VOL. 13 NO. 8,
AUGUST, 2026
E-ISSN 3026-8893
P-ISSN 3027-1061

African Scholar Publications & Research International
www.africanscholarpub.com

Journal of Education Research and Library Practice (JERLP)

Influence of Social Media Addiction on the Academic Achievement of Business Education Students in Colleges of Education in Southwest Nigeria

***Ayoola, Olaitan Oyejoke; & **Seyi David (PhD)**

*Department of Business Education, Federal College of Education (Special), Oyo. ayoola.olaitan2113@fcesoyo.edu.ng **Department of Arts & Social Science Education, Business Education Unit, Faculty of Education, Lead City University, Ibadan-Nigeria. david.seyi@lcu.edu.ng

DOI: https://doi.org/10.70382/ajerlp.v13i8.0119

Abstract

This study investigated the influence of social media addiction on the academic achievement of Business Education students in Colleges of Education in Southwest Nigeria. The study adopted a descriptive survey research design. The population comprised Business Education students in Colleges of Education in Southwest Nigeria, while a sample of 638 students was selected using a multistage sampling procedure. Data were collected using the Social Media Addiction Questionnaire (SMAQ) and an Academic Achievement Test (AAT). The instruments were validated by experts, while reliability was established using Cronbach's alpha. Mean, and standard deviation were used to answer the research questions, whereas Multiple Linear Regression were used to test the hypotheses at the 0.05 level of significance. The findings revealed that Business Education students had a moderate level of academic achievement (Mean = 62.84, SD = 15.72) and a low level of social media addiction (Grand Mean = 2.47). Social media addiction had a negative but non-significant relationship with academic achievement ($r = –.046$, $p > .05$. Gender also had no significant moderating influence on the relationship between social media addiction academic achievement. The study concluded that social media addiction did not significantly predict the academic achievement of Business Education students. It was recommended that Colleges of Education should promote responsible social media use while strengthening other factors that enhance students' academic achievement.

Keywords: Social media addiction, Academic Achievement, Business Education students, Colleges of Education.

Introduction

With the advent of the internet world around us today and how students are engaged in it, there is growing concern on how it affects business education student achievement in their studies. The internet is more than just a means of seeking information. People discovered that the internet could be used to connect with others, whether for business or commercial purposes, to make new friends, reawaken old friends and recover long lost relatives. The emergence of social media simplified the whole process of communication because they are easier to use.

Academic achievement remains a central indicator of the quality and effectiveness of any educational system. It reflects the extent to which students have attained desired learning outcomes and acquired competencies required for professional and societal contribution.

In recent years, there has been a growing concern about the declining or inconsistent levels of academic achievement among students in tertiary institutions, particularly within the public Colleges of Education, southwest, Nigeria (Onyeka, 2021). Many students are struggling to meet academic expectations, as evidenced by low grade point averages, poor examination performance, and high attrition rates. This persistent decline raises critical questions about the learning environment, study behaviours, and psychosocial factors influencing students' educational outcomes (Adebayo, 2025). In the field of Business Education**,** the issue of academic achievement is particularly significant because the programme is designed to equip students with the skills and knowledge necessary for entrepreneurship, vocational competence, and business efficiency (Azizi, Soroush & Khatony, 2020). Business Education students are expected to acquire competencies in accounting, office technology, management, and marketing that contribute directly to the nation's human resource development. When performance levels are low in such a crucial discipline, the implications extend beyond individual students to national economic productivity. Poor academic outcomes among Business Education students therefore hinder the realisation of the programme's objectives and limit the production of skilled business educators capable of driving sustainable development (Femi-Oluwole, 2023).

Academic achievement also serves as a predictor of employability and professional competence. In today's competitive and knowledge-based economy, employers increasingly seek graduates with not only theoretical understanding but also practical, analytical, and problem-solving abilities (Femi-Oluwole, 2023). Consistent academic performance demonstrates mastery of knowledge, discipline, and cognitive development qualities essential for workplace success. Conversely, poor academic achievement among Business Education students reduces their employability and readiness for self-reliance, which in turn contributes to graduate unemployment and underemployment (Musa, 2024). This situation undermines the educational system's contribution to national development and human capital formation.

