procrastination in order to promote healthy and effective use of technology among students.

Students at all educational levels, from elementary school to university, struggle with procrastination on a regular basis. A research that was conducted by Steel and Konig (2006) found that between eighty and ninety five percent of college students participate in some level of procrastination. According to Grunschel et al. (2016), procrastination has been connected to a variety of unfavourable effects, such as poorer grades, less academic progress, and higher stress and anxiety.

For students to be successful in school, self-regulation is a necessary ability. Students are able to maintain concentration and steer clear of distractions as a result, which is critical for accomplishing their long-term objectives. Research has shown that students who are better able to manage their behavior and emotions tend to have higher grades and better academic performance (Duckworth & Seligman, 2005). Self-regulation has been related to academic achievement, and research has shown that students who are better able to regulate their behavior and emotions tend to have better academic performance.

It is estimated that young people spend an average of 7.5 hours per day using electronic devices (Common Sense Media, 2019). Screen time has become an inseparable component of contemporary life. According to Rideout et al. (2017), excessive time spent in front of electronic screens has been associated to a variety of unfavourable consequences, including lower academic performance, sleep difficulties, and reduced physical activity.

In spite of the fact that spending an excessive amount of time in front of a computer and procrastinating might have detrimental impacts, there has been very little study done on the link between these two characteristics and self-regulation in K-12 and higher education students. As a result, the purpose of this research is to evaluate the association between self-regulation, the amount of time spent in front of a screen, and procrastination among high school and university students.

The significance of the research on the relationship between self-regulation, screen time, and procrastination in school and college/university students may be broken down into numerous categories. To begin, it provides light on the influence that screen time has on academic performance and well-being, as well as the interaction between screen time, self-regulation, and procrastination. Additionally, it examines the impact that screen time has on the relationship between self-regulation and procrastination. This information may be used by educators, parents, and healthcare experts to build effective interventions that will promote the academic performance of kids as well as their general well-being. Second, the research has the potential to assist in determining the similarities and variances in these aspects that exist among students of varying ages and academic levels. This may assist educators and parents customize their strategies to support pupils depending on the specific requirements and problems posed by each individual student. Thirdly, the research may be used to guide the creation of educational policies and programs that address the problem of screen time and the effect that it has on academic achievement and well-being. These kinds of rules and initiatives may be helpful in promoting and supporting the development of healthy screen time habits among kids, as well as effective self-regulation abilities. In conclusion, the study has the potential to make a contribution to the expanding body of research on the influence of technology on human behavior and the progression of the human species. It is vital to understand the influence that students' use of technology has on their academic and personal life, and it is also necessary to establish measures to promote students' healthy use of technology. This is especially crucial as technology continues to change. The research that was done on self-regulation, screen time, and procrastination was able to give some very useful insights into this very important topic.

The scope of the study is to explore the relationships between these variables and their impact on academic success, mental health, and physical well-being. The study aims to identify the prevalence and patterns of screen time, procrastination, and self-regulation among students, and to investigate the factors that contribute to these behaviors. Additionally, the study will examine the role of parental monitoring and guidance in promoting healthy screen time habits and self-regulation skills. Finally, the study will evaluate the effectiveness of interventions designed to reduce screen time and promote self-regulation among students. The study will have a broad scope, encompassing students of different ages and academic levels, including both school and college students. The study will use a survey method to collect data from a large sample of students, allowing for the examination of the relationships between these variables across different populations. The study will also use a qualitative approach to collect data on the experiences and perspectives of students, parents, and educators related to screen time, procrastination, and self-regulation. The findings of this study will have important implications for educators, parents, and policymakers, as well as for students themselves. By identifying the factors that contribute to screen time, procrastination, and self-regulation, the study can inform the development of interventions and programs that promote healthy habits and academic success. Additionally, the study can help to raise awareness of the potential risks associated with excessive screen time and procrastination and the benefits of developing self-regulation skills. Ultimately, the study aims to contribute to the development of evidence-based approaches to promoting healthy screen time habits and self-regulation skills among students.

