

# The Impact of Social Media Addiction on Academic Performance of Students of Delta State Polytechnic, Otefe-Oghara

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## Abstract

*The study ascertained the rate at which the different social media platforms trigger addictiveness among students in Delta State Polytechnic, Otefe-Oghara (DSPT). The study was anchored on the Uses and Gratifications Theory. The research design used in this study was the survey design. The instrument for data collection was questionnaire on the impact of social media addiction on academic performance. The study area was Delta State Polytechnic, Otefe-Oghara. The population of the study comprised students of Delta State Polytechnic, Otefe-Oghara which was put at 7600 from which the sample size of 380 was determined. A total of 380 questionnaires were distributed to the respondents, out of which 350 (92.1%) were duly returned while 30 (7.9%) were not returned. The 350 questionnaires retrieved were analyzed using descriptive statistics such as frequencies and percentage. Findings from the study showed that most of the respondents make use of WhatsApp and Facebook more and barely visited Twitter (X) and YouTube. The study also revealed that social media addiction was an obvious factor affecting academic performance; thus, poor academic performance could be attributed to social media addiction. It was recommended therefore that students should make efforts on their own to reduce the amount of time spent on social activities via the social media network and make use of the technology for the purpose of learning and research.*

**Keywords:** Social media, social media addiction, academic performance, students, Polytechnic, Netizens

## Introduction

The emergence of social media or social network is believed to have been made possible as a result of technological advancement. Social networks are a group of websites and applications that enable individuals and communities to connect, discuss and trade information, and/or develop and distribute products. Today, thanks to the rapid growth of technology and the common uncomplicated access to cell phones, the use of social networks has been rising rapidly. Among the most widely used social media platforms are Instagram, Telegram, Facebook, Twitter, Skype, and WhatsApp (Salari et al., 2025).

The usage of social media by the younger generation has grown commonplace. With the introduction of the internet in the 1990s, social networking sites (SNSs) came into existence. Since then, social media use has grown significantly around the globe (Aku and Omale, 2020). Social media gives platform to promote communication between individuals irrespective of time, distance and place. Gradually but surely, people could now speak with other people from the comfort of their homes and receive feedback promptly. In recent years, it has been suggested that social networking sites (SNSs) like WhatsApp, Facebook, Telegram, Instagram, Twitter (now X), YouTube, etc. promote communication (Nwokoro et al., 2023). Social media, vital to contemporary life, offers major connection and entertainment benefits. However, its widespread usage has led to social media addiction, especially among teens who use it both inside and outside of the classroom (Amirthalingam and Khera, 2024). The omnipresent social media platforms and the easy access to the Internet bring about the possibility for social media addiction, namely, the illogical and excessive use of social media to the degree that it interferes with other parts of daily life (Griffiths, 2012 quoted in Hou et al., 2019). Despite social media's negative effects, kids can use it to gain important information and social skills (Aku and Omale, 2020).

Social media addiction and the huge distraction that comes with it, is likely to be one of the greatest adverse effects of social media within the academic space. Social media addiction can be viewed as one form of Internet addiction, where individuals exhibit a compulsion to use social media to excess (Starcevic, 2013). Understanding the causes, consequences, and remedies of social media addiction is thus of paramount importance (Hou et al., 2019). The lack of discipline and self-control in the use of social media is what results in social media addiction after some period of time. This is exhibited in the misuse of productive hours (time) for surfing the Internet and chit-chatting. Social media addiction has been described to be characterized by excessive screen usage, obsessive monitoring, and harmful consequences on real-life relationships and duties (Amirthalingam and Khera, 2024). The negative effects of social media addiction have been perceived to become grossly overwhelming among students in both secondary and tertiary institutions globally. As a result, social media now tends to contribute to poor academic performance of students. A good number of students in tertiary institutions end up becoming victims of the snare of social media which puts them at a disadvantage position in the quest for good and enviable academic achievements. The distraction that comes with social media addiction causes its users who in this case are students, to barely concentrate on academic activities (such as reading, studying, attending lectures, doing assignments), meant to culminate in academic excellence. The positive use of social media to boost academic performance among students in tertiary institutions have eventually failed woefully, as students become overwhelmed with social media use, leading to social media addiction. It holds therefore that a good number of academic failure in tertiary institutions can be traced to over-use and addiction to social media platforms and social network sites. This calls for urgent need on the causes and effects of social media addiction in the academic performance of students; hence need for this study.

