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The Impact of Social Media on Academic Performance of Students in Nigerian Colleges: Case Study of Adamawa State College of Education Hong, Nigeria

Linus Mathias, Sikari Hickson, Giliki Jarison, Nelson Jonathan
Adamawa state college of education Hong, Nigeria
nelsonjonathanbaba@gmail.com

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Abstract

Social media usage is increasing as human society shifts online, facilitating global connections and offering time and cost savings. It enhances student satisfaction and academic performance by influencing technical, task, and social aspects. Utilizing social media for educational purposes can improve comprehension, but its addictive nature may lead to distractions if not managed well. The study involved 2,340 students from Adamawa State College of Education, Hong, randomly selected, with a sample size derived from a confidence interval of 5 and a 95% confidence level. Student data were collected via a questionnaire, which included options for responses ranging from Strongly Agree to Strongly Disagree. Out of 1,500 distributed questionnaires, results showed a diverse demographic: 719 were in NCE III (30.7%), 762 in NCE II (32.6%), and the remainder in NCE I. Gender-wise, 1,014 students were male (43.3%) and 1,326 female (56.7%). The majority age group was 21–25, comprising 1,305 students, while ages 16–20 accounted for 912 students. Regular social media use was reported by 11.7% of students, yet 88.3% logged in daily, suggesting potential impacts on academic performance.

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Facebook and WhatsApp emerged as the most utilized platforms, favored for their convenience, while some students also engaged with Instagram and YouTube for collaborative study and social communication. However, non-academic use of social media could negatively influence academic results.

Keywords: Social Media Use; Academic Performance; College Students; Student Demographics; Nigeria

INTRODUCTION

The world today celebrates the improvements in communication technologies which have expanded Information and Communication Technology communication (ICT). Modern communication technology has made the world a "Global village". However, technology has both pros and cons. It informs, educates, and updates individuals on international events. Technology shows humans how to do better and to interact with individuals through the use of social media platforms such as, Twitter, Yahoo Messenger, Facebook Messenger, BBM, Whats app messenger, 2go messenger, Skype, Google talk, Google Messenger, iPhone, and Androids are social media sites. Most people utilize these sites to connect with old and new acquaintances, online or offline (Asemah and Edegoh, 2022).

According to Haji, (2025), social media can improve academic performance of students and facilitate social interactions, its effectiveness depends on students' ability to manage distractions and use it constructively. When positively used, social media platforms are crucial for collaborative learning, facilitating group work and providing students with an abundance of knowledge. Chen & Bryer, (2021), reported that social media connects students and teachers, making communication easier and faster. Research indicates that students who engage with classmates and teachers on social media have better academic achievements. These venues encourage intellectual discussions, idea exchange, and student clarification. Social media offers major benefits to education, including easy access to knowledge and real-time communication. (Zhang *et al.*,2023)

Junco (2022) found that students who actively use social media while studying have lower grades and academic performance due to cognitive overload, where the brain struggles to process multiple streams of information.Social media can also distract due to its addictiveness. Kuss and Griffiths (2023) found that social media sites' design promotes

prolonged use, causing dopamine release and addictive behaviors through features like likes, comments, and shares. Student social media use can become excessive when they scroll through their feeds, consume non-academic content, and engage in activities that detract from their academic goals.

The extensive use of social media has made it a critical platform for information sharing, communication, and entertainment worldwide, benefiting all ages. Youth have adopted social media as a hobby, accessible anytime and anywhere with an internet connection. Social media has become a major source of news and information for today's youth, changing social interaction. Understanding the link between social media use and study habits is crucial for optimal time and resource management in academic assignments (Tus *et al.*, 2020).

Social media for learning

Social media improves students' enjoyment and academic achievement by affecting technological, task, and social factors. It also suggests that behavioral intent to use social media for learning improves comprehension efficiency, simplicity of use, and enjoyment, which boosts student happiness and performance (Al-Maatouk *et al.*2020). Behavioral intention to use social media and actual social media use in higher education, specifically academic achievement and satisfaction, have been studied. The research were conceptually based on the technology acceptance model and assessment information system success models. Therefore, we encourage students to use social media for education and communicate more with peers at higher education institutions (Al-Rahmi *et al.*, 2021)

Social media as a Source of Distraction

Although social media offers potential advantages, it also presents considerable problems to students' academic performance, mostly due to its capacity to operate as a distraction. Williams and Johnson (2023) conducted a study examining the dual character of social media, highlighting its function as both an educational instrument and a source of distraction. The research indicated that although social media may augment academic involvement, it might also result in diminished attention spans and decreased productivity. The incessant barrage of notifications, messages, and updates can disrupt students' concentration, resulting in diminished time allocated to academic pursuits and increased engagement in non-academic activities.