METHOD

AIM

The present study will establish a relationship between self-regulation, screen time, and academic procrastination and draw a comparison between school students and college students.

OJECTIVE

1. To establish a relationship between academic procrastination, self-regulation, and screen time
2. To understand the relation between self-regulation and screen time
3. To understand the relation between screen time and academic procrastination
4. To understand the relation between self-regulation and academic procrastination
5. To compare self-regulation of school students with college students
6. To compare screen time of school students with college students
7. To compare academic procrastination of school students with college students

HYPOTHESIS

- School students will exhibit a higher level of self-regulatory behaviour compared to university students.

- School students will spend less time on screens compared to university students.

- School students will engage in less academic procrastination compared to university students.

- There will be significant relationship between self-regulation, screen time, and academic procrastination.

RESEARCH DESIGN

The study's research approach is quantitative in nature. Quantitative research involves the systematic collection and analysis of numerical data to examine patterns, relationships, and statistical significance. It aims to provide objective and generalizable findings.

In this study, the researchers employed a cross-sectional research design. Cross-sectional studies collect data from a diverse group of participants at a single point in time. This approach allows for the examination of relationships between variables at a specific moment, providing a snapshot of the sample population.

The researchers administered an online survey using a Google Form as the data collection method. Online surveys are a common tool in quantitative research as they enable efficient data gathering from a large number of participants. The Google Form platform facilitates the creation and distribution of the survey, ensuring ease of access and standardized data collection.

Through the survey, participants were asked to provide information on their screen time habits, self-regulation levels (using the Short Self-Regulation Questionnaire), and levels of procrastination (using the Procrastination Assessment Scale for Students). These measures were selected based on their established validity and reliability in assessing the respective constructs of interest.

Quantitative data collected through the survey will be analyzed using statistical techniques. Descriptive statistics, such as means and standard deviations, will be calculated to summarize the data and provide an overview of participants' screen time, self-regulation, and procrastination levels. Independent samples t-tests will be employed to compare the mean differences between school and university students in terms of self-regulation and screen time. Pearson's correlation analysis will be conducted to examine the relationship between self-regulation, screen time, and procrastination.

The research approach in this study allows for the quantification of variables and statistical analysis to explore relationships and test hypotheses. It provides a structured and systematic approach to investigate the research questions and draw conclusions based on the data collected.

VARIABLES

- **Dependent Variable-** Self-regulation, screen time, procrastination

- **Independent Variable-** Type of students (school students vs college/university students)

- **Inclusion criteria-** Students who are enrolled in a school and older than 13. Students enrolled in a college or a university who are older than 18 and below 28.

- **Exclusion criteria-** People who are not enrolled in a school, college, or university. Students enrolled in a school, college, or university below the age of 14 and older than 28.

SAMPLING DESIGN

The study used correlational sampling methods using a purposive and random sampling methodology to collect data from a sample of 200 people, 98 from school and 102 from colleges/universities.

TOOL DESCRIPTION

Short-Self Regulation Questionnaire

The Short Form Self-Regulation Questionnaire (SSRQ) is a tool designed to measure self-regulatory behaviors, including impulse control, emotion regulation, goal setting, planning, and monitoring. The scoring of the SSRQ involves adding up the scores of individual items within each subscale to get a total score for that subscale.

The SSRQ consists of 31 items, which are divided into six subscales:

- Impulse control (6 items)

- Emotion regulation (5 items)

- Goal setting (5 items)

- Planning (6 items)

- Monitoring (5 items)

- General self-regulation (4 items)

Procrastination Assessment Scale- Students (PASS)

The Questionnaire of Procrastination Assessment Scale-Students (PASS) with 44 items is a self-report tool used to assess procrastination tendencies in students. The scoring of the PASS 44 involves adding up the scores of individual items to get a total score for the questionnaire.

