



SOCIAL MEDIA IMPACT ON ACADEMIC PERFORMANCE OF STUDENTS IN UTME/JAMB 2025 IN ABEOKUTA SOUTH LGA

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Abstract

of students in UTME/JAMB 2025 with a focus on Abeokuta South LGA Government Area. The objective of the study examines the extent to which students within Abeokuta South LGA engage with social media, investigate the relationship between the frequency of social media use and academic performance in UTME/JAMB 2025 and also assess the influence of social media usage on students' study habits and academic preparation for UTME/JAMB. The study surveyed 400 respondents and found that social media usage has a detrimental impact on students' academic performance in the UTME/JAMB examination.. The study recommends that parents, teachers, school counselors, tutorial centers, ministry of education and local authorities should encourage learners to use social media for academic purposes and social media companies can also introduce Pop-up reminders and screen time trackers that help students manage their online behavior more responsibly.

Keywords: Social Media, UTME/Jamb, Academic Performance.

1.0 Introduction

In Nigeria, the Unified Tertiary Matriculation Examination (UTME), organized by the Joint Admissions and Matriculation Board (JAMB), serves as the main entry point into higher education. It is a high-stakes examination that requires students to demonstrate a strong grasp of various subjects under time pressure. Success in UTME is essential for gaining admission into universities, polytechnics and colleges of education.

Consequently, students are expected to engage in serious academic preparation. However, in recent years, there has been growing concern over declining academic performance in UTME results, particularly in regions such as Abeokuta South Local Government Area (LGA) of Ogun State. One factor frequently cited as contributing to this decline is the increased use of social

media among secondary school students. Social media platforms such as Facebook, WhatsApp, Instagram, TikTok, Twitter, and Snapchat have become deeply embedded in the daily routines of Nigerian youths. These platforms, while offering channels for communication, entertainment, and information sharing, are increasingly becoming sources of distraction for students (Apuke & Iyendo, 2021). Many students now spend several hours daily browsing on social media, often at the expense of study time. The ease of access through smartphones, combined with peer pressure and entertainment content, makes it difficult for many students to strike a balance between social media usage and academic responsibilities. Numerous studies in Nigeria have highlighted the negative impact of social media on students' academic performance.



While various factors such as inadequate teaching, poor study habits, and lack of learning resources contribute to this trend, increasing attention is being drawn to the role of social media usage as a major distraction negatively impacting students' academic performance. The influence of social media on students has grown exponentially with the widespread use of smartphones and internet access. Many students now spend several hours daily on these platforms, often at the expense of their academic work. Studies have shown that excessive use of social media can lead to reduced concentration, procrastination, lack of sleep, and mental fatigue, all of which can contribute to poor academic outcomes (Oyedepo et al., 2023).

The socioeconomic background, access to digital devices, and level of parental supervision may all influence how students in this area use social media and how it affects their academic preparation. Without specific data from this context, it is difficult for educators, parents, and policymakers to develop targeted interventions. Therefore, this study seeks to investigate the impact of social media on the poor academic performance of students in the 2025 UTME within Abeokuta South LGA. It will examine the patterns of social media use, identify the types of content students engage with, and explore how this behavior may affect their study habits and exam performance. Understanding this relationship is essential in developing practical strategies to guide students towards more responsible and productive use of social media in the academic environment.

Objectives Of The Study

The main objective of this study is to examine the impact of social media usage on the academic performance of students in the

2025 UTME/JAMB within Abeokuta South Local Government Area (LGA), Ogun State.

The specific objectives are to:

- i. ascertain the extent to which students within Abeokuta South Local Government Area (LGA) engage with social media on a regular basis
- ii. Investigate the relationship between the frequency of social media use and students' academic performance in UTME 2025.
- iii. Assess the influence of social media usage on students' study habits and academic preparation for UTME/JAMB.
- iv. Identify the types of social media platforms commonly used by students in Abeokuta South LGA.

Research Questions

1. To what extent do students within Abeokuta South Local Government engage with social media on a regular basis?
2. Is there a significant relationship between time spent on social media and students' performance in UTME 2025?
3. In what ways does social media usage affect students' study habits and academic focus?
4. What are the types of social media platforms commonly used by students in Abeokuta South LGA?

Conceptual Review

Concept of Social Media

Social media refers to online platforms that enable users to create, share, and interact with content or people. Common platforms include WhatsApp, Instagram, Facebook, TikTok, Snapchat, and YouTube. These platforms are widely used by young people, especially students, for communication, entertainment, and sometimes academic activities.



