



INFLUENCE OF SOCIAL MEDIA UTILIZATION AND ACADEMIC PERFORMANCE OF EDUCATION STUDENTS, IN FEDERAL UNIVERSITY GUSAU.

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Abstract

This study examines the dual role of social media utilization on the academic performance of education students in universities. Adopting a descriptive survey research design, data were collected from 291 undergraduate education students of federal university Gusau, using a structured questionnaire. Descriptive statistics, including mean rating and standard deviation, were employed to analyze the data. The findings reveal a high level of social media utilization for academic purposes such as accessing learning materials, peer collaboration, and communication with lecturers. Students generally perceived social media as supportive of their academic engagement and performance. However, excessive and unregulated use was also associated with negative outcomes, particularly distraction, poor time management, and reduced study concentration. The study concludes that social media's influence on academic performance is inherently conditional, shaped largely by students' patterns of use and self-regulation practices. The paper recommends structured institutional guidance and the promotion of responsible digital practices to enhance the academic benefits of social media while minimizing its disruptive effects.

Keywords: Social media utilization, academic performance, student engagement, distraction, education students

1.0 Introduction

The rapid expansion of digital technologies has significantly reshaped teaching and learning practices in higher education across the globe. Among these technologies, social media platforms have become central to students' academic and social experiences. Platforms such as WhatsApp, Facebook, Instagram, Telegram, and Twitter now function beyond social interaction spaces, serving as informal learning environments where students exchange academic materials, collaborate on assignments, and sustain peer-to-peer communication (Manca,

2022; Zawacki-Richter, Bond, Marin, & Gouverneur, 2023). As a result, social media has become deeply embedded in the academic routines of university students, particularly in contexts where mobile technologies provide flexible and affordable access to learning resources.

Recent scholarship suggests that social media possesses strong potential to enhance academic engagement when used intentionally for learning-related purposes. Studies have shown that social media can promote collaborative learning, support knowledge sharing, and increase students'



sense of academic belonging (Greenhow, Galvin, & Askari, 2021; Al-Rahmi et al., 2022). Through discussion groups, instant messaging, and shared digital resources, students are able to extend learning beyond the classroom and participate actively in academic communities. These affordances align with contemporary learner-centred pedagogies that emphasize interaction, participation, and digital literacy as essential components of higher education (Selwyn, 2022).

However, alongside these benefits, a growing body of research highlights the disruptive potential of social media on students' academic performance. Excessive use has been associated with reduced concentration, multitasking, procrastination, and ineffective time management, all of which can undermine sustained academic engagement (Rozgonjuk, Sindermann, Elhai, & Montag, 2021; Chen, Zhou, & Wang, 2023). The attention economy embedded within social media platforms, characterized by constant notifications and algorithm-driven content, competes directly with students' cognitive focus and study time. Consequently, social media often occupies an ambiguous position in students' academic lives—simultaneously facilitating engagement and generating distraction.

This tension between engagement and distraction has become more pronounced in the post-COVID-19 era. The shift toward blended and online learning models increased students' reliance on digital platforms, intensifying both productive and non-productive forms of social media use (Bond et al., 2021; Zhai, 2022). While social media supported continuity of learning during periods of disruption, it also blurred boundaries between academic and non-academic digital spaces. Recent studies therefore emphasize the importance of

examining not merely the frequency of social media use, but the patterns, purposes, and self-regulatory strategies that shape its academic outcomes (Turel & Bechara, 2023).

In the Nigerian higher education context, social media use among undergraduates has expanded rapidly due to increased smartphone penetration and improved internet accessibility. Empirical evidence indicates that Nigerian students frequently rely on social media platforms for academic communication, peer collaboration, and information sourcing (Adebayo & Bello, 2021; Yusuf, Adigun, & Adeyemi, 2024). Education students constitute a particularly important group within this discourse. As future teachers and educational practitioners, their engagement with social media not only influences their academic performance but also shapes their professional attitudes toward digital learning environments. Yet, existing studies within Nigeria tend to adopt broad student samples or emphasize general academic outcomes, with limited attention to the nuanced experiences of education students in emerging public universities.