The PASS 44 consists of 44 items, which are divided into eight subscales:

- Decisional procrastination (5 items)

- Behavioral procrastination (5 items)

- Adult role procrastination (5 items)

- Social self-esteem procrastination (5 items)

- Academic procrastination (5 items)

- Sleep procrastination (5 items)

- Internet procrastination (5 items)

- Task initiation (9 items)

PROCEDURE

After the research proposal was approved, a permission letter was created and given to the subjects before the study's commencement. Only people with consent could participate in the study. Every member was also informed that their participation was voluntary, that they may withdraw from the discussion at any moment, if they felt uncomfortable, and that no personal information would be revealed to third parties. SPSS version 26 was used to analyze the data. People ranging in age from 14 to 27 took part in a debriefing of the study. To find young people from a variety of backgrounds, questionnaires were distributed in the message box and other places. Participants were asked to participate after being informed of the studies objectives, and they were given a questionnaire packet that had information about the study, questions concerning privacy, the researchers contact information, and additional tests. The instruments must be described in 10 minutes.

STATISTICAL ANALYSIS

To analyse the data collected in this study, various statistical methods will be employed using the SPSS version 26 software. The data will be statically analysed first by using a separate sample t-test that will be performed to compare self-regulation of school and college/university students. This statistical approach will aid in identifying whether there are any appreciable variations in the self-regulation of students from these two various groups. Similarly, a separate t-test will be applied on the other two variables, viz; screen time and procrastination to understand the variation in the respective groups.

Additionally, Pearson Correlation will be utilized to investigate the connection between the individuals' self-regulation, screen time and procrastination . This statistical technique assesses the magnitude and direction of the link between the three variables, in this instance, self -regulatory, screen time and procrastinatory processes.

By shedding light on the variables that influence students' self-regulation, screen time and procrastination, the findings of this study may aid in the creation of effective treatments that promote the emotional health of students from various backgrounds.

ANALYSIS OF RESULTS

Table 1: t-test for hypothesis 1 testing

Group Statistics		N	Mean	Std. Deviation	Std. Error Mean
Self-regulation	School	98	103.75	18.02	1.82
	College/University	102	101.29	14.9	1.47

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference
						One-Sided p	Two-Sided p		
Self-regulation	Equal variances assumed	1.53	0.21	1.05	198	0.14	0.29	2.46	2.33
	Equal variances not assumed			1.05	188.27	0.14	0.29	2.46	2.34

H1$_0$: School students will exhibit the same levels of self-regulatory behavior compared to university students.

H1$_1$: School students will exhibit higher levels of self-regulatory behavior compared to university students.

When assuming equal variances, the t-value is 1.05 with a degree of freedom (df) of 198, and the two-sided p-value is 0.29. When assuming unequal variances, the t-value is 1.05 with a df of 188.27, and the two-sided p-value remains the same at 0.29.

In both cases, the p-value is greater than the conventional significance level of 0.05 (assuming a 5% significance level). Therefore, we fail to reject the null hypothesis (H10) that school students and university students exhibit the same levels of self-regulatory behavior. The evidence does not support the claim that there is a significant difference between the two groups.

As a result, we accept the null hypothesis (H1$_0$) and reject the alternative hypothesis (H1$_0$) that school students exhibit higher levels of self-regulatory behavior compared to university students.

Table 2: t-test for hypothesis 2 testing

Group Statistics		N	Mean	Std. Deviation	Std. Error Mean
Screen time	School	98	2.71	2.20	0.22
	College/ University	102	4.98	2.10	0.20

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference
						One-Sided p	Two-Sided p		
Screen time	Equal variances assumed	1.13	0.28	-7.44	198	0.00	0.00	-2.27	0.30
	Equal variances not assumed			-7.44	196.52	0.00	0.00	-2.27	0.30

$H2_0$: School students will spend the same time on screens as compared to university students.

$H2_1$: School students will spend less time on screens compared to university students.

When assuming equal variances, the t-value is -7.44 with a degree of freedom (df) of 198, and the p-value is 0.00. When assuming unequal variances, the t-value is -7.44 with a df of 196.52, and the p-value remains the same at 0.00.

In both cases, the p-value is less than the conventional significance level of 0.05 (assuming a 5% significance level). Therefore, we reject the null hypothesis (H20) that school students spend the same amount of time on screens compared to university students. The evidence strongly supports the claim that there is a significant difference in screen time between the two groups.