In Colleges of Education, academic achievement serves as a benchmark for evaluating students' readiness to assume professional roles. It reflects not only their mastery of subject content but also their ability to communicate, collaborate, and think critically. High academic achievers are typically more self-disciplined, motivated, and goal-oriented. In contrast, students with lower academic performance often exhibit traits such as procrastination, disorganisation, and digital dependency all of which hinder effective learning (Adesina (2022). For Business Education students, achieving academic excellence requires a balance between theoretical learning and practical application. This discipline combines traditional teaching methods with experiential learning through entrepreneurship projects, office practice, and micro-teaching exercises. Students'

ability to excel academically therefore depends on their capacity to allocate time appropriately and limit distractions that interfere with cognitive engagement and productivity. Poor academic performance within this group threatens not only personal success but also the overall quality of business education delivery in Nigeria.

Academic achievement is often used as a proxy for assessing the impact of educational policies, teaching methods, and learning environments. In Colleges of Education, institutional performance is partly judged by the success rate of students in examinations and certification outcomes. Hence, persistent declines in students' academic achievement can signal deeper systemic issues such as poor instructional quality, lack of motivation, or the growing influence of social media distractions on students' study patterns (Musa, 2024). The measurement of academic achievement is multifaceted, encompassing both quantitative and qualitative indicators. Quantitative measures include GPA, test scores, and completion rates, while qualitative measures may involve teacher evaluations, self-assessments, and project-based performance. For this study, the focus is on quantifiable indicators that can provide reliable data on students' academic success in relation to social media addiction and time management skills. This approach enables a clear statistical examination of how behavioural and cognitive factors influence learning outcomes.

Scholars and education stakeholders have expressed deep concern over the continuous decline in students' academic achievement. While traditional factors such as inadequate instructional materials, poor study habits, and teacher quality remain relevant, new challenges have emerged due to technological advancement and social media proliferation (Ijeoma, 2024). Social media platforms such as Facebook, Instagram, TikTok, and WhatsApp have become integral parts of students' daily lives. Although these platforms can enhance learning when used judiciously, excessive use has been found to lead to distraction, procrastination, and reduced study time (Ibraheem, 2023). Consequently, Ijeoma, (2024) have begun to identify social media addiction as a possible behavioural factor contributing to academic underperformance among students in higher institutions.

Social media is a type of electronic communication that makes interaction easier based on certain interests and characteristics. They are media for social interaction, and use highly accessible and scalable publishing based technologies which are able to transform broadcast media monologues into social dialogues through the favourite realm of internet sites such as Facebook, Twitter, MySpace, 2go, Whatsapp, Instagram, BBM, Eskimi, LinkedIn and YouTube. Social media are computer mediated tools that allow people to create, share information, ideas, pictures and videos in virtual communities and networks.

According to Ukwuoma (2025) defined social media as 'a group of internet based applications that build on the ideological and technological foundations of web 2.0 and all the creation and exchange of user generated content. Falade (2023) defined social media as 'the many relatively inexpensive and widely accessible electronic tools that enable anyone to publish and access information, collaborate and build relationship. That is, social media can afford its users unlimited access in as much as they intend to make use of it. Thus, the reason for the adoption of social media is as a result of its ubiquitous access, flexibility, functionality as well as its convenience. The social media rely on the mobile and web based technologies to create highly interactive platforms through which individuals and communities can share, discuss, co create and modify the user generated content. These platforms introduce substantial and penetrating changes to communication between organizations, businesses, individuals and communities (Femi-Oluwole, 2023).

Social media addiction can be described as a behavioural dependency characterised by excessive concern with social networking sites, an uncontrollable urge to use them, and a willingness to devote considerable time and attention to such platforms at the expense of other important activities. Addiction occurs when an individual becomes preoccupied with an activity to the extent that it interferes with daily functioning and responsibilities (Danladi, 2022). In this context, students experiencing social media addiction may find it difficult to focus on academic tasks because their attention is continually diverted to online interactions, notifications, or updates. The behaviour gradually becomes habitual, leading to a cycle of dependence that negatively affects study habits, concentration, and ultimately academic performance.