According to Wukich (2022), referenced in Okeya-Olayinka and Martins-Adediran (2025), social media refers to new media that are characterized by interactive participation. Social networks are a set of websites and applications that enable individuals and communities to connect, discuss and exchange information, and/or develop and share items (Salari et al., 2025). Social media is used to foster interpersonal relationships. With their support, individuals can speak with each other, even on other continents, listen to music, read books, look at images and much more (Aku and Omale, 2020). Social media are online technological platforms that serve to link people together far and near and establish interaction among people. Social media allows us to read books, listen to music, examine pictures, and communicate with one other even when we are on different countries. According to Nwokoro et al. (2023), social media is a type of modern communication technology that is used through the internet and some websites that are connected to it. This technology has made it easier for people to engage with each other and share ideas and information, especially among students, businesspeople, and the general public. Additionally, social media is described as a platform facilitating user contact and engagement (Lin, 2022 referenced in Okeya-Olayinka and Martins-Adediran, 2025).

According to Aichner et al. (2021), cited in Okeya-Olayinka and Martins-Adediran (2025), social media encompasses a wide range of online platforms, such as blogs, business networks, collaborative projects, enterprise social networks, forums, microblogs, photo sharing, product reviews, social bookmarking, social gaming, video sharing, and virtual worlds. According to Talaue et al. (2018 referenced in Aku and Omale, 2020), social media are online technological platforms that enable to bring people together far and near. Every user can manipulate a full conversation through their digital devices thanks to this net-based technology, which makes use of both web and mobile technology. Addiction to social networks involves excessive usage of these networks and lack of control that adversely impacts the lives of students (Khormi, 2016 cited in Salari et al., 2025). "Social media addiction is the obsessive use and focus on social media websites and apps, even though the use causes negative consequences like relationship issues, anxiety, and low self-esteem," according to Hilliard (2025). Amirthalingam and Khera (2024) observed that "Social media addiction is increasingly acknowledged as a significant factor impacting mental health. Prolonged use of these platforms has been associated to heightened levels of anxiety and depression, particularly among teenagers and young adults".

According to Viola (2024), social media addiction is a collection of uncontrollable, impulsive, and harmful actions brought on by continuous use of social media in spite of recurrent bad outcomes. Furthermore, social media addiction is a behavioral addiction that is typified by excessive concern for social media, an insatiable desire to use or log on to social media, and spending so much time and energy on social media that it interferes with other crucial aspects of life (Hilliard, 2025). Social media addiction is defined as the compulsive usage of social media sites that presents itself in behavioral addiction symptoms (Idiedo and Eyaufe, 2023). Academic performance refers to the degree to which students fulfill their short- or long-term educational objectives (Sumi and Sonumol, 2018 cited in Okeya-Olayinka and Martins-Adediran, 2025). Academic performance fluctuates with several conditions. Decreased academic performance is one of the most important outcomes of social network addiction for students (Upadhyay and Guragain, 2017 cited in Salari et al., 2025). Academic performance is described as a multidimensional concept that includes a learner's abilities, attitudes, and behaviors that affect academic achievement in the classroom in a different study by Okeya-Olayinka and Martins-Adediran (2025).

This study was anchored on the Uses and Gratifications Theory. A method for comprehending why and how people actively seek out particular media to fulfill particular needs is called Uses and Gratification Theory (UGT). In response to conventional mass communication research that focused on the sender and the message, Blumler and Katz created it in the 1970s. UGT also termed functional theory is concerned with the social and psychological genesis of wants which generate expectation of the mass media which leads to diverse patterns of media exposure, resulting in need gratifications and other repercussions, generally unintentional ones (Katz et al., 1974). The needs of the audience dictate these uses (media exposure) and fulfillment (benefits). Uses and Gratifications Theory say that a medium or a message is a source of influence within the context of other possible influences. Rosengren and Egbert (2011) says that individual differences influence media effects. People choose media content and the channels purposively, with which they can associate easily and it is in response to their expectations and desires. Uses and Gratifications studies have delved deep into motives for using social media platforms and the effects associated with it. During the process of cultivation, audiences are also satisfying their needs and desires of communicating, socializing, being entertained, informed and having fun. Researchers have argued that gratification affects social behavior, psychological behavior, motivation, attitudes and activity. Hence, due to the expected need that netizens (who are students) desire to meet, they engage social media platforms. The implication of this theory holds that the addiction to social media has the ability to alter the involvement in academic activities; thus, if students of Delta State Polytechnic, Otefe-Oghara become addicted to social media platforms, it will result in decline in academic activities and academic performance.

