

**IMPACT OF SOCIAL MEDIA USE, AGE AND GENDER ON
ACADEMIC PERFORMANCE OF TEENAGE
UNDERGRADUATES IN IMO STATE**

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ABSTRACT: This study examined the impact of social media usage, age and gender on the academic performance of teenage undergraduates at three selected universities in Imo State. Using a cross-sectional survey design, the instruments used were the Gupta and Bashir (2018) Social Networking Usage Questionnaire (SNUQ), 100-point results were used to evaluate academic performance, and a self-constructed questionnaire assessed the sociodemographic characteristics of the 406 respondents. The respondents comprised 206 males and 199 females aged 17 to 19 years, with a mean age of 18.87 years and a standard deviation (SD) of 5.02. The collated data were statistically analysed using Pearson correlation, multiple regression analysis, and one-way ANOVA. The findings of the study revealed that social media is significantly a negative predictor of academic performance of teenage undergraduates. Age and gender were not implicated on the academic performance of the teenage undergraduates. The study recommended that the dangers of social media use be incorporated into the orientation programs and course introductions of undergraduates in schools, as universities address general issues related to students' poor academic performance.

Keywords: Social Media Use, Teenagers, Academic Performance, Age, Gender

INTRODUCTION

The communication breakthrough of the twenty-first century came with feelings of ecstasy that people were oblivious of its potential negative effects, especially for teenagers who are receptive to what they see and hear during their formative years. A study has shown that the amount of time children spend in front of screens with violent footage leads to an increase in problem behaviours (Guerrero, et al, 2019). This applies to the use of social media.

Naslund (2016) characterized social media as interactive online and mobile platforms that make the sharing of thoughts and images among individuals and groups necessary. Scholars' perspectives on social media discourse have ranged from good to negative. Seemingly, digital

media is viewed as a part of digital media that encourages fear, fosters worry, sharpens social distance, and manipulates public opinion (James, 2020).

Indeed, social media has been instrumental in the rapid reorientation of information creation and sharing, fostering innovation and expanding opportunities for regular people to create and disseminate user-generated content (Chukwuere, 2021; Adem & Derya, 2022). The distinctiveness of various social media platforms, which in most cases employ #hashtags, shares, @, mentions, likes, and retweets, has made it easier for user-generated content to go viral (James, 2020). Since social media emerged as a concept, it has proliferated greatly, with several social media channels appearing, while older, less competitive channels are being dropped. The most popular platforms in recent years have continued to be Facebook, Instagram, Twitter, WhatsApp, Snapchat, and TikTok, which are quickly gaining popularity among teenagers.

Boateng and Amankwaa (2016) highlight the benefits of social media, particularly as it accelerates the process of obtaining information and influencing knowledge. From a Nigerian viewpoint, the development of social media has altered how companies function, with many unemployed young people adopting e-commerce and a few others leveraging the platforms for promotional reasons, significantly lowering the country's worrisome unemployment rate.

A recent study revealed that social media has the potential to be a unifying element in repairing Nigeria's fractured society (Ugochukwu, 2022). The beneficial and harmful aspects of social media seem to be undoubtedly reflected in the lives of most Nigerian teenagers, who regularly use the site for a variety of reasons, mostly social and somewhat intellectual.

The World Health Organization (WHO 2024) defines the teenage stage as adolescence between childhood and adulthood, from the age of 10 to 19 years. This is the peculiar stage of development in men, during which older children tend to lay the foundation of their lives emotionally, socially, mentally, health-wise, etc. This stage comes with great enthusiasm for exploration and experience, including the use of social media. Adem and Derya (2022) opined that social media addiction has recently gone from being a common issue to a global epidemic that seriously interferes with teenagers' ability to learn. Mensah and Keyie (2019) believe that students who spend much time on social media may have moral development issues and become more irresponsible, a trait that is capable of preventing them from achieving their own academic objectives. These factors could explain why scholars have linked the use of social media to the increase in teenagers' immorality, poor education value, and abusive use of social media, which has given rise to social media addiction.