Against this backdrop, the present study examines social media utilization among education students through the lens of engagement and distraction. Rather than positioning social media as inherently beneficial or harmful, the study adopts a balanced perspective that recognizes its dual influence on academic performance. By exploring students' reported patterns of use, perceived academic benefits, and experienced challenges, the study contributes context-sensitive evidence to ongoing debates on digital learning, student self-regulation, and responsible social media use in higher education. The findings are expected to inform institutional policies, instructional practices, and student support



strategies aimed at maximizing the educational value of social media while minimizing its disruptive effects.

Statement of the Problem

The integration of social media into students' daily academic routines has created both opportunities and challenges within higher education. While social media platforms increasingly serve as informal learning environments that facilitate communication, collaboration, and access to academic resources, their unregulated use has raised concerns regarding declining academic focus, poor time management, and reduced learning outcomes.

In the Nigerian university context, undergraduate students rely heavily on social media for both academic and non-academic activities. However, this extensive use often blurs the boundary between productive engagement and distraction. Existing studies have largely produced mixed findings, with some emphasizing the positive contributions of social media to academic engagement, while others highlight its negative impact on students' concentration and performance.

More importantly, limited attention has been given to education students, who are future educators and are expected to develop professional digital competencies. The absence of focused empirical evidence on how social media simultaneously enhances and disrupts their academic performance creates a significant research gap.

It is against this backdrop that this study investigates the dual influence of social media utilization on academic performance among education students, with a view to providing balanced and context-specific insights.

Objectives of the study

The main objective of this study is to examine the influence of social media

utilization on the academic performance of education students, with particular attention to its dual role as a tool for academic engagement and a source of distraction.

- i. Examine the extent to which education students utilize social media for academic purposes.
- ii. Determine the influence of social media utilization on students' academic engagement.
- iii. Investigate the effect of social media use on students' study habits and time management.
- iv. Assess the extent to which social media contributes to academic distraction among students.

Research Questions

The following research questions guide the study:

- i. To what extent do education students utilize social media for academic purposes?
- ii. How does social media utilization influence students' academic engagement?
- iii. What effect does social media use have on students' study habits and time management?
- iv. To what extent does social media use contribute to academic distraction among students?

Literature Review

The growing prominence of social media in higher education has generated extensive scholarly attention, particularly regarding its implications for students' academic performance. While early studies largely framed social media as a source of distraction, more recent research presents a nuanced picture, recognizing its potential to support academic engagement alongside its disruptive tendencies. This chapter reviews relevant conceptual, theoretical, and empirical literature on social media



utilization and academic performance, with particular emphasis on student engagement, distraction, time management, and self-regulation. The review situates the present study within contemporary debates and highlights gaps that justify its focus on education students in a Nigerian university context.

Concept of Social Media Utilization in Education

Social media refers to interactive digital platforms that enable users to create, share, and exchange content within online networks. In educational contexts, social media utilization extends beyond social interaction to include academic communication, collaborative learning, information sharing, and professional networking (Manca, 2022). Platforms such as WhatsApp, Telegram, Facebook, and YouTube are increasingly integrated into students' learning routines, especially in higher education environments where informal learning complements formal instruction.

Recent studies emphasize that social media utilization should not be understood merely in terms of frequency of use but also in relation to purpose and context. Academic-oriented use such as participation in study groups, accessing learning resources, and interacting with instructors has been associated with positive learning outcomes, whereas non-academic and excessive use is more likely to generate distraction and reduced academic focus (Al-Rahmi, Yahaya, Aldraiweesh, & Alamri, 2022; Chen et al., 2023). This distinction underscores the importance of examining how and why students use social media rather than assuming uniform effects.

Social Media and Student Academic Engagement

Academic engagement is commonly described as students' active involvement in learning activities, including behavioural, cognitive, and emotional dimensions. Social media has been found to support academic engagement by facilitating interaction, collaboration, and timely access to information (Greenhow et al., 2021). Through online discussion groups and instant messaging platforms, students are able to ask questions, share ideas, and sustain academic dialogue beyond classroom boundaries. Empirical evidence suggests that when social media is intentionally integrated into learning activities, it can enhance students' sense of belonging and participation. For instance, Manca and Meluzzi (2023) observed that social media-supported learning environments encourage peer feedback and reflective learning, particularly among undergraduate students. Similarly, studies in developing contexts report that social media helps students overcome limitations related to physical infrastructure by providing alternative spaces for academic interaction (Yusuf et al., 2024). These findings position social media as a potentially valuable tool for fostering engagement, especially in resource-constrained settings.