The addictive aspect of social media adds to its potential as a source of distraction. Kuss and Griffiths (2023) found that the design of social media platforms promotes frequent and sustained use, with elements like likes, comments, and shares activating dopamine release in the brain, leading to addictive behaviors. This can lead to excessive social media use, in which students spend substantial amounts of time browsing through their feeds, ingesting content irrelevant to their studies, and participating in activities that distract them from their academic goals.

According to Haji, (2025), a balanced approach to social media utilization in academics is necessary. Educators ought to incorporate social media literacy into the curriculum to facilitate the development of important digital abilities and efficient time management practices among students. Systematic protocols for integrating social media into academic environments could augment its pedagogical benefits while reducing distractions. Utilizing academic-oriented platforms such as LinkedIn or Moodle interfaces can synchronize social media engagement with educational goals, promoting a more deliberate and purpose-driven approach to technology utilization.

Social Media and Crime

The use Internet for social media grows and has transformed human society from physical to cyberspace. Additionally, cyberspace connects individuals worldwide via internet using gadgets like computers, laptops, smart phones, and tablets, saving time and money.The Internet's unlimited vastness and previously inconceivable possibilities opens the door to cybercrimes. Cybercrimes are a new phenomenon that transcends physical boundaries to identify, punish, and reduce a global threat.Cybercrime involves using computer technology to commit crimes or engage in activities that endanger social order and stability (Mohammed and Imam, 2024).

According to Adesina (2017), cybercrime includes all illegal activities committed by scammers, hackers, internet fraudsters, cybercitizens, or 419ners using networked computers, telephones, and other ICT equipment. Criminals use computers and the Internet to commit cybercrime. It involves breaking, damaging, and stealing sensitive data, spreading unsolicited sexually suggestive materials, harassing, sexploitation, downloading illegal content, and weakening national economies. Study by Mohammed and Imam, (2024), indicated that the emergence of social media platforms such as WhatsApp,

Facebook, and Twitter has significantly contributed to the proliferation of distinct forms of cybercrime occurring on a daily basis.

Furthermore, offenses such as cyberstalking, cyberbullying, and cyber defamation have arisen as a consequence of advancements in information and communication technology globally.This research will help scholars, teachers, and students understand the good and negative effects of social media on student academic achievement at the Adamawa state college of education Hong and beyond. The research encourages students to use social media as a tool for communication and education, while being mindful of potential negative consequences.

Social Media and Mental Health in relation to Academic Performance

The relationship among social media usage, mental health, and academic performance is becoming an increasingly important area of study for researchers. Studies suggest that excessive social media usage may negatively impact students' mental health, thereby affecting their academic performance.(Haji,2025). Twenge and Campbell (2023) conducted a study indicating that students who dedicate significant time to social media are more likely to experience anxiety, depression, and loneliness. Mental health issues can negatively affect students' academic performance, as they may struggle with concentration, motivation, and engagement in their studies. The study further indicated that students who utilize social media for social comparison, evaluating themselves against others' online personas, are particularly vulnerable to negative consequences.

Furthermore, the obligation to maintain a positive online image and the fear of missing out (FOMO) may intensify stress and anxiety among students. This stress may lead to burnout, causing students to feel inundated by their academic responsibilities and disengaged.from their studies. Dhir et al. (2023) validate these findings, illustrating that youngsters experiencing heightened stress and anxiety due to social media usage are inclined to have academic difficulties, including worse grades and reduced academic motivation.However, it is essential to recognize that not all social media interactions negatively impact mental health and academic performance. Studies demonstrate that moderate use with social media for positive connections might improve mental health and academic performance.

A study by Primack *et al.* (2023) demonstrated that students who utilize social media for social connectivity and emotional support are less likely to experience symptoms

of depression and anxiety. Positive relationships can enhance children's sense of belonging and emotional resilience, both of which are essential for academic success. Alleviating the detrimental impacts of social m8edia on mental health and academic achievement necessitates the advocacy of balanced and ethical utilization. Educators and institutions can enhance awareness of the potential dangers of social media and provide students with strategies to manage their online interactions. By fostering a positive relationship with social media, students may harness the benefits of these platforms while minimizing the threats to their mental health and academic performance.