### **Statement of The Problem**

Overtime, the means of communication has transformed people's living state of affairs and improvements in technology have made it an intriguing field to investigate (Nwokoro et al., 2023). The use of social media platforms and applications are characterized with online access for both young and old. Notably, some benefits associated with the use of social media include quick access to information at real-time and easy communication with people. However, there are also certain limitations that characterize social media use in both the academic and non-academic environment.

The rise of social media has altered worldwide communication, establishing a "Global village." However, concerns have been expressed concerning its impact on pupils' academic achievement (Opeyemi, 2023). A major worry in social media use is depicted in its addiction.

Individuals with social media addiction are typically extremely concerned about social media and are motivated by an uncontrolled impulse to log on to and utilize social media (Andreassen and Pallesen, 2014 cited in Idiedo and Eyaufe, 2023). Social networking among students has grown in popularity over time. It is a means to create relationships, not only on campus but with people outside of school. Due to the increased popularity of it, scholars are questioning whether grades of students will not be affected by how much time is spent on these sites; hence, this study.

### Objectives of The Study

The following objectives guided the study:

1. To find out the level of social media use and addiction among DSPT students
2. To ascertain the rate at which the different social media platforms trigger addictiveness among DSPT students
3. To determine the extent to which social media addictive use affect DSPT students' academic performance

### Research Questions

The following research questions were formulated from the objectives to guide the study:

1. What is the level of social media use and addiction among DSPT students?
2. What is the rate at which the different social media platforms trigger addictiveness among DSPT students?
3. To what extent does social media addictive use affect DSPT students' academic performance?

### Methodology

The research design used in this study was survey design. The instrument of data collection for the study was questionnaire on the impact of social media addiction on academic performance. The study area was Delta State Polytechnic, Otefe-Oghara. The population of the study comprised students of Delta State Polytechnic, Otefe-Oghara which was put at seven thousand six hundred (7600) from which the sample size was determined.

To determine the appropriate sample size, Taro Yamane sample determination formula was deployed thus:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = sample size  
 N = Population of the study (7600)  
 e = level of significance (5% or 0.05)  
 1 = Constant

$$n = \frac{7600}{1 + 7600(0.5)^2}$$

$$n = \frac{7600}{1 + 7600(0.0025)}$$

$$n = \frac{7600}{1 + 19}$$

$$n = \frac{7600}{20}$$

$$n = 380$$

Therefore, n = 380. Thus, the sample size was 380. Data collected was analyzed by use of simple percentage and presented in tables for easy presentation and analysis.

### Data Presentation and Analysis

A total of 380 questionnaires were distributed to the respondents (students of Delta State Polytechnic, Otefe-Oghara), out of which 350 (92.1%) were duly returned while 30 (7.9%) were not returned. The 350 questionnaires retrieved were used as basis of analysis for this study.

**Table 1:** Social media platforms made use of mostly

Social Media Platforms	Frequency	Percentage (%)
Facebook	105	30
WhatsApp	100	28.6
Instagram	25	7.1
Twitter (X)	19	2.9
TikTok	90	25.7
YouTube	20	5.7
Total	350	100

Table 1 showed the degree of social media use among the sampled respondents out of which 105(30%) agreed that they used Facebook mostly, 100(28.6%) said WhatsApp, 25(7.1%) said Instagram, 10(2.9%) Twitter, 90(25.7%) TikTok and 20(5.7%) YouTube. Thus, most of the respondents make use of WhatsApp and Facebook more and barely visited Twitter (X) and YouTube.