Social Media, Distraction, and Academic Performance

Despite its engagement potential, social media is widely criticized for its role in academic distraction. Distraction arises when students' attention is fragmented by constant notifications, multitasking, and exposure to non-academic content. Research grounded in cognitive psychology indicates that frequent task switching negatively affects concentration, memory retention, and deep learning (Rozgonjuk et al., 2021).

Recent studies reveal a consistent relationship between excessive social media



use and lower academic performance, particularly when usage is driven by entertainment and social comparison rather than learning goals (Turel & Bechara, 2023). Chen et al. (2023) found that students who reported difficulty regulating their social media use were more likely to experience procrastination and academic stress. These findings reinforce the argument that social media's negative academic effects are often mediated by self-regulation failures rather than the technology itself.

Influence of Social Media on Study Habits and Time Management

Study habits and time management are critical determinants of academic success and are increasingly influenced by students' digital behaviours. Social media competes directly with academic activities for students' time and attention, often blurring boundaries between study and leisure. Studies have shown that heavy social media use is associated with delayed task completion and inefficient study routines (Zhai, 2022). However, the relationship is not uniformly negative. When students adopt structured strategies—such as using social media for academic reminders, group coordination, and resource sharing—time management outcomes tend to improve (Alenezi, 2024). This suggests that social media can either disrupt or support effective study habits depending on students' intentionality and control mechanisms.

Social Media, Motivation, and Professional Development

Beyond immediate academic outcomes, social media also influences students' motivation and career preparedness. Exposure to academic communities, professional networks, and educational content can enhance students' intrinsic motivation and future-oriented goals (Selwyn, 2022). Platforms such as LinkedIn

and academic Twitter spaces have been identified as valuable tools for networking, professional identity formation, and access to disciplinary knowledge (Bond & Bedenlier, 2022). For education students, these opportunities are particularly relevant, as digital competence and professional networking are increasingly important in modern teaching careers. Nonetheless, motivation can be undermined when social media promotes unhealthy social comparison or fear of missing out, leading to anxiety and disengagement (Elhai et al., 2021).

Theoretical Framework

This study is anchored on an integration of relevant theoretical perspectives that explain how social media utilization influences students' academic performance through both productive engagement and disruptive tendencies. Given the dual focus of the study—social media as a tool for academic engagement and a source of distraction the framework draws primarily on the Uses and Gratifications Theory, the Cognitive Load Theory, and the Self-Regulation Theory. These theories collectively provide a comprehensive lens for understanding students' patterns of social media use and their academic implications.

Uses and Gratifications Theory

The Uses and Gratifications Theory, originally developed by Elihu Katz, Jay Blumler, and Michael Gurevitch, posits that individuals actively select media platforms to satisfy specific needs such as information seeking, social interaction, entertainment, and personal identity. Unlike earlier passive audience models, this theory emphasizes users' agency in choosing how and why they engage with media.

Within the context of this study, education students utilize social media platforms such as WhatsApp, Telegram, and Facebook to



meet academic needs, including accessing learning materials, participating in discussions, and communicating with peers and lecturers. This aligns with the findings in the study, where students reported high levels of academic-oriented social media use. The theory therefore explains the positive dimension of social media utilization, particularly its role in enhancing academic engagement. However, the same theory also accounts for non-academic uses, such as entertainment and socialization, which may lead to excessive usage. When students prioritize these gratifications over academic goals, social media becomes a source of distraction. Thus, Uses and Gratifications Theory provides a foundational explanation for the dual nature of social media use, depending on users' motivations.

Cognitive Load Theory

The Cognitive Load Theory, developed by John Sweller, explains how the human cognitive system processes information and how excessive mental load can hinder learning. The theory distinguishes between intrinsic, extraneous, and germane cognitive load, emphasizing that learning is most effective when unnecessary cognitive burden is minimized. In relation to this study, social media platforms often present multiple streams of information simultaneously, including notifications, messages, and multimedia content. These elements contribute to extraneous cognitive load, which interferes with students' ability to concentrate on academic tasks. The findings of the study, particularly those relating to distraction, reduced concentration, and multitasking, are consistent with this theoretical position. Frequent interruptions from social media reduce students' capacity for deep learning and sustained attention, thereby negatively

affecting academic performance. Cognitive Load Theory therefore provides a strong explanation for the disruptive effects of social media, especially in terms of attention fragmentation and reduced study efficiency.