Related Studies

Sourabh Sharma and Ramesh Behl in (2022), Analyses the Impact of Social Media on Students' Academic Performance: A Comparative Study of Extrovert and Introvert Personality among 408 male and female university students of undergraduate and postgraduate of different gender from indian university, he identified a significant difference between extravert and introversion students for the impact of social media on their academic performance.

Haji, S.A. (2025). studied the influence of social media on academic performance and social interactions among master's students at the University of Yaoundé I (UY1). Using a mixed methods approach, the research includes a sample of 384 students across four faculties. The findings revealed a complex relationship where social media serves both as a tool for improving academic performance and a potential source of distraction.Imam and Usman (2022) findings indicated that the emergence of social media platforms, including WhatsApp, Facebook, and Twitter, has significantly created a parallel for several types of cybercrime that occur on a daily basis. The porous nature of the internet allows individuals with criminal intent from open societies to engage in various forms of illegal behavior in cyberspace.

Social media platforms and other contemporary communication technologies are a problem for numerous educational professionals due to the significant distractions they generate within academic environments (Greenfield & Subrahmanyam, 2008).Despite the implementation of stringent regulations by numerous schools prohibiting the use of mobile technology during academic activities and restricting access to specific social networking sites, many students continue to connect freely during lecture hours (Greenfield & Subrahmanyam, 2008). This hasresulted in distractions during instructional periods and

adversely affected the learning environment.hence the need to study the impact of social media on academic performance of students in adamawa state college of education Hong, Nigeria.

METHODOLOGY

Research Design

Population of the Study, Sample and Sampling Technique, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection, and Method of Data Analysis Research Design The research design adopted for the study was a descriptive survey. This design is considered apt because it enables the researcher to generate data through the standardized collection procedures based on highly structured research instrument(s) and well-defined study concepts and related variables.

Population of the Study

The population in this research are all the NCE 1 to 3 students of Adamawa State College of Education Hong 2024/2025 session.

Sample and Sampling Technique

A total sample size of the students was randomly selected using confidence interval of 5 and confidence level of 95% (0.05) from the total population of 2340 students in the Adamawa State College of Education Hong during 2024/2025 academic session. Which is made up of School of Sciences, Art and Social sciences, Early Child Care and Primary Education, Languages, Vocational and Technical Education

Research Instrument

A well-constructed and self-developed questionnaire titled "Social Media and Academic Performance of Students Questionnaire (SMAPOS)" was used to get the desired information from the students. It consist of questions that elicited responses from the respondents with response options: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Method of Data Collection and Data Analysis

The needed data was collected through the use of questionnaire and its administration in the selected levels. The administration of the questionnaire was carried

out by the researcher. A total of 1500 copies of the questionnaire was distributed to targeted respondent for responses from the students and retrieved by the researcher for further treatment. Responses from the questionnaire was analyzed using the descriptive statistics of frequency counts and percentage, and inferential statistics of Chi-square (x2). Descriptive statistics of frequency counts and percentages was used in analyzing demographic variables and research questions

RESULTS

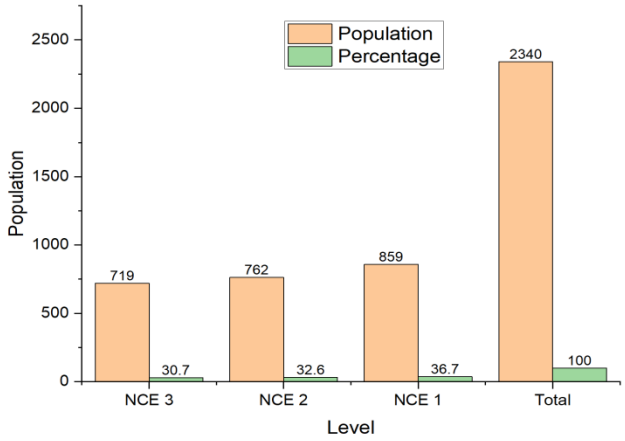
Figure 1: shows that, there are 2,340 registered student during 2024/2025 academic session. There are 719 students from NCE 3 which constitute about 30.7% of the total population, NCE 2 were found to have 762 students, which constitute up to 32.6% of the total population, and NCE 1 were found to have 859 students which gives about 36.7% of the total population of the students. It can be seen that NCE 1 have the highest population followed by NCE 2 and NCE 3 was found to have the lowest number of students. These could be due to the fact that in the first year of admission almost everyone was around, as the years pass by, NCE 3 was found to have the least number of student which could be due to the fact that some of the students might have repeated, transferred or withdrawn from the school due to one reason or the other.