Kaplan and Haenlein (2022) give a general definition of social media in consideration of Web 2.0 and User-Generated Content. Social media is a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of User Generated Content. Parr (2025) defines social media as the use of electronic and Internet tools for the purpose of sharing and discussing information and experiences with other human beings in more efficient ways. Dykeman (2023) regards social media as “the means for any person to: publish digital, creative content; provide and obtain real-time feedback via online discussions, commentary and evaluations; and incorporate changes or corrections to the original content.

The Benefits of Social Media Use in Nigeria

Soola (2023:87) described the new media (social media) as communication technologies with “impressive array of sophistication, increasing efficiency, reliability, speed, accuracy, cheapness, portability and ubiquity made possible by microprocessors”. The devices of social media currently serve as easy, quick and reliable sources of information. Soola (2021:86) observed that social media “provides near limitless possibilities of increasing the quantity and enhancing the quality, speed and availability of information in a complex but increasingly interdependent world”.

Through the use of social media, people are kept up dated on issues or events taking place anywhere in Nigeria on a minute interval. This is particularly possible because these social websites are interactively accessible with mobile phones. The use of WhatsApp and Facebook on phones for instance, makes this easier, as one can send

either images or snapped shots alongside information on the most current event or issues as the case may be, on minute interval. News and events alongside with pictures are mostly being circulated all over Nigeria, within a twinkle of an eye, through social networks and mostly by WhatsApp users who are probably presents at scenes of occurrences.

Academic Performance

Academic performance is one of the most widely examined constructs in educational research, as it reflects the extent to which learners achieve expected learning outcomes in formal academic settings. It is typically measured through tests, assignments, classroom participation, standardized examinations, and other evaluative tools that demonstrate learners’ mastery of knowledge, skills, and competencies (Huda & Rukayah, 2021). According to Yusuf and Adigun (2020), academic performance serves as an indicator of educational effectiveness because it provides measurable evidence of students’ cognitive development, learning progress, and readiness for higher academic tasks. In the Nigerian context, academic performance in standardized examinations such as the Unified Tertiary Matriculation Examination (UTME) conducted by the Joint Admissions and Matriculation Board (JAMB) is a critical determinant of students’ access to tertiary education, making it a fundamental benchmark for assessing educational success.

Scholars argue that academic performance is a multifaceted concept because it reflects both internal and external factors affecting the learner (Owolabi, 2022). Internally, students’ cognitive abilities, motivation, study habits, attention span, and mental health significantly influence academic outcomes. Externally, family background, school environment, availability of learning



resources, teacher quality, and technological exposure shape academic achievement (Adegboye & Oyeade, 2023). Academic performance is therefore not a static measurement but a dynamic construct influenced by various social, psychological, and environmental conditions. For UTME candidates in Nigeria, the complexity is even greater because performance in the exam depends on months of preparation, consistency in study patterns, access to learning materials, and ability to manage distractions—particularly digital distractions such as social media.

UTME/JAMB in Nigeria

The Unified Tertiary Matriculation Examination (UTME) is a national standardized examination conducted annually by the Joint Admissions and Matriculation Board (JAMB), the central body responsible for regulating and coordinating admissions into universities, polytechnics, and colleges of education in Nigeria. Established in 1978, JAMB's mandate is to ensure fairness, transparency, and standardization in the admission process across all tertiary institutions (JAMB, 2023). The UTME is therefore a critical gateway into higher education, and students' performance in the examination determines their eligibility for admission into their preferred institutions and courses.

UTME assesses students' proficiency in four subjects: the compulsory Use of English and three other subjects relevant to their chosen discipline. The examination is computer-based (CBT) and evaluates candidates' knowledge, analytical skills, comprehension, and problem-solving ability within a limited time. According to Afolayan and Salako (2022), the shift from paper-based testing to CBT in 2013 improved the integrity of the examination by reducing malpractice and enhancing scoring accuracy. This transition

underscores the emphasis on digital competence and speed, which are necessary for academic success in UTME. However, many students still struggle with the CBT format due to inadequate exposure to digital learning tools, leading to lower performance outcomes.

Recent studies show that UTME is not only a test of academic content but also a test of students' preparedness, discipline, and study habits (Okafor & Dibia, 2021). Successful candidates are those who engage consistently with past questions, attend tutorial classes, and practice under timed conditions. In contrast, poor performance often results from inadequate preparation, poor study habits, and distractions from digital technologies especially social media platforms such as TikTok, WhatsApp, and Instagram (Nwachukwu, 2023). This makes UTME performance a multidimensional outcome affected by academic, behavioral, and technological factors.