Self-Regulation Theory

Self-Regulation Theory, associated with scholars such as Barry Zimmerman, emphasizes individuals' ability to control their thoughts, behaviours, and emotions in pursuit of specific goals. In educational settings, self-regulation involves planning, monitoring, and evaluating one's learning activities. This theory is particularly relevant to the present study, as it explains why social media has varying effects on different students. While some students are able to use social media productively for academic purposes, others struggle with overuse and distraction. The difference lies in their level of self-regulation.

Students with strong self-regulatory skills are more likely to:

- Use social media intentionally for academic engagement
- Manage their time effectively
- Control distractions and maintain focus

Conversely, students with weak self-regulation are more susceptible to procrastination, excessive use, and poor academic outcomes. The findings of this study, which highlight issues of time mismanagement and distraction, reinforce the importance of self-regulation as a mediating factor.

Methodology

This study adopted a descriptive survey research design to examine the influence of social media utilization on academic performance among education students in universities. The design was considered appropriate because it enables the systematic collection of data from a defined population in order to describe prevailing patterns,



perceptions, and behaviours related to social media use in an academic context. Descriptive survey designs are widely used in educational research to explore technology-related practices and their perceived academic implications (Creswell & Creswell, 2018). The population of the study comprised all undergraduate students enrolled in the Faculty of Education at Federal University Gusau, Zamfara State, Nigeria. At the time of the study, the faculty consisted of two departments i.e. Educational Foundations and Science Education with a total population of 1,254 undergraduate students, made up of both male and female students. This population was considered suitable because education students are active users of digital technologies and represent future educators whose academic engagement with social media is pedagogically significant.

Table: Proportionate Sample Distribution by Department and Gender

S/N	Department	Male (Sample)	Female (Sample)	Total
1.	Educational Foundations	74	86	160
2.	Science Education	63	68	131
	Total	137	154	291

Conclusion

This study examined social media utilization among education students through the lens of engagement and distraction, with specific attention to its implications for academic performance. The findings demonstrate that social media has become deeply embedded in students' academic practices, functioning simultaneously as a tool for learning support and a source of disruption. Education students reported using social media extensively for academic communication, collaboration, and access to learning materials, highlighting its growing relevance within contemporary higher education environments. At the same time, the study reveals that excessive and unregulated social media use undermines key academic

Table: Population Distribution by Department and Gender

S/N	Department	Male	Female	Total
	Educational	320	370	690
1	Foundations			
	Science	270	294	564
2	Education			
	Total	590	664	1,254

A sample size of 291 undergraduate students was drawn from the population, following established sampling guidelines for survey research (Research Advisors, 2006). Proportionate stratified sampling technique was employed to ensure fair representation of students across departments and gender categories. This approach enhanced the representativeness of the sample and reduced sampling bias, thereby improving the generalizability of the findings within the faculty context.

behaviors, particularly concentration, time management, and effective study habits. These opposing outcomes underscore the conditional nature of social media's academic influence. Rather than exerting a uniform effect, social media's impact on academic performance is shaped by students' patterns of use, purpose, and capacity for self-regulation. This finding reinforces recent scholarly arguments that digital technologies should be understood as pedagogically neutral tools whose educational value depends on how they are used.

By focusing on education students within a Nigerian public university, the study contributes context-specific evidence to the growing body of literature on digital

learning in higher education. It extends existing research by explicitly framing social media utilization within the dual dynamics of engagement and distraction, offering a more balanced and realistic understanding of students' digital academic experiences. The study therefore provides a useful empirical basis for developing institutional strategies aimed at promoting productive social media practices among undergraduates, particularly those preparing for teaching careers.

Presentation of results

These tables present the analysis and discussion of data collected on social media utilization and academic performance

Table 1: To what extent do education students utilize social media for academic purposes?

S/N	Items	Mean	S/D	Decision
1.	I use social media to access academic materials	3.28	0.72	Agree
2.	I participate in academic discussions on social media platforms	3.15	0.81	Agree
3.	I communicate with classmates and lecturers via social media	3.38	0.69	Agree

Grand mean

3.26

Agree

Table 1 results indicate that education students demonstrate a high level of social media utilization for academic purposes. The grand mean of 3.26 exceeds the criterion mean of 2.50, suggesting that social

among education students. The analysis is guided by the research questions formulated for the study and is based on descriptive statistical tools, specifically mean scores and standard deviation. A criterion mean of 2.50 was adopted as the benchmark for decision-making. Any item with a mean score of 2.50 and above is interpreted as "Agree," while values below 2.50 indicate "Disagree." The chapter is organized into two major sections: presentation of results and discussion of findings. The results are presented in tabular form, followed by detailed interpretation and scholarly discussion in relation to existing literature.

media has become an integral component of students' academic practices. Students frequently use platforms to access learning materials, engage in academic discussions, and communicate with peers and instructors.