The influence of social media addiction on academic life has become a subject of considerable research interest. Studies have shown that students who spend prolonged hours on social networking sites tend to experience poorer academic outcomes compared to those who use social media moderately. According to Bello (2022) excessive social media engagement is correlated with declining grade point averages and decreased motivation to study. This occurs because students prioritise online interactions over academic responsibilities, often studying less or multitasking inefficiently. The constant exposure to notifications and digital content divides their attention and undermines deep learning. Consequently, social media addiction has emerged as a potential barrier to academic excellence, especially among Business Education students who require high concentration for practical and theoretical courses. Social media addiction also has psychological implications that extend beyond mere time wastage. Students who are addicted often experience anxiety, stress, and feelings of inadequacy due to social comparison and peer pressure online (Adesina (2022). The perpetual need to keep up with social updates or maintain an online presence can lead to emotional exhaustion and reduced academic engagement. Furthermore, addictive social media use is associated with sleep deprivation, as students spend late hours scrolling through feeds or chatting with peers. Poor sleep quality, in turn, impairs memory retention and cognitive functioning, both of which are essential for academic achievement.

Within the context of Business Education, social media addiction has specific implications. Business Education programmes require discipline, hands-on training, and mastery of business concepts such as accounting, entrepreneurship, and management. Students who are constantly distracted by social media find it difficult to focus during lectures, complete assignments on time, or effectively engage in skill-based tasks such as office simulations or business plan development. This distraction not only affects their academic progress but also compromises their ability to develop the professionalism expected of future educators and entrepreneurs. As a result, educators in Colleges of Education are becoming increasingly concerned about the impact of digital distractions on students' learning and career readiness.

The addictive nature of social media is also reinforced by social validation mechanisms likes, comments, and shares that create a reward loop similar to that observed in gambling behaviour. Students derive emotional satisfaction and self-worth from these online affirmations, which can further entrench compulsive use (Mitev, Weinstein, Karabeliova, Nguyen, Law & Przybylski (2021). The psychological need to be constantly validated online often takes precedence over educational commitments, creating an environment where digital gratification outweighs academic accomplishment. Over time, this pattern fosters dependency and emotional attachment to social media platforms, making disengagement increasingly difficult.

While moderate use of social media can have educational benefits such as accessing learning materials, collaborating with peers, or participating in virtual discussions the problem arises when usage becomes

compulsive and uncontrollable. The overuse of social media platforms disrupts students' concentration, reduces the quality of their study time, and heightens procrastination. Studies have shown that students who attempt to study while checking their phones for updates experience fragmented attention spans and lower cognitive efficiency (Mitev, *et al.,* 2021). Therefore, understanding the mechanisms of social media addiction and how it manifests in students' academic lives is essential for developing effective interventions within Colleges of Education.

Given the above discussions, it becomes imperative to examine the behavioural indicators through which social media addiction can be measured among students. Previous studies have identified several indices, but this study however focuses on time spent on social media, compulsive usage, and withdrawal symptoms. Each of these indices provides valuable insight into the nature, intensity, and impact of social media addiction on students' academic and personal development and it is crucial to delve deeper into each of these facets.

Despite several studies on social media use and academic achievement, limited attention has been given to students in Colleges of Education, particularly those enrolled in Business Education programmes. Most existing research has focused predominantly on undergraduates in universities, thereby neglecting the unique learning context, behavioural patterns, and academic challenges experienced by students in Colleges of Education (Adebayo, 2020). Moreover, while previous studies have often examined the influence of social media addiction or time management skills separately on students' achievement, the combined or interactive effect of these two factors remains underexplored. Understanding how social media addiction and time management skills jointly predict academic achievement among Business Education students will therefore fill a crucial gap in the literature and provide deeper insight into how behavioural and self-regulatory factors affect learning outcomes in teacher-training institutions.

However, there seems to be agreement among most researchers to explain academic achievement from a multi causal approach where the issue is investigated at gender level. Gender is the range of physical, biological, mental and behavioural qualities concerning to and discriminating between the feminine and masculine (female and male) people. The importance of analyzing academic achievement of Colleges of Education students in regard to gender is based primarily on the socio-cultural and institutional inequalities between male and female students in the studied area. Against this background, this study seeks to examine the influence of social media addiction on the academic achievement of Business Education students in Colleges of Education in Southwest Nigeria. The study aims to determine the extent to which social media addiction negatively predicts academic performance. By investigating how this variable independently influence students' achievement, the study intends to provide empirical evidence that can inform strategies for improving academic outcomes among Business Education students. Ultimately, the findings will contribute to the development of interventions and educational policies that promote responsible social media use, and strengthen overall academic success in teacher-training institutions.