Theoretical Framework

Time Displacement Theory

This theory suggests that time spent on one activity reduces the time available for other important activities. Applied here, time spent on social media may reduce the time students have for studying or resting, which can affect their academic performance.

Time Displacement Theory is one of the foundational theories used to explain the relationship between media consumption and reduced engagement in other essential activities, including academic work. Originally developed within communication and media studies, the theory posits that time spent on one activity directly reduces the time available for other competing activities. Applied to contemporary digital environments, the theory suggests that increased engagement with social media platforms such as TikTok, Instagram,



WhatsApp, and Facebook displaces time that students would otherwise allocate to studying, reading, completing assignments, or preparing for examinations (Lasode & Popoola, 2022).

In the context of education, Time Displacement Theory provides a framework for understanding how social media usage contributes to declining academic performance, particularly among secondary school students and UTME candidates in Nigeria. According to Nwachukwu (2023), students often spend several hours daily on digital platforms, and this time consumption directly replaces valuable study hours needed for academic success. Because time is a finite resource, excessive social media use reduces opportunities for deep learning, practice, and reflection activities critical for strong academic performance.

Cognitive Load Theory

Cognitive Load Theory (CLT) is a psychological and instructional theory developed by John Sweller that explains how the human brain processes and stores information during learning. According to the theory, the working memory which is responsible for temporarily holding and manipulating information is limited in capacity and duration (Sweller & Chandler, 2020). When learning demands exceed this limited capacity, cognitive overload occurs, making it difficult for learners to comprehend, retain, and apply new information. In contemporary educational research, especially between 2020 and 2024, CLT has been widely used to explain why students experience difficulties in learning environments characterized by high levels of distraction, multitasking, or poorly designed instructional conditions.

Cognitive Load Theory identifies three types of cognitive load: intrinsic, extraneous, and germane load. Intrinsic load refers to the

inherent difficulty associated with the learning content itself. For example, subjects like Mathematics, Physics, or Chemistry which are core components of UTME naturally impose a higher intrinsic load on students (Onyema & Igwe, 2021). Extraneous load refers to unnecessary mental effort caused by distractions or poorly presented information. Germane load, on the other hand, involves the effort dedicated to processing, organizing, and integrating new knowledge into long-term memory. CLT emphasizes that for effective learning to occur, extraneous load must be minimized so learners can allocate more cognitive resources to germane processing.

In the context of social media usage and academic performance, CLT provides a strong theoretical explanation for why students who frequently multitask or engage excessively with digital platforms often perform poorly academically. Modern social media platforms such as TikTok, WhatsApp, Instagram, and Snapchat are intentionally designed to capture attention through rapid updates, notifications, algorithmic feeds, and emotionally stimulating content. These features impose a high extraneous cognitive load on students by continually interrupting their focus and forcing them to shift attention from academic tasks to digital stimuli (Nwachukwu, 2023). As a result, their working memory becomes overloaded, leaving fewer cognitive resources available for deep academic processing.

Empirical Review

Adedeji & Olatunji (2022) investigated the perceived influence of social media on the academic performance of secondary school students in FCT, Abuja. A descriptive research design was adopted for the study. The instrument used for data collection for this study was a researcher-designed questionnaire entitled "Influence of social



media on academic performance Questionnaire” (ISMAPQ). The findings revealed that social media has a considerable influence on the academic performance of senior secondary school students in FCT, Abuja. Social media has led students to distraction, spending too much time online surfing instead of reading and studying their books, making more friends, searching and watching adult contents online, being influenced by wrong peer groups hence, making them join secret societies among others. Adegbiya & Jacob (2021) examined the effects of social media on students' academic performance at Adeyemi College of Education, Ondo, Ondo State. To carry out this study, five research questions were posed and three hypotheses were formulated and tested at a 0.05 level of significance. The research study showed that most students of Adeyemi College of Education have access to the internet and the female students visit social media more than the male students.

For example, a study by Oberiri (2020) on students at Taraba State University found a strong correlation between high social media use and poor academic results. Similarly, Ochai and Bua (2024) observed that secondary school students in Benue State who spent excessive time on platforms like Facebook and WhatsApp were more likely to perform poorly in exams due to reduced study hours and concentration levels. Another study by Emeri (2025) in Lagos State also reported that students who were highly active on social media platforms showed less academic motivation and preparedness.