It can also be seen from figure 2: the total number of students admitted during the academic session was 2,340 student, about 1,326 students were found to be female which constitute about 56.7% of the total population while 1,014 were found to be male students. The result shows that there are more female student than male student during 2024/2025 academic session. The variation in the number of male and female student could have an impact or effect of how Social media is been handle by the students according to different purposes.

Figure 3: shows the distribution of student based on age bracket (16-20) yrs, (21-25) yrs, (26-45) yrs and 45 yrs and above. It can be seen from the results that the age bracket (16-20) yrs have 912 student which gives about 30.0% of the total students, the age bracket (21-25) yrs have 1305 student which is 55.8% of the total students. The age bracket (26-45) yrs have 106 students which gives about 4.5% of the total student and finally, 45 yrs and above have about 17 student which gives about 0.7% of the total students. The result show that age bracket (21-25) yrs have the highest number of student with about

55.8% of the total students, followed by age bracket (16-20) yrs which have about 30% of the total number of student. it was also observed that there are 106 students at age (26-45) yrs , at 45 yrs and above, there are 17 students which make up to 0.7% of the total population of 2,340 students.

Figure 4: show how often do students in Adamawa State College of Education Hong use Social media. It can be seen from the results that about 1325 students uses Social media daily which gives about 88.3% of the total number of the students. It was observed that only 175 students which is equivelent to 11.7% of the total users of social media weekly. As it can be seen from the the figure, none of the students uses Social media monthly or yearly. These show that the students of Adamawa State College of Education Hong are always online



The Figure 1: shows the distribution of students from each level, NCE 1 , NCE 2 and NCE 3

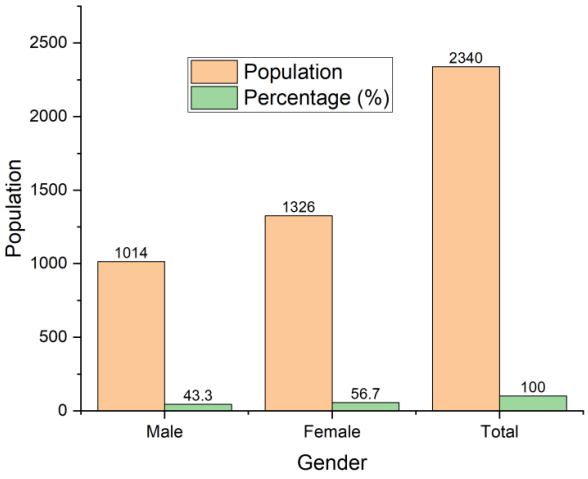


Figure 2: shows the distribution of students base on gender, Male and Female

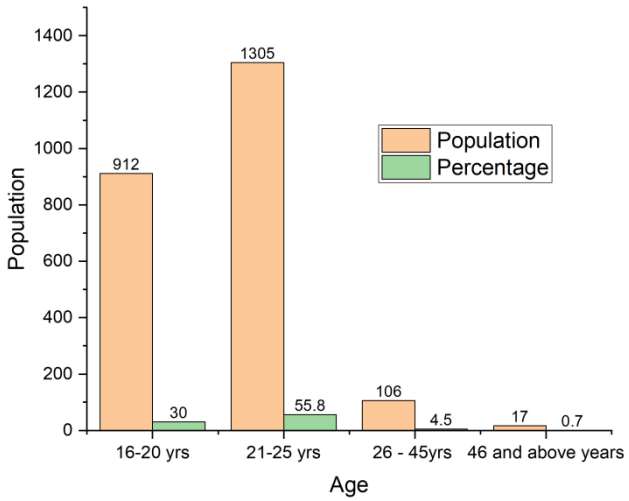


Figure 3: shows the distribution of students base on age bracket (16-20) yrs, (21-25) yrs , (26-45) yrs and 46 and above

HOW Often DO the Student USE Social Media?