Table 2: How does social media utilization influence students' academic engagement?

S/N	Items	Mean	S/D	Decision
1.	Social media enhances my participation in learning activities	3.20	0.75	Agree
2.	It improves collaboration with other students	3.31	0.70	Agree
3.	It increases my access to educational resources	3.40	0.65	Agree

Grand

3.30

Agree

mean

Table 2 findings reveal that social media positively influences students' academic engagement. The grand mean of 3.30 indicates strong agreement among

respondents that social media enhances participation, collaboration, and access to learning resources. This suggests that social media functions as an extension of the classroom, enabling continuous academic interaction beyond formal settings.

**Table 3: To what extent does the use of social media affect students' study habits and time management?**

S/N	Items	Mean	S/D	Decision
1.	Social media affects my study schedule	3.05	0.88	Agree
2.	I spend more time on social media than studying	3.12	0.91	Agree
3.	Social media sometimes delays my academic tasks	3.18	0.84	Agree

Grand mean**3.12****Agree**

Table 3 results show that social media negatively affects students' study habits and time management. With a grand mean of 3.12, respondents acknowledged that

excessive use of social media interferes with students' schedules, reduces time allocated to their academic tasks, and contributes to delays in completing assignments.

Table 4: To what extent does social media use contribute to students' academic distraction?

S/N	Items	Mean	S/D	Decision
1.	Social media distracts me during study time	3.25	0.79	Agree
2.	Notifications reduce my concentration	3.30	0.73	Agree
3.	I find it difficult to focus due to social media use	3.22	0.77	Agree

Grand mean**3.26****Agree**

Table 4 findings indicate that social media significantly contributes to academic distraction. The grand mean of 3.26 suggests that students experience frequent interruptions, reduced concentration, and difficulty maintaining focus during study sessions.

traditional classroom instruction. The implication is that students are not merely passive users of social media but are actively integrating it into their academic routines.

Discussion of Findings

The findings of this study provide a nuanced understanding of social media utilization among education students, confirming its dual role as both a facilitator of academic engagement and a source of distraction.

The results of Research Question One reveal a high level of academic-oriented social media utilization among students. This suggests that social media has become embedded in students' learning environments, serving as a platform for accessing educational resources, participating in discussions, and maintaining academic communication. This aligns with contemporary studies which argue that social media is increasingly functioning as an informal learning space that complements

In relation to Research Question Two, the study found that social media significantly enhances academic engagement. Students reported improved participation, collaboration, and access to academic content. This supports the argument that digital platforms foster interactive and student-centered learning environments. The ability to engage in real-time discussions and share academic materials contributes to deeper learning and increased academic involvement. These findings are consistent with recent empirical studies that highlight the role of social media in promoting collaborative learning and peer interaction. However, the findings from Research Questions Three and Four introduce a contrasting perspective. While social media supports engagement, it simultaneously undermines effective study habits and time



management. Students acknowledged that they often spend excessive time on social media, which leads to delayed academic tasks and poor study routines. This reflects the broader concern that social media competes with academic activities for students' attention.

Discussion of Findings within the Theoretical Framework

The discussion of findings is anchored on the integrated theoretical framework comprising Uses and Gratifications Theory, Cognitive Load Theory, and Self-Regulation Theory. These theories provide a structured lens through which the empirical results of the study are interpreted, particularly in relation to the dual role of social media as both a facilitator of academic engagement and a source of distraction among education students.

The findings of the study reveal that education students demonstrate a high level of social media utilization for academic purposes, as evidenced by their engagement in accessing learning materials, participating in discussions, and maintaining communication with peers and lecturers. This outcome aligns strongly with the assumptions of the Uses and Gratifications Theory as advanced by Elihu Katz and his associates. From this theoretical standpoint, students are not passive recipients of media content; rather, they actively select social media platforms to satisfy specific academic needs. The high mean scores recorded in Table 1 indicate that students consciously deploy social media as a learning resource, thereby reinforcing the argument that digital platforms have become integral to contemporary academic practices. This suggests that social media, when purposefully engaged, serves as an extension of the classroom, enabling continuous learning beyond formal instructional

settings. The implication is that students' motivations significantly determine the educational value of social media. In this regard, the findings validate the theory's central claim that media use is goal-oriented and need-driven, particularly in academic contexts.