Despite the growing body of literature on this subject, there remains a significant research gap in studies focused specifically on Abeokuta South LGA. Most of the available data are based on other states and

urban centers. Given the unique socio-cultural and educational environment of Abeokuta South, it is essential to investigate how social media usage patterns among secondary school students relate to their academic performance in UTME. This study is therefore timely and necessary, aiming to provide empirical evidence that can inform school policies, parental involvement and community awareness.

Methodology

This study adopted a descriptive research design aimed at identifying and describing the characteristics of the subjects under investigation. The population comprised students in Abeokuta South Local Government Area of Ogun State. Using the Taro Yamane formula for sample size determination, a sample of 400 respondents was derived to ensure adequate representation. The study employed purposive sampling, enabling the researcher to deliberately select respondents who met the objectives of the research. Data were obtained from primary sources through the use of structured questionnaires and interviews. The questionnaire, divided into Sections A and B, elicited respondents' demographic information and addressed variables relevant to the research questions. The researcher personally administered the instrument with the support of trained assistants, ensuring that participants were informed of the study's purpose and assured of confidentiality. Validity was ensured through careful structuring of the instrument and supervisory review, while reliability was supported by the consistent use of the questionnaire as the principal data collection tool. Data collected were analyzed using simple percentages and presented in tabular form.

Data Analysis and Presentation

Analysis of Biodata of Respondents



This chapter analyzed the responses gathered from questionnaire. It also interpreted data collected. Out of four hundred (400) questionnaires distributed to secondary school students in Abeokuta South local government, Ogun State, three hundred and seventy (370) of them were duly completed and returned.

Table 1: Gender of respondents

Options	Frequency	Percentage
Male	148	39.7
Female	225	60.3
Total	370	100

Source: Field Survey 2025

The table above revealed that for gender distribution of the 370 questionnaires returned, 39.7.0% of the questionnaires were returned by male respondent 60.3% were from female respondents.

Table 2 Age of respondents

Options	Frequency	Percentage
10-13 years	124	33.5
14-17 years	182	48.6
18-20 years	51	13.8
21 years and above	16	4.1
Total	370	100

Source: Field Survey 2025

The table above also revealed that for ages of the respondents from 370 questionnaires returned, 33.5% of the respondents were between the ages 10-13 years, 48.6% of the respondents were within the ages limit of 14-17, 13.0% of the respondents were within the age limit of 18-20, while the remaining 4.1% of the respondents were 21 and above years.

Table 3 Class of Respondents

Option	Frequency	Percentage
SS 1	23	6.2
SS 2	110	29.5

SS 3	239	64.3
Total	370	100

Source: Field Survey 2025

The table above also revealed that out of the 370 questionnaires returned, majority of the respondents were from SS3 64.3% followed by SS2 29.5% while the remaining 6.2% of the respondents were SS1.

Data Interpretation and Analysis**Table4How frequently do you use social media in a typical day?**

Option	Frequency	Percentage
Less than 1 hour	52	14.1%
1-3 hours	106	28.6%
4-6 hours	12	3.2%
More than 6 hours	200	54.1
Total	370	100%

Source: Field Survey 2025

The above table show that 14.1% of the respondents use less than 1 hour on social media, 28.6% use 1-3hours on social media, 3.2% of the respondents use 4-6hours on social media while 54.1% of the respondents use more than 6 hours on social media.

Table5 How would you rate your level of dependence on social media?

Option	Frequency	Percentage
Very high	119	32.2
High	93	25.14
Low	87	23.5
Very Low	71	19.2
Total	370	100%

Source: Field Survey 2025

In table above, the response indicated that 32.2% of the respondent's dependence on social media is very high, 25.14% of the respondent's dependence on social media is



high, 23.5% respondent's dependence on social media is low while 19.2% of the respondent's dependence on social media is very low.

SECTION C

Table 6 On average, how many hours per day do you spend on social media?

Option	Frequency	Percentage
Less than 1 hour	52	14.1%
1–3 hours	106	28.6%
4–6 hours	12	3.2%
More than 6 hours	200	54.1
Total	370	100%

Source: Field Survey 2025

The above table show that 14.1% of the respondents use less than 1 hour on social media, 28.6% use 1-3hours on social media, 3.2% of the respondents use 4-6hours on social media while 54.1% of the respondents use more than 6 hours on social media.

Table 7How would you describe the effect of social media on your UTME 2025 performance?