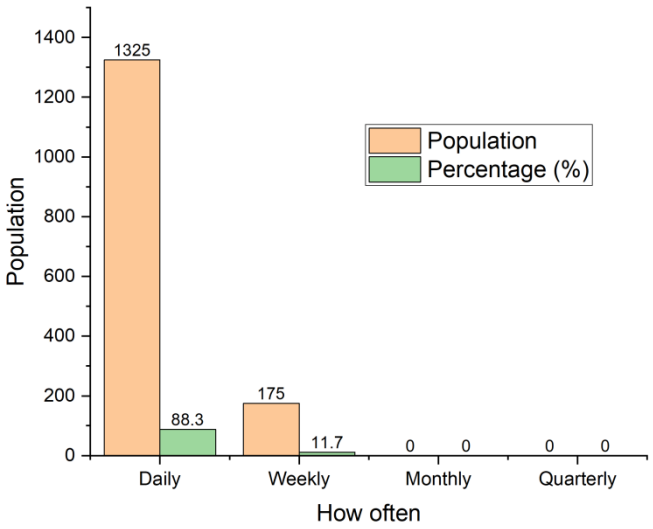


Figure 4: Show the frequency at which students uses social media in Adamawa State College of Education Hong

Table 1: shows the different social media used by the student of Adamawa State College of Education Hong. The results show that whats-app is the most used social media platform by the students about 87% of the students uses Whatsapp for interaction. Followed by Facebook with the percentage usage 78.4%. next is Instagram, about 37.4% of the student uses Instagram and finally 25.1% of the student uses YouTube. It can be seen that the student mostly use WhatsApp and Facebook for interaction, while YouTube and Instagram is not commonly used among the student. These could be due to the fact that Facebook and Whats-app are very common and user friendly.

Table 2: show the various reasons for the use of social media by the students of Adamawa State College of Education Hong. The use of social media for collaborative research or studies is shown in the table 6. according to the result, 1,266 (84.4%) strongly agree, 157 (10.5%) Agree 54 (3.6%) Disagree while 14 (0.9%) strongly Disagree with the use of social media for research. Out of the total number of 1500 Questionnaire distributed, 9 out of it was not return due to some reason by the respondence. Out of 1500 respondent 203 (13.5%) strongly agree, 266 (23.1%) Agree, 819 (54.6%) Disagree and 403 (26.9%) strongly disagree that they use social media to search for literature and material.out of the total number of student that participate in answering the questionnaire, 610 (40.7%) of the student strongly agree, 702 (46.8%) Agree, 147 (9.8%) Disagree and 62 (4.1%) of the students strongly disagree that with the statement that they use social media to remain up to date about happening and contemporary news. While 147 (9.8%) Disagree an 62 (4.1%) strongly disagree with the use of social media for update an to listen to contemporary news. It was also revealed that about 865 (57.7%) strongly agree and 626 (41.7%) agree with the use of social media to interact with friends and family while 0% disagree that social media is not use for interaction with family and friends. The results also show that 904 (60.3%) strongly agree and 584 (38.9%) agree with the fact that social media is use for leisure. Non of the student disagree with the fact that social media is used for leisure.

Table 3 show how respondent response to the question how does social media affect student performance by responding to the following statement as follows. It was found that 412 (27.5%) strongly agree and 653 (43.5%) agree with the statement Wikipedia has improve their grade in academic while 318 (21.2%) Disagree and 108 (7.2%) strongly disagree with the statement which says that searching for information on wikipedia improve their performance. The research also found that about 136 (9.1%) respondent strongly agree and 283 (18.9%) agree with the statement which say that Teacher

Intellectual forums slow my comprehension while 419 (27.9%) Disagree and 653 (43.5%) strongly disagree with the statement. Another response shows that about 367 (24.5%) strongly agree and 303 (20.2%) of the student agree that using blogs supplement their class work, while 453 (30.2%) Disagree and 168 (11.2%) strongly disagree with the statement. Another results revealed that about 526 (35.1%) strongly agree and 182 (12.1%) of the student agree with the statement which stated that, their academic performance will suffer when they stop using social media while 301 (20.1%) Disagree and 482 (32.1%) strongly disagree with the statement. Out of the 1500 questionnaire distributed only 9 (0.6%) was not return, which is insignificant compare to what was completed and return.

Table 4. show the response on how differently male and female use student uses social media if there is any. 459 (30.6%) strongly agree and 965 (64.3%) agree that there is differences on how male and female student uses social media, while 72 (4.8%) Disagree that there are differences on how male and female uses social media with none strongly disagree.