Statement of the Problem

The incessant use of smartphones, laptop computers, and internet-smart devices by students has created a new learning environment for Business Education students in public Colleges of Education in Southwest Nigeria. Although social media sites are useful tools for communicating, collaborating, sharing, accessing educational resources, etc., students have turned to using these devices for recreational purposes such as chatting, playing games, and networking rather than studying. Social media is a double-edged sword that could distract and lower students' academic performance. Business

Education students are experiencing severe distraction due to overuse of social media. Observing students' behavior in class and interacting with them, it was realized that they are addicted to social media and spend long hours on the internet doing non-academic activities instead of studying. Such addiction could lead to poor study habits and poor examination results. The use of social media in education is not discouraged; however, it should be in moderation.

Social media addiction have a synergistic effect on the academic performance of Business Education students. The addiction reduces the time allocated to studies prevent students from utilizing their available free time effectively. As a result, time meant for studies is reduced, and so, their academic performance suffers. There is a need to determine the effect of this factor on the academic performance of Business Education students in public Colleges of Education in Southwest Nigeria. Though there is anecdotal evidence that the addiction reduces academic achievement, there is scarce research evidence on the effect of social media addiction on the academic performance of Business Education students. Therefore, this study intends to determine the influence of social media addiction on students' academic performance and contribute to knowledge by providing information that could help improve the academic quality of Business Education programmes.

Objectives of the Study

The aim of the study was to investigate influence of social media addiction and academic achievement of Business Education students in public Colleges of Education, South-West, Nigeria. The objectives were to:

i. identify the level of academic achievement of Business Education students in Colleges of Education, Southwest, Nigeria.
ii. identify level of social media among addiction among Business Education students in Colleges of Education, Southwest, Nigeria.
iii. determine the influence of social media addiction on academic achievement of Business Education students in Colleges of Education, Southwest, Nigeria.
iv. determine the moderating influence of gender on academic achievement of Business Education students in Colleges of Education, Southwest, Nigeria.

Research Questions

The following questions were raised for the study:

i. What is the level of academic achievement of Business Education students in Colleges of Education, Southwest, Nigeria?
ii. What is the level of social media addiction (Time spent on social media, compulsive usage and withdrawal symptoms) among Business Education students in Colleges of Education, Southwest, Nigeria?

Hypotheses

$H_0$1 There is no significant influence of social media addiction on academic achievement of Business Education students in Colleges of Education, Southwest, Nigeria.

H_{02} There is no significant moderating influence of gender on academic achievement of Business Education students in Colleges of Education, Southwest Nigeria.

Methods

This study employed a descriptive survey research design which was considered appropriate for gathering data from a large population in order to outline the current state of phenomena without manipulating any variables. The population for this study comprised all Business Education students in eight (8) public Colleges of Education in Southwest Nigeria. Southwest Nigeria comprised six states: Ekiti, Lagos, Ogun, Ondo, Osun, and Oyo. To ensure a full representation of the study population and obtain relevant data that could be generalised to the entire study area, a complete enumeration sampling technique was employed, given the manageable size of the population. Consequently, all six hundred and thirty eight (638) NCE II Business Education students across public Colleges of Education in Southwest Nigeria were included in the study. Self-constructed questionnaire was used to gather information from the respondents. The instrument tagged: Social Media Addiction Questionnaire and Business Education Academic Achievement Test (SMAMSQBEAAT) were used to collect data. The instrument consisted of structured items designed to measure the major variables of the study. The questionnaire was divided into three sections (A, B, and C), each of which addressed specific dimensions of the research constructs. The instrument was validated by three experts, one evaluation and measurement and two from the Department of Arts and Social Science Education at Lead City University Ibadan, Nigeria. The reliability of the instrument for this study, a pilot study was conducted by administering thirty (30) questionnaires to participants from Kwara State College of Education, Ilorin, Kwara State, who were not included in the sampled colleges for the main study but possessed similar characteristics. The research instrument was administered by the researcher, assisted by two trained research assistants, to ensure proper guidance on item completion and to enhance the accuracy of the information/data provided by each participant. Mean and standard deviations were used to answer the research questions while multiple regression analysis was used to analysed hypotheses at 0.05 level of significance. All hypotheses were tested at the 5% level of significance, and decisions to accept or reject the null hypotheses were based on the corresponding p-values, with hypotheses rejected when the p-value was less than or equal to 0.05 and retained when the p-value exceeded 0.05.