Social media addiction can be defined as a type of behavioural addiction characterized by excessive thoughts about social media and an unfathomable hunger for social activities to the point that it transforms and negatively impacts important aspects of human living. The probable link of cravings for likes shares, mentions and other social media reactions to strong connections to dopamine is not far-fetched, as researchers observe it regulates happy impulses in the human brain (James, 2020). Another study revealed that digital activities such as social media and smartphone use might lead to physical and mental issues (Ophir et al., 2020). Similarly, (Orben et al., 2020) proposed that increasing media activities are frequently accompanied by obesity, cyber aggression, loneliness, and depression. Research on media use

by American tweens and teens by the Common-Sense Census (2022) revealed that throughout the pandemic, social media usage increased. According to the research, adolescents increased their daily screen media consumption from 7:22 to 8:39, while tweens' daily screen media consumption increased from 4:44 to 5:33, with TikTok seeing the greatest increase.

Although many social media websites restrict teenagers' usage, especially when creating accounts, the majority of minors still overcome this restriction by providing false information about their age and continuing to access adult content. Uzuegbunam (2020) showed that 63.7% of teenagers between the ages of 14 and 18 now own their own mobile phones, clearly demonstrating strong growth in their access to digital technology. In support of the aforementioned argument, a survey by the United Nations International Children's Emergency Fund (UNICEF 2017) revealed that one in three internet users is under the age of 18, with those between the ages of 15 and 25 having the highest percentage of online connections. Teenagers' use of social media has been at the forefront of scholarly discourse, with numerous researchers critically speculating on how it affects the morals, psychological development, and academic growth of teenagers.

Academic performance, in the form of measuring students' learning or achievements, has been measured through the use of social media. Social media has an impact on students' learning styles and encouraged educators and other academic stakeholders to work together to further knowledge creation (Boateng & Amankwa, 2016). However, it has been demonstrated to divert students' attention from important matters, and often lead to procrastination and reduced time devoted for academic activities (Alnjadat et al., 2019). Excessive time wasting has been linked to lowering students' level of focus in their academics (Mensah & Nizam, 2016). These factors contribute to undermining students' academic performance.

Another factor that social media seems to influence is gender. Gender is a social construct that represents the attributes and chances of being male or female, as well as the relations and social interactions between men and women (United Nations Organization Statistics, 2022). Gender determines what is expected, allowed and valued in a woman or a man in a given context. The concept of gender has been controversial, especially because of the recent changes that vary from society to society. Social media is being used by all genders, and for this research, gender refers to biological men, women, boys and girls as it accelerates communication and relationships. Youths are easily connected, and their circle of friends is widened by these apps. It motivates youths to initiate, engage and nurture established communication in relationships. Based on the structure of the app, meeting fake friends or gender could be easy and highly risky.

Nevertheless, despite the obvious advantages of social media, many academics have linked its widespread use to poor morality, poor academic achievement and a decline in the effectiveness of real-world communication (Mensah & Nizam, 2016; Mensah and Kyei, 2019). With parents' and caregivers' important roles in limiting their children's or ward's use of social media, teenagers seem to face some difficulties when they leave home for academic pursuits in higher learning institutions, especially those in government-owned institutions that have less control of students' social lives. The three selected institutions for learning in Imo State, namely, Imo State University Owerri (IMSU), Federal University of Technology Owerri (FUTO) and the University of Agriculture and Environmental Sciences Umuagwo (UAES), seemingly have

teenage students between the ages of 16 and 19 who make up some proportion of the undergraduates. Consequently, social media may present severe dilemmas that negatively impact people's moral and intellectual activities.

Statement of the Problem

The worrisome increase in teenagers' exposure to smartphones and their participation in social media has long been a source of debate among academics. (Katerina et al., 2020; Domoff et al., 2020). The lack of a well-structured strategy to safeguard what most teenagers experience on their social media journey has increased cyber bullying, underage prostitution, ritualism, and the pursuit of rapid fortune. Due to this lax regulation, most developed nations are reconsidering the control of social media activity. In Nigeria, the subject of social media regulation has sparked concerns that it may lead to the interruption of people's freedom of media expression. (Amnesty International, 2024; Dentons ACAS-Law, 2024; Punch, 2024). The intense pressure to protect what these tomorrow leaders consume online is increasing, particularly in Nigeria, where adolescent immorality and brazen disregard for education seem high.

The troubling and intense desire of male teens in Nigeria to gain wealth and exhibit affluence led most of them to participate in cybercrime and ritual killings. (The Nation newspaper, 2022; Pulse Nigeria, 2022). In addition to female teens being so desirous of fame and fashion that they engage in cyber prostitution, where they are abused and at extreme killed have mostly been traced to the antics from social media (Amnesty International, 2024).

