



Online Vigilance, Mind Wandering and Procrastination among University Students

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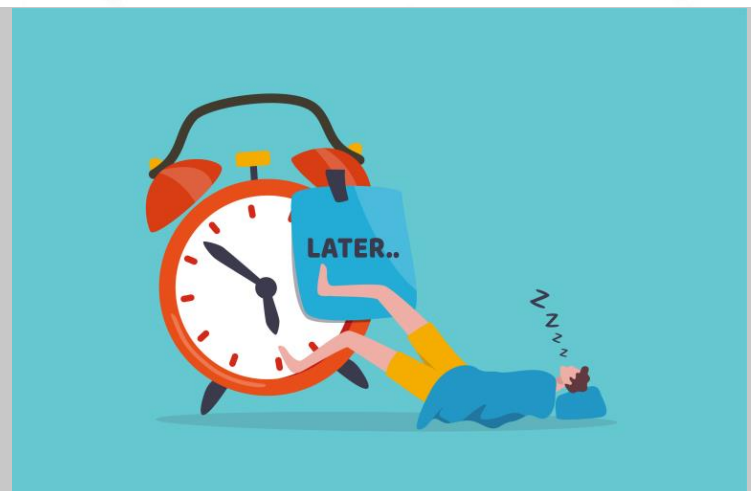
1 Introduction

- Expansion of internet has already lead to drastic changes in the lives of students (Abdul and Ali, 2020; Raza, 2019; Kim, 2011; Arnold and Paulus, 2010; Danez and Geyik, 2015).
- Mind wandering is said to be absent mindedness and unrelated thoughts (Mooneyham & Schooler, 2013).
- Mrazek et al (2013) labelled mind-wandering as the disruption with task-unrelated thoughts.
- Through smart phones and internet, users feel permanently connected with social contacts (Mihailidis, 2014). This makes users preoccupied with online streams of conversation and interaction, which represents the newly emerged term of online vigilance (Klimmt et al., 2018).
- Procrastination is a stable and deep rooted tendency to willingly and uselessly delay planned work (sirosis et al 2019).



2 Theoretical Framework: Distraction Conflict Theory (Baron 1986).

- Robert baron proposed the distraction conflict theory. This theory highlights the impact of distractions while an individual is performing any task.



3 Method: sample was selected through G power Objectives & Hypotheses

Objectives	Hypotheses
i. To find out the relationship between online vigilance, mind wandering and procrastination among university students.	i. There will be a relationship between the online vigilance, mind wandering and procrastination among university students.
iii. To find the relationship of demographic variables with online vigilance and mind wandering among university students.	iii. There will be a negative relationship of age with online vigilance and mind wandering among university students.

5 Analyses

Table 1

Psychometric properties of the scale

Scale	k	M	SD	Range	Cronbach's α
Online vigilance scale	12				
Saliency	4	9.06	3.90	4-20	.77
Monitoring	4	9.18	4.46	4-18	.85
Reactibility	4	11.50	5.31	4-20	.90
Mind wandering	5	15.56	5.18	5-28	.75
Procrastination	9	25.16	5.90	13-39	.73

4 Instruments

Name of the Scale	Developers	No. of Items	Alpha Reliability
Online Vigilance scale	Reinecke et al., 2018	12	.91
Mind Wandering Questionnaire	Mrazek et al., 2005	5	.88
General Procrastination Scale	Sirosis et al., 2019	9	.82

Table

Descriptive statistics and inter scale correlational analysis for study variable (N=310)

Variable	M	SD	1	2	3	4	5
1. Saliency	10.08	3.97	-				
2. Monitoring	10.79	4.82	.62**	-			
3. Reactibility	13.05	4.97	.49**	.59**	-		
4. Mind wandering	17.37	5.33	.42**	.39**	.47**	-	
5. procrastination	28.30	5.21	.33**	.32**	.37**	.44**	-

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

Table

Correlations for study variable with demographics (Age, CGPA and time spent online) (N=310).

Variable	CGPA	Age	Time spent online
		p	
Online vigilance	-.06	-.16**	.28**
Saliency	-.02	-.05	.18**
Monitoring	-.08	-.16**	.27**
Reactibility	-.06	-.17**	.24**
Mind wandering	-.13*	-.21**	.23**
Procrastination	-.14**	-.08	.20**

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

6 Conclusion, Recommendations and Implications

The findings conclude that students are more involved in social media which leads to mind wandering and procrastination as well.

The study results have important implications in academic settings and for the policy makers

In future qualitative studies need to be conducted for more in depth insight in to the topic under study.

7 References

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