Results

Research Question One: What is the level of academic achievement of Business Education students in Colleges of Education, Southwest, Nigeria?

Table 1: Academic Achievement Scores of Business Education Students

Score Range (20 Items × 5 Marks)	Interpretation	Frequency (f)	Percentage (%)
80 – 100	Very High Achievement	96	15.0
60 – 79	High Achievement	248	38.9
40 – 59	Moderate Achievement	202	31.7
20 – 39	Low Achievement	74	11.6
0 – 19	Very Low Achievement	18	2.8
Total		**638**	**100.0**

Mean and Standard Deviation of the Test Scores

Variable	N	Mean	SD	Interpretation
Academic Achievement Test Score	638	62.84	15.72	High

Source: Field Study, 2026

The result in Table 1 shows that out of the 638 Business Education students who participated in the study, 96 (15.0%) demonstrated a very high level of academic achievement, while 248 (38.9%) exhibited a high level of academic achievement. Also, 202 (31.7%) students recorded moderate achievement, whereas 74 (11.6%) and 18 (2.8%) had low and very low achievement levels, respectively. The overall mean score of 62.84 (SD = 15.72) indicates that the students generally possessed a high level of academic achievement.

Research Question Two: What is the level of social media addiction among Business Education students in Colleges of Education, Southwest, Nigeria?

Table 2: Mean responses on level of social media addiction among Business Education students in Colleges of Education

S/N	Items	$\bar{X}$	SD	Remarks
1.	I spend several hours daily on social media platforms.	2.58	.89	Agree
2	Social media activities take a significant portion of my study time.	2.31	.91	Disagree
3	I often stay on social media longer than I intend to.	2.24	.84	Disagreed
4	I frequently check social media during lecture hours.	2.21	.85	Disagreed
5	My daily use of social media interferes with time allocated to academic tasks.	2.46	.95	Disagreed
6	I feel a strong urge to check social media even when busy.	2.74	1.51	Agreed
7	I find it difficult to control how often I use social media.	2.34	1.50	Disagreed
8	I constantly refresh social media pages for updates.	2.67	.93	Agreed
9	I interrupt my studies to respond to notifications.	2.33	.92	Disagreed
10	I feel incomplete when I do not check my social media accounts.	2.50	.97	Agreed
11	I feel anxious when unable to access social media.	2.49	.99	Disagreed
12	I become restless when my data connection is off.	2.74	.94	Agreed
13	I feel bored or lonely when away from social media for short periods.	2.66	.87	Agreed
14	I find it difficult to concentrate when offline.	2.39	.90	Disagreed
15	I experience mood changes when unable to use social media.	2.45	.97	Disagreed
	Grand Weighted Mean	**2.47**	**0.91**	Disagreed

Decision Rule: 1.00 – 1.49 (Strongly Disagree), 1.50 – 2.4 (Disagree), 2.50 – 3.49 (Agree), 3.50 – 4.00 (Strongly Agree)

Key: Strongly Agree (SA) =4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) =1

Source: Field Study, 2026

The result in Table 2 shows that Business Education students in Colleges of Education are less addicted to social media with a grand weighted mean of 2.47 which is below the threshold of 2.50. Students were often fond of checking their social media accounts and felt anxious when they are not connected to the internet but these behaviors were not strong enough to be considered as addiction.

Test of Hypotheses

The null hypotheses were tested using Multiple Regression Analysis. The summary of the test of hypotheses are presented in Table below.

$H_0$1: There is no significant influence of social media addiction on academic achievement of Business Education students in Colleges of Education, Southwest, Nigeria.