The results further indicate that social media significantly enhances students' academic engagement, improving participation, collaboration, and access to educational resources. This finding extends the application of Uses and Gratifications Theory by demonstrating that when students' primary motivation is academic, social media becomes a productive pedagogical tool. The interactive features of social media platforms such as instant messaging, group discussions, and content sharing facilitate collaborative learning, which is central to student engagement. Within the theoretical framework, this reflects a functional alignment between users' needs and media affordances, where the medium effectively satisfies academic demands. Thus, the findings suggest that social media is not inherently distracting; rather, its academic value emerges when it is aligned with clearly defined learning objectives. This reinforces the argument that the educational benefits of social media are contingent upon intentional and structured use, as predicted by the Uses and Gratifications perspective.

Despite the positive outcomes associated with academic engagement, the study reveals that social media negatively affects students' study habits and time management. Students reported spending excessive time on social media, leading to delayed academic tasks and disrupted study schedules. This finding is best explained through the lens of Self-Regulation Theory, as articulated by Barry Zimmerman. The



theory emphasizes that effective learning depends on individuals' ability to regulate their behaviour, manage time, and maintain focus on goal-directed activities. The observed negative effects suggest that a significant proportion of students struggle with self-regulation in their use of social media. While the platforms offer academic benefits, the lack of disciplined usage leads to overconsumption and inefficient study routines. This indicates that the problem is not the technology itself, but the users' inability to control their engagement with it. Consequently, the findings highlight self-regulation as a critical mediating variable in the relationship between social media use and academic performance. Students who lack effective self-management strategies are more likely to experience negative academic outcomes, even when using potentially beneficial technologies.

The study also finds that social media significantly contributes to academic distraction, with students reporting reduced concentration, frequent interruptions, and difficulty maintaining focus during study sessions. This outcome is consistent with the propositions of Cognitive Load Theory developed by John Sweller. According to this theory, learning is hindered when the cognitive system is overwhelmed by excessive or irrelevant information. Social media environments are characterized by constant notifications, multitasking demands, and rapid information flow, all of which contribute to extraneous cognitive load. The findings suggest that students' cognitive resources are frequently diverted from academic tasks to non-academic stimuli, thereby reducing the efficiency of learning processes. This explains why even academically motivated students may struggle to maintain concentration in digitally saturated environments. Thus,

Cognitive Load Theory provides a robust explanation for the mechanism through which social media disrupts academic performance, particularly by fragmenting attention and limiting deep cognitive processing.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. **Promotion of Responsible Social Media Use:** Higher education institutions should promote responsible and purposeful social media use among students through digital literacy and self-regulation training. Workshops and orientation programmes can equip students with strategies for managing distractions and balancing academic and non-academic digital activities.
2. **Pedagogical Integration of Social Media:** Lecturers should intentionally integrate social media platforms into teaching and learning activities, such as academic discussion groups, collaborative assignments, and resource sharing. Structured academic use can help channel students' social media engagement toward learning goals while reducing unproductive usage.
3. **Institutional Guidelines and Support Systems:** Universities should develop clear guidelines that outline appropriate academic uses of social media and provide support mechanisms for students experiencing digital overload. Institutional policies can help normalize productive practices and discourage excessive or non-academic use during study periods.
4. **Development of Digital and Professional Competencies:** Given the role of social media in professional networking and career development, education programmes should incorporate training that helps students leverage digital platforms for professional



growth, academic networking, and continuous learning.

5. Student Self-Management Strategies: Students should be encouraged to adopt personal time-management strategies, such as scheduled study periods, notification control, and task prioritization, to reduce the disruptive effects of social media on academic focus.

Implications for Further Research

Future studies could build on the present findings by employing mixed-methods approaches to gain deeper insights into students' lived experiences with social media use. Comparative studies across faculties, institutions, or regions may also reveal discipline-specific patterns of engagement and distraction. Additionally, future research could examine the mediating roles of self-regulation, academic motivation, and digital competence in shaping the relationship between social media utilization and academic performance.

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