Option	Frequency	Percentage
It improved my performance	189	51%
It had no effect on my performance	119	32.2%
It slightly reduced my performance	20	5.4%
It greatly reduced my performance	32	8.7%
Total	370	100%

Source: Field Survey 2025

From the above table, 51% of respondents described that social media improved their performance, 32.2% It had no effect on their performance, 5.4% says that it slightly reduced their performance while, 8.7% of

the respondent described that social media greatly reduced their performance.

SECTION D

Table 8Social media distracts studying or preparing for UTME

Option	Frequency	Percentage
Strongly agree	198	52.6%
Agree	119	32.2%
Undecided	22	6.9%
Disagree	20	5.4%
Strongly disagree	11	2.9%
Total	370	100%

Source: Field Survey 2025

From the above table, 52.6% strongly agreed that me social media distracts studying or preparing for UTME. while, 32.2% agreed, 6.9% undecided, 5.4% disagreed, 2.9% strongly disagreed.

Table 9Social media reduces ability to concentrate for long periods during study

Option	Frequency	Percentage
Strongly agree	128	34.6%
Agree	119	32.2%
undecided	20	5.4%
Disagree	92	24.9%
Strongly disagree	11	2.9%
Total	370	100%

Source: Field Survey 2025

From the above table, 34.6% strongly agreed that social media reduces ability to concentrate for long periods during study, 32.2% agreed, 5.4% undecided 24.9% disagreed, 2.9% strongly disagreed.

Table 10Which social media platforms do you use most frequently?

Option	Frequency	Percentage
TikTok	180	48.6%
Facebook	108	29.1%



Instagram	71	19.2%
Twitter	10	2.7%
Total	370	100%

Source: Field Survey 2025

The above table show that 48.6% respondents mostly use TikTok, 29.1% of respondents mostly use Facebook, 19.2% of respondents mostly use Instagram while 2.7% of respondents mostly use Twitter.

Table 11 Which platform do you use mostly for educational purposes?

Option	Frequency	Percentage
WhatsApp	170	45.9
YouTube	64	17.3
Facebook	66	17.8
TikTok	70	18.9
Total	370	100

Source: Field Survey 2025

According to table, the response indicated that 45.9% of the respondents use WhatsApp mostly for educational purposes, 17.3% of the respondents use YouTube mostly for educational purposes, 17.8% of the respondents use Facebook mostly for educational purposes while 18.9% of the respondents use TikTok mostly for educational purposes.

Discussion of Findings**Research question one: To what extent do students within Abeokuta South Local Government engage with social media on a regular basis?**

Findings revealed that there is a significant difference in the frequency of social media usage among residents of Abeokuta Metropolis. The data shows that while a large proportion of respondents use social media daily and for long hours, others engage with it less frequently, indicating a clear variation in usage patterns across the population. This disparity can be attributed

to several factors such as age, occupation, digital literacy, socio-economic background, and personal preference. Younger respondents especially students preparing for UTME/JAMB were found to use social media more intensively, while older or working-class respondents showed lower levels of engagement. This finding aligns with the position of Boyd (2021), who argues that social media usage patterns are influenced by social categories such as age, lifestyle, and exposure to technology. Boyd asserts that younger individuals tend to engage more frequently with digital platforms due to their integration into education, social life, and identity formation, while older adults may adopt digital tools at a slower pace or for more limited purposes. This theoretical perspective helps explain why usage frequency differs significantly among residents of Abeokuta Metropolis, where demographic and socio-economic diversity is pronounced.

These findings are particularly relevant to Abeokuta South LGA, where digital literacy and internet access have significantly improved in recent years. While this digital progress has its benefits, such as facilitating access to online learning resources, it also exposes students to the risks associated with unregulated social media use. The 2025 UTME examination cycle has already seen a trend of increased failure rates in certain schools across the LGA, and anecdotal reports from teachers and parents suggest that students' online habits may be a contributing factor.

Research question two: Is there a significant relationship between time spent on social media and students' performance in UTME 2025?

The findings of this study reveal that there is a significant relationship between the amount of time students spend on social



media and their academic performance in the 2025 UTME in Abeokuta South LGA. The data shows that students who spent longer hours daily on social media performed significantly lower in the UTME compared to those who used social media for shorter, more controlled periods. This pattern demonstrates that time spent on social media is a strong predictor of academic outcomes. This finding aligns with the conclusion of Junco (2022), who found that increased time on social networking sites is significantly associated with lower academic performance among students. Junco explains that social media multitasking divides attention, reduces study efficiency, and negatively impacts academic outcomes because students struggle to maintain sustained focus. His research supports the present study's results by confirming that excessive digital engagement can impair academic achievement.