**Table 2:** The level of social media platforms positive impact on academics

Social Media Platforms	Frequency	Percentage (%)
Facebook	45	12.8
WhatsApp	210	60
Instagram	16	4.6
Twitter (X)	22	6.3
TikTok	17	4.9
YouTube	40	11.4
Total	350	100

Table 2 showed the level of positive impact of social media platforms on the academics of the respondents (students of Delta State Polytechnic, Otefe-Oghara). Result from the table showed that 45(12.8%) of the entire sampled respondents stated that Facebook had positive impact on their academics, 210(60%) chose WhatsApp, 16(4.6%) chose Instagram, 22(6.3%) chose Twitter (X), 17(4.9%) chose TikTok while 40(11.4%) chose YouTube. Thus, majority of the respondents (60%) revealed that WhatsApp had more positive impact on their academics than Facebook, Instagram, Twitter (X), TikTok and YouTube.

**Table 3:** The level of addiction of social media platforms to the detriment of academic pursuit

Social Media Platforms	Frequency	Percentage (%)
Facebook	54	15.43
WhatsApp	61	17.4
Instagram	49	14
Twitter (X)	36	10.3
TikTok	102	29.14
YouTube	48	13.7
Total	350	100

Table 3 showed the level of addiction to the outlined social media platforms even to the detriment of the respondents' academic pursuit. From the table, it showed that 54(15.4%) of the total respondents insisted that they were more addicted to Facebook, 61(17.4%) said WhatsApp, 49(14%) said Instagram, 36(10.3%) said Twitter (X), 102(29.14%) said TikTok while 48(13.7%) said YouTube. Thus, majority of the respondents (29.14%) were of the opinion that addiction to TikTok use was more detrimental to their academic pursuit.

**Table 4:** The adverse effects of addiction to social media platforms on academic performance

Options	Frequency	Percentage (%)
Yes	329	94
No	21	6
Total	350	100

Table 4 showed that 329(94%) of the total respondents are aware of the adverse effects of social media addiction on academic performance of students while 21(6%) are of a contrary response. Thus, majority of the respondents (94%) agreed that addiction to social media platforms can affect academic performance.

**Table 5:** Attribution of poor academic performance to basically social media addiction

Options	Frequency	Percentage (%)
Yes	190	54.3
No	160	45.7
Total	350	100

Table 5 showed that 190(54.3%) of the total respondents attribute poor academic performance to basically social media addiction while 160(45.7%) are of the contrary opinion. Thus, majority of the respondents (54.3%) ascertained that social media addiction results in poor academic performance.

## Discussion of Findings

From the analysis and interpretation of data above, the following findings were made.

From the study, it showed that most of the respondents make use of WhatsApp and Facebook more and barely visited Twitter (X) and YouTube. This result is consistent with studies done by Nwokoro et al. (2023) in which it was asserted that many parents and guardians are worried that students are spending too much time on Facebook and other social media sites and consequently do not have enough time to study. Similarly, findings from the study by Idiedo and Eyaufe (2023) is consistent with those of the present study. The study found that WhatsApp, Facebook, YouTube and Twitter are the commonly used social media tools by the students in Nigerian universities. The students mostly used the social media tools for the purpose of entertainment, fun and social communications. Also, result from study by Opeyemi (2023) was found to be consistent with those from the present study.

The findings highlight the diverse range of social media platforms used by individuals, with Facebook and WhatsApp being the most prominent choices. Results from the study is in line with studies conducted by Salari et al. (2025). According to the study, social networks provide students with numerous opportunities to improve learning and access to the latest information through communication with groups and other educational systems. Social networks can play a positive role in students' learning and academic performance improvement by: reducing barriers to communication and group interaction, supporting participatory learning activities, supporting active and social learning, encouraging self-study, increasing learning motivation, and increasing students' interaction with each other and with educators. Another study carried out by Aku and Omale (2020) had results consistent with those obtained in the present study. The results revealed that social media does not always affect students' academic performance negatively but positively. Similarly, Lambi (2016 cited in Idiedo and Eyaufe, 2023) argues on the benefits of Facebook use on academic performance when used for educational purposes.