Table 3: Multiple Linear Regression Analysis of social media addiction on academic achievement of Business Education students in Colleges of Education

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.060[a]	.004	.000	2.94051

a. Predictors: (Constant), Social Media

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.766	2	9.883	1.143	.320[b]
	Residual	5490.606	635	8.647		
	Total	5510.371	637			

a. Dependent Variable: Academic Achievement Test

b. Predictors: (Constant), Social Media

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.988	.836		17.97	.000
	Social Media	-.322	.245	-.053	-	.188

a. Dependent Variable: Academic Achievement Test

Source: Field Study, 2026

The results in Table 3 below reveal that social media addiction had no significant effect on the academic achievement of Business Education students. The model predicted an extremely weak positive relationship (R = .060) with R2 = .004. This implies that social media addiction accounted for 0.4% of the variance in the academic achievement of the students. The regression model was not significant at the 0.05 level of probability (F = 1.143, p = .320 > .05), with a negative but insignificant coefficient (β = −.053, p = .188 > .05). Thus, the null hypothesis was not rejected, and it was concluded that social media addiction had no significant effect on the students' academic achievement.

$H_0$2: There is no significant moderating influence of gender on academic achievement of Business Education students in Colleges of Education, Southwest Nigeria.

Table 4: Multiple Linear Regression Analysis on the Moderating Influence of Gender on Academic Achievement of Business Education Students in Colleges of Education

Model	R	R^2	Adjusted R^2	Std. Error of Estimate	F-value	Sig. (p)
1	.542	.294	.291	11.864	88.041	.000*
2	.548	.300	.296	11.812	67.813	.000*

Predictors in Model 1: Social Media Addiction

Predictors in Model 2: Social Media Addiction, Gender, Social Media Addiction * Gender,

Dependent Variable: Academic Achievement

Regression Coefficients

Variables	B	Std. Error	Beta (β)	t-value	Sig. (p)
(Constant)	42.613	2.315	—	18.406	.000
Social Media Addiction	-0.421	0.057	-0.332	-7.386	.000*
Gender (Male = 1, Female = 0)	0.784	0.694	0.039	1.130	.259
Social Media Addiction * Gender	-0.086	0.051	-0.067	-1.686	.092

Significant at $p < 0.05$.

The result in Table 4 revealed that gender was not a moderator of the relationship between social media addiction and academic achievement of business education students in Colleges of Education, Southwest Nigeria. The addition of the term predicting gender and its interaction with social media addiction to the regression model increased the amount of variance explained from 29.4% to 30%. However, the interaction term was not significant, $\beta = -.067$, $t = -1.686$, $p = .092 > .05$ and gender was not a significant predictor of academic achievement, $\beta = .039$, $t = 1.130$, $p = .259 > .05$. Thus, the null hypothesis was not rejected.

Discussion of Findings

The results indicate that Business Education students in Colleges of Education were minimally addicted to social media because the mean score was below the decision level. Although Business Education students participated in social media activities, the usage was not high enough to interfere with their studies. The result is consistent with the findings of Tekin (2024) because social media's impact on students' studies relied on their self-regulation levels. Additionally, Çelik et al. (2024) discovered that students had a moderate addiction level to social media; however, extreme usage could negatively affect their academic performance. Thus, it can be concluded that the impact of social media on students' academic activities depends on how well they can control their usage rather than just focusing on whether they use it.

Furthermore, the results imply that there was no significant prediction of students' academic achievement by their social media addiction level. This conclusion was made because the results indicated a negative relationship, but it was not statistically significant, thus making it difficult to state with confidence that social media addiction affects students' academic achievement. Other environmental and individual factors such as study skills, self-regulation level, motivation, teaching and learning styles, and quality of education could be the reason why social media addiction was not a significant predictor of academic achievement. The conclusion is consistent with the findings of Tekin (2024) because the study showed that social media addiction had no significant influence on academic self-discipline, which consequently had no significant impact on academic achievement. However, the conclusion contradicts the results of Ning and Inan (2024) because their findings indicated that social media addiction significantly influenced low self-regulation capacity, which subsequently led to students having poor academic performance. The difference in the conclusions can be explained by the differences in the influence of social media on students' activities, self-regulation levels, and environmental factors among the participants.