Research question three: In what ways does social media usage affect students' study habits and academic focus?

It was also revealed that findings of the study indicate that the use of social media significantly affects students' study habits in Abeokuta Metropolis, particularly among UTME/JAMB 2025 candidates. The data shows that a majority of respondents agreed that frequent social media engagement disrupts their concentration, reduces the amount of time dedicated to academic work, and contributes to procrastination. This confirms that heavy social media usage interferes with essential study patterns such as timely revision, sustained attention, and consistent reading schedules. This finding is strongly supported by Rosen et al. (2023), who assert that frequent engagement with social media and digital multitasking significantly disrupts students' ability to

concentrate and complete academic tasks effectively. Rosen emphasized that students who check their phones or social media accounts repeatedly during study time show poorer academic outcomes because their cognitive processes are continuously interrupted. This scholarly evidence reinforces the results of the present study, confirming that social media consumption has a measurable negative impact on students' study habits.

Summary

The study investigated the impact of social media usage on the poor academic performance of students in the 2025 UTME/JAMB examination in Abeokuta South Local Government Area. The findings revealed that social media has a significant influence on students' study habits, attention span, and overall academic outcomes. Data from the questionnaire showed that the majority of respondents engage heavily with social media platforms such as WhatsApp, TikTok, Instagram, and Facebook, with many spending between four to six hours or more on these platforms daily. This high frequency of usage demonstrates that social media forms a major part of students' daily routine, often consuming time that should be dedicated to studying and revision. In the previous chapters of this study, the researcher presented background to the study, statement of problem, objectives of the study. Also, the researcher discussed conceptual framework, the theoretical review were Time Displacement Theory and Cognitive Load Theory. The researcher also recognizes the importance of research design and methodology.

Under this, data were collected through the use of questionnaire and the following findings were made:

1. It was discovered that there is a significant difference in the



frequency of social media usage among residents of Abeokuta Metropolis

2.It was also revealed that there is a significant relationship between the amount of time students spend on social media and their academic performance in the 2025 UTME in Abeokuta South LGA

3.It was gathered that the use of social media significantly affects students' study habits in Abeokuta Metropolis, particularly among UTME/JAMB 2025 candidates

Conclusion

This study examined the impact of social media usage on students' academic performance in the 2025 UTME/JAMB examination within Abeokuta South Local Government Area. The findings reveal that excessive engagement with platforms such as WhatsApp, TikTok, Instagram, Facebook, and YouTube significantly undermines students' study habits, concentration, and time management, leading to poorer academic outcomes. Students who spend long hours on social media were more likely to experience academic distractions, reduced information retention, and inconsistent reading routines, all of which negatively affected their UTME performance. The research further established a clear relationship between high-frequency social media use and lower examination scores, indicating that uncontrolled online engagement interferes with mental readiness and academic discipline. Younger students were found to be the most active users, making them more susceptible to the negative academic consequences of excessive social media exposure. While social media can serve educational purposes

when used responsibly, its misuse remains a major contributor to declining academic performance. Therefore, balancing online engagement with focused study habits is essential for improving students' academic success in high-stakes examinations like the UTME/JAMB.

Recommendations

Based on the findings of this study on the impact of social media usage on the poor academic performance of students in the 2025 UTME/JAMB examination in Abeokuta South Local Government Area, the following recommendations are made:

- 1.Students must be encouraged to regulate the amount of time they spend on social media, especially during examination preparation periods. Setting daily time limits and adopting scheduled study routines can help reduce distractions and improve academic focus.
- 2.Parental guidance is essential in helping young learners maintain balanced digital behavior. Parents should create supportive environments that limit late night browsing and ensure that social media use does not interfere with study hours.
- 3.Teachers and school counselors should educate students on the academic risks associated with excessive social media usage and provide strategies for managing online distractions. Workshops and seminars can help build students' awareness and self-control.
- 4.Tutorial centers should adopt policies that discourage the use of mobile phones during study hours. They can also introduce supervised study sessions where students are required to focus fully on academic content.
- 5.The Ministry of Education and local authorities should conduct sensitization programs that highlight the negative



effects of excessive online engagement on academic performance. Public awareness campaigns in schools and communities can help students adopt healthier digital habits.

6. Encouraging learners to use social media for academic purposes such as watching tutorials, joining study groups, or accessing UTME practice resources can help transform social media into a tool for learning rather than distraction.

7. Social media companies can introduce pop-up reminders, screen-time trackers, and study-mode options that help students manage their online behavior more responsibly.

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