Aim: To explore the procrastination phenomenon in learning (PrL) and evaluate its association with family support and use of the Internet in teenagers. Methods: Analytic, observational and cross-sectional study. We conducted a randomized sampling by clusters, with two-stage selection. We assessed the level of procrastination in learning through "The Procrastination Scale in Learning", family support through "Multidimensional Scale of Perceived Social Support" and Internet use by direct question. Results: The study included 292 students. The average age of respondents was 13.9±1.7 years, with 66.1% being males. The average score for PrL was 5.4±3.1 points with a range of 0 to 15. In the bivariate analysis, we found that PrL was significantly associated with study day, life plan, family support and reasons for Internet use. Conclusions: PrL is not an isolated phenomenon in the life of a teenager. Significant association between PrL and other variables has been found which shows that teenagers have a poor management of their time.

Keywords
Procrastination, family support, internet use, adolescences.