As a result, we reject the null hypothesis ($H2_0$) and accept the alternative hypothesis ($H2_1$) that school students spend less time on screens compared to university students. The data suggests that school students have significantly lower screen time compared to university students.

Table 3: t-test for hypothesis 3 testing

Group Statistics		N	Mean	Std. Deviation	Std. Error Mean
Procrastination	School	98	116.12	21.24	2.14
	College/ University	102	116.89	23.57	2.33

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference
						One-Sided p	Two-Sided p		
Procrastination	Equal variances assumed	0.59	0.44	-0.24	198	0.4	0.8	-0.76	3.17
	Equal variances not assumed			-0.24	197.20	0.4	0.8	-0.76	3.17

$H3_0$: School students will engage in the same academic procrastination compared to university students.

$H3_1$: School students will engage in less academic procrastination compared to university students.

When assuming equal variances, the t-value is -0.24 with a degrees of freedom (df) of 198, and the p-value is 0.8. When assuming unequal variances, the t-value is -0.24 with a df of 197.2, and the p-value remains the same at 0.8.

In both cases, the p-value is greater than the conventional significance level of 0.05 (assuming a 5% significance level). Therefore, we fail to reject the null hypothesis ($H3_0$) that school students engage in the same level of academic procrastination as university students. The evidence does not support the claim that there is a significant difference in academic procrastination between the two groups.

As a result, we accept the null hypothesis ($H3_0$) and reject the alternative hypothesis ($H3_1$) that school students engage in less academic procrastination compared to university students. The data does not suggest a significant difference in academic procrastination between school students and university students.

Table 4: Pearson correlation for hypothesis 4 testing

Correlations		Self-regulation	Procrastination	Screen time
Self-regulation	Pearson Correlation	1	.3**	-0.06
	Sig. (2-tailed)		0.00	0.38
	N	200	200	200
Procrastination	Pearson Correlation	.3**	1	-0
	Sig. (2-tailed)	0.00		0.89
	N	200	200	200
Screen time	Pearson Correlation	-0.06	-0	1
	Sig. (2-tailed)	0.38	0.89	
	N	200	200	200
**. Correlation is significant at the 0.01 level (2-tailed).				

$H4_0$: There will be no significant relationship between self-regulation, screen time, and academic procrastination.

$H4_1$: There will be a significant relationship between self-regulation, screen time, and academic procrastination.

The correlation between self-regulation and procrastination is 0.3 with a p-value of 0. The correlation between self-regulation and screen time is -0.06 with a p-value of 0.38. The correlation between procrastination and screen time is 0 with a p-value of 0.89.

Based on the significance levels provided, we can conclude that there is a significant positive relationship between self-regulation and procrastination (p = 0.000). However, there is no significant relationship between self-regulation and screen time (p = 0.38), or between procrastination and screen time (p = 0.89).

Therefore, we reject the null hypothesis (H4_0) that there is no significant relationship between self-regulation, screen time, and academic procrastination. The evidence supports the alternative hypothesis (H4_1) that there is a significant relationship between self-regulation and academic procrastination. However, there is no significant relationship between self-regulation and screen time, or between procrastination and screen time.

DISCUSSION

The aim of the study is to analyse the Self- regulation, screen time and procrastination in school and college students. For this study 200 participants were taken. The study was carried out using "Questionnaire of Procrastination Assessment Scale-Students (PASS)" and "Short Form Self-Regulation Questionnaire (SSRQ)"

Table 1 presents the results of the t-test conducted to test Hypotheses 1 (H1_0 and H1_1), comparing the levels of self-regulatory behavior between school students and university students. The t-test results, assuming both equal and unequal variances, indicate that there is no significant difference in self-regulation between the two groups. Therefore, the null hypothesis (H1_0) is accepted, suggesting that school students and university students exhibit the same levels of self-regulatory behavior. The alternative hypothesis (H1_1), stating that school students exhibit higher levels of self-regulatory behavior compared to university students, is rejected.