Teenagers' unchecked social media usage undoubtedly has a negative impact on the academic performance of young students. The recent decrease in the jamb cut-off score from 180 to 140 is alarming and is a true reflection of the declining educational quality of Nigeria. (Vanguard, 2022). It is therefore worrisome that teenagers of both genders are becoming less motivated to study and are becoming more ingrained in the social media world. These issues underscore the need to conduct research on the influence of social media on the academic performance, age and gender of teenage undergraduates in Imo State.

Objectives of the study

The general goal of this study is to investigate the impact of social media, age and gender on intellectual activities of undergraduate teenagers from particular universities in Imo State. The specific objectives are:

1. To identify the influence of social media on the academic performance of teenage university students.
2. To analyse the impact of age on academic performance among teenage university students.
3. To determine whether there is a significant difference in academic performance between female and male undergraduates.

LITERATURE REVIEW

Social Cognitive Theory

According to the social cognitive theory of Bandura (1989), social media users are susceptible to internalizing and replicating the behaviours of influencers through imitation as they are guided by apps. The technological masterpiece that led to the invention of social media ultimately altered the process of human interaction and created various dimensions of human communication. In trying to imitate their influencers, many users of social media also turn to influencers. This could be because the contents created or the responses/comments that yield to likes, reposting, following, etc., equally make them famous/popular. This could also lead them to make more money through the new monetization of many apps. The route of the invention quickly shifted in the media ecosystem, where people who are supposed to be content consumers are now producers. This imitation of the influencers and following of trending ideas and fashions by the social media users could easily turn them against their morals as well as a decline in their education. Social cognitive theory shows the connection between conventional and modern media use, as it relates to personal factorial behaviours. Research has shown that developing likes that lead to imitation and social control represents the basic personal demonstration of targets (Stefanone, Yue & Toh, 2018).

Planned Behaviour and Norms (TPB) Theory

Ajzen (1991) believes that people are rational in nature and respond as they pertain to the general constructs of behavioural control. It identifies attitudes, behavioural intentions, subjective norms, social norms, perceived power and perceived behavioural control as the constructs that formulate the basis for decision-making in individuals. Unlike social cognitive theory, TBP theory states that character achievement relies on behavioural control and behavioural intentions. The target behaviours of individuals ideally depend on motivation towards the behaviour, which is the proximate that determines the action. Apparently, the chance of engaging in the target behaviour increases as individuals' intentions to perform the behaviour increase (LaMorte, 2022). Social media users can be easily influenced if they do not have a strong foundational decision-making process. As they target becoming like the influencers, the motivation for achieving this goal becomes that they override their general behavioural pattern.

Teenagers and Social Media Use

Teenagers face major hazards from the digital age since they are frequently exposed to a variety of dangerous items circulating on social media, many of which are not as genuine as they seem. Teenagers are particularly susceptible to what they habitually read, listen to, and see based on the probable challenges of behaviour control due to the maturing stage. This in self-regulation orders the motivation, emotions, and, among all, the regulating behaviours that help in environmental challenges. Self-regulation seems to inculcate the enormous cognitive and executive activities situated in the prefrontal cortex that mature without puberty and evolve up to almost 25 years of age.

Data Reportal (2024) shows that a handful of Nigerian citizens who used social media prior to 2024 composed almost 16.2 % of the entire population, minus the unique individuals for whom they stated their reasons. However, as reported in top social media platform data, prior to 2024, the number of people engaging in social media apps in Nigeria was approximately 36.70 million from age 18 and older, representing an almost adult population of 32.0%. Evidently, approximately 35.7 % of the Nigerian population used a minimum of one social media app prior to 2024.

Teenagers' Use of Social Media and Academic Performance

Social media has been considered by some scholars as a development that has created many opportunities, while others have viewed it as a menace that has caused people to experience a range of psychological issues. However, none of these academics have performed a thorough analysis of how social media affects teens, especially those who have recently been accepted by universities where they are not under parental authority or supervision.

Otaru and Nwankwo (2021), descriptive research evaluated social media and the academic achievement of secondary school students in Abuja, Nigeria. Engaging about 120 teachers as participants aged 20 to 50 years, social media and academic performance questionnaires were used in data collection that answered the research questions as well as tested the null hypotheses of the study. The results analysed by descriptive statistics of percentages and mean scores likewise t-test hypotheses tested at the significant level of 0.05 explained that social media is significantly related to the academic achievement of teenagers as it leads the students to distraction, wasting of time online rather than studying, engaging with friends, viewing adult contents etc.