Findings from the above table tallies with study done by Idiedo and Eyaufe (2023) in which it was highlighted that "it is crucial to consider the learning environment and what habits are being developed as students adjust to studying at home. Thus, educators need to explore the implications of distracting environments in online learning to develop supportive study habits rather than behaviors that are detrimental to learning". Similarly, study by Valkenburg and Peter (2011) supported result from the present study. According to the result, "the most common ways that teenagers engage in social media platforms include activities such as endless scrolling, reacting to posts, and direct messaging in a digital environment. Teenagers often spend an average of two to four hours per day engaged in various social media platforms, with many recognizing significant disruptions to their daily routines due to online interactions. Furthermore, study by Mashi et al. (2023) submitted to the results from the present study. Research findings from the study showed that a large number of students in Katsina state, are addicted to social media. The study revealed that the students' addiction to social media is high, and distraction it causes is great even though the number of hours spent is less while the report from respondent show that even with the engagement in social media the higher number of student's grade is not affected.

Result from the study showed that 329(94%) of the total respondents are aware of the adverse effects of social media addiction on academic performance of students while 21(6%) are of a contrary response. This result aligns with studies conducted by Adebisi et al. (2015 cited in Aku and Omale, 2020) on the role of attention deficit, predictors of behavior and academic competence in understanding the relationship between online social networking and students' academic performance among Covenant University undergraduates students, it was discovered that the prevalence and continuous engagement of online social networking services by the students' population group continued to be on the increase, thereby impacting negatively on their academic performance.

Similarly, Asemah et al. (2013), conducted a research titled "influence of social media on academic performance among undergraduate students of Kogi State University Anyigba Nigeria." They concluded that the exposure to social media by undergraduate students of the University is high and this has negative effect on their performance. Furthermore, study done by Lau (2017 cited in Idiedo and Eyaufe, 2023) found that whereas using social media for academic purposes did not predict academic performance indexed by the cumulative grade point average, using social media for non-academic purposes (e.g. video gaming) and social media multitasking negatively predicted academic performance.

Another study by Opeyemi (2023), revealed a significant difference in students' views on the impact of social media on their academic performance. 46.0% believe social media usage negatively impacts their academic achievements, while 54.0% disagree. This suggests a complex relationship between social media usage and academic outcomes. The study calls for further research and tailored interventions to mitigate potential drawbacks and enhance educational outcomes.

Result from the study also showed that 190(54.3%) of the total respondents attribute poor academic performance to basically social media addiction while 160(45.7%) are of the contrary opinion. This result is in line with studies conducted by Salari et al. (2025) in which it was highlighted that there has been a significant surge in the adoption of social networks by different groups over the past decade and students are no exception. These networks create several opportunities for university students, yet they pose a number of threats. Excessive use of social networks can lead to addiction to these networks and can affect students' academic performance. Another study conducted by Iro-Idoro and Jimoh (2017) had results in line with findings from the present study. Findings from the study revealed that participation in social media impairs dedication of students to academic activities and that it has negative effect on students' academic performance. Furthermore, study by Okeya-Olayinka and Martins-Adediran (2025) revealed that social media usage and lack of sleep have a combination or joint unfavorable influence on undergraduate students' academic performance. The findings from the above study were in line with those from the present study. Similarly, study done by Hou et al. (2019) disagreed with results from the present study. The result revealed that social media addiction was negatively associated with the students' mental health and academic performance and that the relation between social media addiction and mental health was mediated by self-esteem.

## Conclusion

Social media have become very popular in recent years, this may be attributed to increasing proliferation and affordability of internet enabled devices such as personal computers, mobile devices and tablets. Social media have exerted its powerful influence in the way its users thinks and acts. This is so because the media have the capability of influencing its users. A direct relationship exists between social media and students' academic performance in tertiary institutions. With so many networking sites displayed on the internet, students are tempted to abandon their homework and reading time in preference for chatting online with friends.

This has made students addicted to the online rave of the moment with Facebook, WhatsApp, Twitter, etc. It holds therefore that the over-use of and addiction to social media should be discouraged among students by lecturers, parents and guardians and that social media platforms should be optimally used for academic purposes rather than chit-chatting.

## Recommendations

The following are recommendations as proffered by the Researcher:

1. Channeling assignments or discussions on the most used social media platforms such as Facebook, Instagram and WhatsApp should be made compulsory by the polytechnic management.
2. Students should make efforts on their own to reduce the amount of time spent on social activities via the social media network and make use of the technology for the purpose of learning and research.
3. College Deans or heads of departments should organize seminars to further enlighten and encourage lecturers and students to continue the use of social media platforms for better academic performance.

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