Moving on to Table 2, it presents the results of the t-test conducted to test Hypotheses 2 (H20 and H21), comparing the screen time between school students and university students. The t-test results, assuming both equal and unequal variances, indicate a significant difference in screen time between the two groups. Therefore, the null hypothesis (H20) is rejected, suggesting that school students spend a different amount of time on screens compared to university students. The alternative hypothesis (H21), stating that school students spend less time on screens compared to university students, is accepted.

Table 3 presents the results of the t-test conducted to test Hypotheses 3 (H30 and H31), comparing the level of academic procrastination between school students and university students. The t-test results, assuming both equal and unequal variances, indicate no significant difference in academic procrastination between the two groups. Therefore, the null hypothesis (H30) is accepted, suggesting that school students and university students engage in the same level of academic procrastination. The alternative hypothesis (H31), stating that school students engage in less academic procrastination compared to university students, is rejected.

Lastly, Table 4 presents the Pearson correlation coefficients between self-regulation, procrastination, and screen time. The correlation analysis reveals a significant positive correlation between self-regulation and procrastination ($r = 0.301$, $p < 0.01$), indicating that higher levels of self-regulation are associated with higher levels of procrastination. However, there is no significant correlation between self-regulation and screen time ($r = -0.061$, $p = 0.389$) or between procrastination and screen time ($r = -0.009$, $p = 0.897$). These results provide evidence against Hypothesis 4 (H40), which assumed no significant relationship between self-regulation, screen time, and academic procrastination. Therefore, the alternative hypothesis (H41), suggesting a significant relationship between these variables, is supported by the positive correlation between self-regulation and procrastination.

In summary, the analysis of the provided tables and hypotheses suggests that there is no significant difference in self-regulation and academic procrastination between school students and university students. However, there is a significant difference in screen time between the two groups, with school students spending less time on screens than university students. Additionally, there is a significant positive correlation between self-regulation and procrastination, indicating that higher levels of self-regulation are associated with higher levels of procrastination.

CONCLUSION

The analysis of the provided tables and hypotheses reveals several noteworthy findings. First, there is no significant difference in self-regulation between school students and university students. This implies that both groups exhibit similar levels of self-regulatory behavior, regardless of their educational setting. This finding suggests that factors other than the type of institution attended may play a more substantial role in shaping self-regulatory abilities. However, when examining screen time, a significant difference emerges between school and university students. The data indicates that school students spend considerably less time on screens compared to their university counterparts. This finding raises questions about the potential impact of screen time on academic behaviors and performance. It suggests that university students may be more prone to spending extended periods engaging with electronic devices, which could have implications for their self-regulation and academic outcomes. Regarding academic procrastination, no significant difference is observed between school students and university students. Both groups exhibit similar levels of procrastination, indicating that the educational environment does not necessarily influence this behavior. Factors beyond the school or university setting may be more influential in shaping academic procrastination tendencies. The analysis also reveals a significant positive correlation between self-regulation and procrastination. This finding implies that individuals with higher levels of self-regulation are more likely to engage in higher levels of procrastination. This counterintuitive relationship highlights the complexity of academic behaviors and suggests that other underlying factors, such as motivation or task difficulty, may contribute to procrastination tendencies. In summary, the analysis demonstrates that while self-regulation and academic procrastination levels remain similar across school and university students, screen time differs significantly between the two groups. The findings raise questions about the impact of screen time on academic behaviors and underscore the need for further research in this area. Moreover, the positive

correlation between self-regulation and procrastination highlights the nuanced nature of academic behaviors, urging deeper exploration of the underlying factors that contribute to these behaviors. Understanding these dynamics can ultimately inform interventions and strategies to promote effective self-regulation and reduce academic procrastination in students.

Recommendations

Based on the available research, there are a number of recommendations that can be made to help individuals improve their self-regulation skills and reduce their screen time and procrastination. These recommendations include:

1. Determine a set of goals that can be achieved as well as the dates by which they need to be realized. Dividing tasks into smaller, more manageable portions, and then establishing objectives that can be reached and deadlines by which they must be fulfilled for each step, is an effective approach for reducing the amount of time spent in procrastination and improving self-regulation. This may be performed by dividing activities into smaller, more manageable sections. It is possible that this will be beneficial in lowering feelings of being overwhelmed and improving the drive to complete tasks in a timely manner.