Subair et al. (2019), in a study on social media usage and influence on undergraduate studies in Nigerian universities, revealed that most students engage in social media for socialization, information and academic purposes, but negatively, the study pointed out that social media addiction is the key issue affecting most undergraduates.

Furthermore, research titled “Categories and dangers of social media networking among Nigerian in school adolescents” (Omeje, et al., 2018) revealed the dangers associated with secondary school students' involvement in social networking. Engaging 607 randomly selected adolescents from secondary schools in Enugu State, Nigeria and questionnaire for adolescents' social networking was used for data collection which was analysed by descriptive and inferential statistics. The results showed that the students were exposed to various categories of social networks like impersonation and prostitution that affect their ability to read.

Social Media Use and Gender

Identifying the particular gender that uses social media seems to be controversial. A study on social media use and gender in the US showed that females' perceptions of ease of use and like-mindedness, among others, in their social media usage were greater than those of male people who have satisfactory quality information (Idemudia, Raisinghani & Adeola, 2017).

Data reportal (2024) showed that the number of social media users increased by 16.3% in Nigeria before 2023 and 2024. A greater percentage of males (58.3%) use social media, while females (41.7%) spend more time navigating social media daily. Omeje et al (2018) further revealed that both males and females are affected by the use of social media as there is no significant difference in the mean scores of the adolescents' gender as shown by the calculated t value (0.01) is 0.99 and higher than 0.05 significant levels in the study. Contradictorily, Alnjadat et al. (2019) causal-comparative study on how social media affects the academic performance of Nigeria University undergraduates, engaged twenty-five participants purposively sampled from four schools selected for the study. Using a self-constructed questionnaire for data collection, the result showed that females had more social media influence to perform better academically than males, as the latter became addicted more than females. It generally revealed that students do not use social media for their academic goals; rather, they socialize with friends and family and have information about the events around them.

Hypotheses

1. Social media use will not significantly predict the academic performance of teenage undergraduates.
2. Age will not significantly predict the academic performance of teenage undergraduates.
3. There will be no significant difference between female and male undergraduates in terms of their academic performance.
4. There will be no significant difference between the female and the male undergraduates in their academic performance.

METHODOLOGY

Research Design

This study used a cross-sectional survey design. This was deemed appropriate due to its cost effectiveness, the possibility of capturing data at a single point in time and its efficiency in providing insights into the prevalence and associations of variables within a population.

Participants

This study included 406 respondents (199 females and 206 males) drawn from three universities selected in Imo State namely, the University of Agriculture and Environmental Sciences (UAES), Federal University of Technology (FUTO) and Imo State University Owerri (IMSU). The universities were selected due its large population of new intakes and proximity with each other. The participants were teenagers aged 17-19 years, with a mean age of 18.84 years.

Sampling Procedure

The cluster sampling method was utilized to create various clusters with similar characteristics within the selected universities. This sampling procedure was utilized due to its efficiency in accurately capturing data from large population through the creation of clusters with similar

characteristics. In addition, random selection was utilized to select respondents from the various clusters to enhance statistical efficiency.

Data Collection Method

Three instruments comprising two questionnaires and academic results were used in the study. The two questionnaires included a social demographic questionnaire. These were self-constructed questionnaires that checked the sociodemographic of the participants, including matriculation numbers, school, level, gender, and age. The second questionnaire is the Social Networking Usage Questionnaire (SNUQ) developed by Gupta and Bashir (2018), which measures the social media usage of undergraduates. The inventory has 19 items that sum to 4 dimensions with a 5-point Likert scale, all of which are designed to measure social media behaviour or the extent to which a person uses social media apps. The Cronbach's alpha coefficient of the composite statement is .83 for convergent validity. Pearson's correlation coefficient shows significant positive correlations between the four dimensions (academic, socialization, entertainment and information) and the total SNUQ score. The interrelationship of these dimensions and the total scores, calculated from .593 to .894, suggested the convergent validity of the SNUQ (Scholte, et al., 2007). The response ratings included Always = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1. Cronbach's alpha reliability analysis was used to measure the internal consistency among the items, and supported by Gliem and Gliem (2003), the Cronbach's alpha reliability coefficient normally ranges between 0 and 1. Additionally, George and Mallery (2003) specified the rule of thumb for interpretation at a Cronbach's alpha above 0.80. Consequently, Gupta and Bashir (2018) obtained the Cronbach's alpha of the SNUQ ($\alpha = .830$), indicating good internal reliability, as the reliability analysis shows that it is internally consistent. It is a directly scored scale, as scores higher than the norm indicate high social media usage, and scores lower than the norm indicate low social media usage. For Nigeria's use, a pilot study of the SNUQ was conducted by Ekemam (2024), to confirm its validity and reliability; 80 participants, comprising 21 males and 49 females aged 12 to 19 years from Imo Secondary School, were selected by a convenient sampling method. With a mean age of 14.84 years and a standard deviation of 1.725, the SNUQ established a Cronbach reliability of .88, and a norm of 62.94 was the SNUQ norm of this study.