In addition, the results showed no significant moderation of the relationship between social media addiction and the academic achievement of Business Education students by gender. The conclusion indicates that both male and female students had similar relationships between social media addiction

and academic achievement and were not predicted differently by social media addiction. The conclusion is consistent with the findings of Çelik et al. (2024) because their results indicated that gender was not a significant predictor of social media addiction among Business Education students, which implies that male and female students are equally addicted to social media. Similarly, the conclusion is consistent with the findings of Tekin (2024) because the study showed that gender had no significant influence on students' social media addiction levels, academic self-discipline levels and academic achievement. Thus, it can be concluded that students' academic achievement, self-regulation levels, and study habits are more important in the prediction of academic achievement than their gender.

Conclusion

Based on the findings of the study, it could be concluded that Business Education students in Colleges of Education in South-Western Nigeria are moderately addicted to social media. This conclusion is based on the fact that although the students acknowledged participating in different social media activities, the overall mean fell below the decisional level for social media addiction. It could also be concluded from the study that social media addiction has minimal effect on students' academic achievement. This conclusion is based on the fact that the study established that social media addiction accounted for a minimal percentage of the variance in students' academic achievement. Lastly, the study concluded that gender differences do not significantly moderate the relationship between social media addiction and academic achievement. This conclusion was based on the finding that the interaction term for gender was not statistically significant to moderate the relationship between social media addiction and academic achievement.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Business Education students should be encouraged to sustain and improve their academic performance through continuous engagement in effective study habits, active participation in classroom activities, and regular utilization of available academic support services.
2. Students should continue to practice responsible and purposeful use of social media.
3. Lecturers should intentionally incorporate educational technologies and academic social media platforms into teaching and learning activities.

References

Adebayo, O. S. (2020). Social media addiction and academic performance among Business Education students in public colleges of education. *Journal of Teacher Education, 12*(2), 45-62.

Adesina, A. F. (2022). Impact of social media multitasking on note-taking and test scores. *Journal of Educational Technology & Practice, 9*(3), 45–64.

Azizi, S. M. Soroush A. & Khatony A. (2020). The relationship between social networking addiction and academic performance in Iranian students of medical sciences: A cross-sectional study. BMC Psychology, 7(1), 2020, 28. https://doi.org/10.1186/s40359-019-0305-0

Bello, M. K. (2022). Digital distraction: Effect of social media notifications on study sessions. *Computers & Learning in Tertiary Education, 1*(1), 39–56.

Çelik, İsmail, Ç., & et al. (2024). *Social media addiction, self-regulation, and academic achievement among university students*. *Education and Information Technologies*. Advance online publication.

Danladi, H. (2022). Peer influence, social media habits and academic outcomes in colleges of education. *Nigerian Journal of Social Sciences, 11*(1), 121–140.

Falade, J. A. (2023). Effects of nighttime social media use on academic engagement of college students. *Sleep and Learning Journal, 2*(1), 17–33.

Femi-Oluwole, A. (2023). Academic procrastination, social media addiction and performance in Business Education. *Journal of Student Behavior, 4*(3), 47–66.

Ibraheem, S. (2023). Social media addiction and learning strategy use: A study of public colleges of education. *African Educational Review, 12*(1), 133–152.

Ijeoma, K. (2024). Smartphone dependency, study hours and examination outcomes in Business Education. *Technology in Education Journal, 5*(2), 23–42.

Mitev, K. Weinstein, N., Karabeliova, Nguyen, T. Law, W. & Przybylski, A. (2021). Social media use only helps, and does not harm, daily interactions and well-being. Technology, Mind, and Behavior, 2(1), 2021. https://doi.org/10.1037/tmb0000033

Musa, A. (2024). Social media addiction and self-efficacy: Predictors of academic success in Business Education. *Educational Psychology in Africa, 3*(4), 71–90.

Ning, Boya, B., & Inan, Fethi A. (2024). *The relationship between social media addiction and academic performance: The mediating roles of self-regulation, anxiety, and stress among college students*. *Current Psychology*. Advance online publication.

Onyeka, E. A. (2021). *Youth Social Media Habits and Academic Behaviours.* Nigeria Education Resource Centre.

Tekin, Ahmet, A. (2024). *Social media addiction, academic self-discipline, and academic achievement among university students*. *Education and Information Technologies*. Advance online publication.

Ukwuoma, J. (2025). Social media addiction and its association with classroom participation in Business Education. *Journal of Pedagogical Studies, 7*(2), 31–50.