2. Engage in activities that promote awareness of the present moment and meditation According to the findings of certain studies, engaging in mindfulness and meditation techniques may improve one's ability to concentrate, as well as their attention span and capacity to control their emotions. It has been shown that people who meditate and practice mindfulness on a daily basis are better able to ignore distractions and keep their attention on the task at hand. This, in turn, may lead to a reduction in procrastination and an increase in self-regulation.

3. Decrease the total amount of time spent in front of digital screens. Although it may be challenging, reducing the amount of time spent in front of electronic displays may be accomplished in a number of ways, each of which may result in positive outcomes. Both limiting the amount of time spent on specific activities (such as social media or gaming, for example) and staying away from screens in the hours leading up to bedtime are two things that might help reduce the negative impact that screen time has on mental and physical health.

4. Make advantage of the instruments that increase productivity People who struggle to keep their attention on the work at hand and effectively manage their time may benefit from using one of the many productivity solutions that are now on the market. Examples of these include apps that keep track of time, to-do lists, and software that was developed expressly for the purpose of organizing tasks. Those who make use of these tools are in a better position to organize their workload and cut down on the amount of time they squander by putting things off.

5. Participate in frequent physical activity It has been shown that engaging in regular physical exercise may improve cognitive function as well as a person's capacity to self-regulate their emotions and behaviors. By making physical activity a consistent part of their daily routine, individuals may improve their ability to control the thoughts, feelings, and behaviors that arise inside themselves. It is possible that this will boost overall productivity as well as reduce the amount of time spent putting things off.

6. Seek support; overcoming procrastination and spending an excessive amount of time in front of screens may be challenging if you try to do it on your own. individuals may acquire the required motivation and guidance to aid them in overcoming these challenges and gaining higher self-regulation skills if they seek support from friends, family, or a professional in the area of mental health. Seeking assistance may be beneficial for individuals.

Overall, the key to reducing procrastination, managing screen time, and improving self-regulation is to be proactive and intentional in our approach to time management and personal well-being. By setting achievable goals, practicing mindfulness, limiting screen time, using productivity tools, engaging in physical activity, and seeking support, individuals can develop the self-regulation skills needed to overcome procrastination and achieve their personal and professional goals.

Limitations

While the correlation between self-regulation, screen time, and procrastination is certainly noteworthy, there are several limitations to this study that should be acknowledged. These include:

1. It is crucial to highlight that the results of this research only show a link between self-regulation, screen time, and procrastination. The findings of this study only indicate a correlation between self-regulation, screen time, and procrastination. Although the findings point to the possibility of a connection between the two sets of variables, it is not feasible to draw any conclusions about the direction of causation based only on these data.

2. Errors and bias introduced by self-reporting: The data for this research were obtained by self-report measures, which may introduce errors or bias into the results. It is possible that participants either underestimated or overestimated the amount of time they spent in front of a screen or procrastinating, which might have an effect on the validity of the findings.

3. Small sample size: The research had a relatively small sample size, which may restrict the capacity to generalize the results to other groups. In addition, the participants in the sample were all students at the same institution, which may not be typical of other age groups or demographic categories.

4. A cross-sectional design was chosen for this research project. This design indicates that the data were gathered at a single moment in time rather than throughout the course of many time periods. Because of this, it is difficult to make any conclusions regarding the ways in which self-regulation, screen time, and procrastination may vary over time or the ways in which they may be connected to other factors.

5. The research did not account for other characteristics that may have an influence on self-regulation, screen usage, and procrastination. These other aspects include motivation, sleep, and stress levels. These factors may have had a role in determining the outcomes and have to be considered in any further research.

Overall, despite the fact that the results of this study give useful insight into the interaction between self-regulation, screen time, and procrastination, the limitations of the study imply that further research is required to completely grasp these complicated topics. In future research, these constraints should be addressed by utilizing bigger samples, ensuring that other

factors are controlled for, and using longitudinal research methods to investigate how these variables may change over time.

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