The third instrument used was the academic results of the participants. This comprised the composite sheets of the year 1 results of these undergraduates summed up as grade point averages (GPAs) obtained from their respective heads of departments. The GPA is the grade point for measuring the academic performance of learners. It is the average sum of the entire subjects or courses taken for a session, and for this study, it ranges according to the NUC Guidelines (2018), from 2 points 4 (2.4) to more than 4 points (4.) were considered satisfactorily good, while those below were considered poor.

Procedure

The questionnaires were shared among the participants in their various schools by the research assistants, who sought the consent of the participants to partake in the research and proceed with the data collection, and their results were obtained from the heads of departments. The process took an average of 10-20 minutes to complete each questionnaire, and ethical standards such as consent approval and confidentiality were duly observed.

Data Analysis

The data were analysed using SPSS 2020 version (IBM Corporation, 2020), ; Pearson correlation and multiple regression analyses were used to test hypotheses 1 and 2. This approach is based on Wubante (2020) assertion that correlation permits researchers to make predictions. Multiple regression analysis allows researchers to simultaneously use several predictor variables against the criterion variable. One-way ANOVA was used to test hypothesis 3. This enables the identification of variables between groups. The results were interpreted and discussed by the researcher.

RESULTS

Table 1: Correlations of Academic Performance, Social Media Usage and Age among Teenage Undergraduates

S/NO	Variables	SD	M	1	2	3	4
1	Academic Performance	2.51	.70	1			
2	Social Media Usage	75.12	7.65	-.186***	-.214***	1	
3	Age	18.84	5.02	-.045	-.025	-.010	1

According to the above table, the average academic performance score (GPA) of the undergraduates is 2.51. Their mean score on social media use (75.12) is equally higher than the norm of the social media use scale (62.94), implying that, on average, the students have high social media use. The average age of the participants was 18.84 years. Academic performance was negatively correlated with age ($r = -.045$, $p > .05$) but negatively correlated with social media usage ($r = -.186$, $p < .01$).

Table 2: Multiple Regressions of Social Media usage, Age and Academic Performance among Teenage Undergraduates

Model	B	t value	p value
Social Media Usage	-186	-3.801	.000
Age			
R ²	.037		
F	7.647		
Df	2,403		

Criterion variable: Academic Performance

Table 2 above shows that the first hypothesis, which stated that social media use does not significantly predict the academic performance of teenage undergraduates, is rejected ($\beta = -.186$, $p < .01$, $t = -3.801$). This finding implies that social media use is a significant predictor of academic performance. A negative prediction means that as social media use increases, academic performance decreases, and vice versa.

In contrast, the second hypothesis, which stated that age does not significantly predict the academic performance of teenage undergraduates, is accepted ($\beta = .043$, $p=.377$, $t = .885$). Thus, age does not impact academic performance.

The results of the multiple regression further reveal an R squared value of .037, which means that 3.7% of the variation in academic performance is explained by social media usage and age. The overall model is significant [$df (2,403) = 7.647$, $p<.01$], which means that social media use and age jointly predict academic performance.

Table 3: Descriptive Statistics showing the Mean and Standard Deviation differences in Academic Performance

Variables	Mean	Standard Deviation	N
Female	2.51	0.74	199
Male	2.50	0.67	206

N = Total number of students

Table 1 reveals the differences in the mean and standard deviation scores of the academic performance of teenage undergraduates using their GPA. Female undergraduates ($M=5.21$, $SD=0.74$) and male undergraduates ($M=2.50$, $SD=0.67$) did not differ in their performance.

Table 4: One-Way ANOVA Summary Results of Gender Differences in Academic Performance

Source	Sum of Square	df	Mean Square	F	Sig.
Between Groups	.013	1	.013	.025	.873
Within Groups	200984	403	.499		
Total	200984	404			

The one-way ANOVA table (Table 4) represents the results for testing hypothesis five of the study, which showed that there was no significant difference in academic performance between females and males. This hypothesis is upheld [$f (1,403) =.025$, $p=.873$], as their mean scores did not differ.

Summary of Results

Based on the above findings, the following conclusions can be drawn:

1. Social media use is a significant negative predictor of the academic performance of teenage undergraduates.
2. Age is not a significant predictor of the academic performance of teenage undergraduates
3. Female and male teenage undergraduates did not differ in their academic performance.

DISCUSSION

The results show that social media influences the academic development of teenagers, whereas age and gender are not implicated in the effect of the use of social media on the academic performance of teenage undergraduates.

Hypothesis 1, which states that social media use does not significantly predict the academic performance of teenage undergraduates, is rejected. As a result, social media has made negative contributions to teenage undergraduates' academics. This finding was in line with Otaru and Nwankwo (2021), who reported that social media was used for social interactions and relationships but not for improving academic development.

Hypothesis 2, which states that age will not significantly predict the academic performance of teenage undergraduates is accepted. Age specifically, being a teenager does not correlate with a person's academic performance, as supported by the findings of Omeje et al. (2018), who revealed that age and academic performance were not significant at the adolescents' students use of social media and their academic achievement. This finding shows that being a teenager does not restrict some people from performing well in academics; rather, the collaboration of other variables, such as having an average or above-average IQ, level of preparedness, teaching and reading styles, and psychological readiness towards learning, can make the person stand out among academics.

Hypothesis 3, which states that there will be no significant difference between female and male undergraduates in terms of academic performance, is accepted. This finding is supported by the findings of Alnjadat et al (2019), study that showed both genders to have same at the academic performance level. Being male or female has no implication for academics, but doing what is appropriate in preparations and ensuring that the individual has stable emotions. If students match the skills they use in socializing and upgrading themselves with information relating to people, events and happenings in the environment as well as globe, they would perform better academically.

Conclusion

The findings of this study will aid both parents or primary caregivers and university administration in understanding the extent of the influence these various sites have on adolescent students who lack the ability to effectively discern the strong difference between the illusory world of social media and reality. With rising social media penetration in Nigeria and a lack of effective social media policies, this study predicts a link between increasing social media activities and academic deficiencies identified among university teenagers. The results of this study positively link social media activities and the aforementioned difficulties observed among teenage undergraduates.

Recommendations

1. This study supports the moderation of social media use by authority bodies.

2. This study recommends that the use of social media be part of the orientation program and course introductions of undergraduates in schools, as universities address general issues relating to students' poor academic performance.
3. Additionally, with the expected shift from the Benchmark Minimum Academic Standard (BMAS) to the Core Curriculum and Minimum Academic Standards (CCMAS) by the National University Commission (NUC), which provides the university with a 30% curriculum formulation to address their respective contextual peculiarities and characteristics, it is recommended that issues of social media misuse and its effects be enshrined into the university curriculum to systematically address the rising academic distractions, internet fraud and indecency among teenagers, which is almost at its pinnacle in Imo State.
4. Other test constructs should be included in future research to further explain the interactions between social media and psychophysiological specifics.

Significance of the Study

This research shows the prevalence of social media addiction among teenage undergraduates in Imo State. It identifies social media addiction as a contributory factor to frightening disdain for education in our society and Nigeria. These findings show that the age and gender of teenage undergraduates have no significant relationship with their social media addiction. This suggests that university management should incorporate the enshrine into the 30% curriculum provided by the National University Commission (NUC) Core Curriculum and Minimum Academic Standards (CCMAS) to systematically address the influence of social media addictions, such as rising academic distractions, internet fraud and indecency among teenagers, as it affects students' academic performance. The results of this study support the appropriate authorities of the government in moderating or regulating the use of social media in Nigeria. These findings suggest that other test constructs, such as personality, motivation, emotions, self-esteem, and subjective well-being, should be included in future research to further explain the interactions between social media and psychophysiological specifics.

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