It was also observed that about 913 (60.9%) strongly agree that female student utilized the social media more than the male student. and 566 (37.7%) Agree with the statement, While 12 (0.8%) of the student disagree and none strongly disagree with the few statement. the results also observed that About 584 (38.9%) of the student strongly agree and 829 (55.3%) agree with the statement gender determine the use of social media, while 51 (3.4%) Disagree and 27 (1.8%) strongly disagree with the statement. It was also observed that 132 (8.8%) students strongly agree and 91 (6.1%) strongly disagree with the statement male student uses social media than female students while 756(50.4%) disagree and 512(34.1%) strongly disagree with the statement. Out of 1500 questionnaire that was distributed to respondent only 0.6% of it was not returned.

Table 5: show how social media affect younger and older student. The results revealed that 1500 questionnaire was distributed to respondent. Out of which 715 (47.7%) strongly agree and 692 (46.1%) Agree with the statement that age have influence on the use of social media while 52 (3.5%) Disagree and 32 (2.1%) strongly disagree with the statement. It was also observed that 426 (28.4%) of the student strongly agree and 932 (62.1%) agree with the statement social networking has grown monotonous with age. The research also revealed that 613 (40.9%) strongly agree and 712 (47.5%) agree that social media have little or no relevant on older generation. While 77 (5.1%) Disagree and 89

(5.9%) strongly agree that age have no effect on the use of social media. The research also revealed that out of 1500 student, 432 (28.8%) strongly agree and 510 (34%) agree that younger generation uses social media than older generation while 311 (20.7%) disagree and 238 (15.9%) strongly disagree with the statement.

What Social Media Do Adamawa State College of Education Hong Students Use Most?

Different Social Media used by the Students

Table 1: Shows the Frequency of the Different Social Media Used by Adamawa State College of Education Hong

S/N	Social Media Site	Most Used	Moderately Used	Rarely Used	Not Used At All	Not Return	Total
1	Facebook	947 (63%)	317 (21%)	211 (14%)	16 (1.1%)	9 (0.6%)	1500 (100%)
2	Whatsapp	1,026 (68%)	286 (19.1%)	163 (10.9%)	16 (1.1%)	9 (0.6%)	1500 (100%)
3	Instagram	200 (13.3%)	361 (24.1%)	388 (25.9%)	542 (36,1)	9 (0.6%)	1500 (100%)
4	Youtube	162 (10.8%)	214 (14.3%)	302 (20.1%)	813 (54.2%)	9 (0.6%)	1500 (100%)

Field survey 2025

Why Do the Students Use Social Media?

Table 2 show various reasons for the use of Social Media by the student of Adamawa State College of Education Hong

S/N	Why do students use social media?	Strongly agree	Agree	Disagree	Strongly Disagree	Not Return	Total
1	For collaborative research	1266 (84.4%)	157 (10.5%)	54 (3.6%)	14 (0,9%)	9 (0.6%)	1500 (100)
2	To Access Literature and Materials	203 (13.5%)	346 (23.1%)	519 (34.6%)	423 (28.2%)	9 (0.6%)	1500 (100%)

S/N	Why do students use social media?	Strongly agree	Agree	Disagree	Strongly Disagree	Not Return	Total
3	To remain informed about contemporary news and happenings	610 (40.7%)	702 (46.8%)	117 (7.8%)	62 (4.1%)	9 (0.6%)	1500 (100%)
4	Interact with friends	865 (57.7%)	626 (41.7%)	0 (0%)	0 (0%)	9 (0.6%)	1500 (100%)
5	For leisure	907 (60.5%)	584 (38.9%)	0 (0%)	0 (0%)	9 (0.6%)	1500 (100%)

Field survey 2025

How Does Social Media Affect Student Performance?

Table 3: show how does then effect of social media on student

S/N	Statement	SA	A	D	SD	Not return	Total
1	Researching on Wikipedia has improved my marks.	412 (27.5%)	653 (43.5%)	318 (21.1%)	108 (7.2%)	9 (0.6%)	1500 (100%)
2	Yahoo intellectual forums slow down my comprehension.	136 (9.1%)	283 (18.9%)	419 (27.9%)	653 (43.5%)	9 (0.6%)	1500 (100%)
3	I utilize blog posts to supplement my classwork.	367 (24.5%)	303 (20.2%)	453 (30.2%)	168 (11.2%)	9 (0.6%)	1500 (100%)
4	My grades will suffer without the use of social media.	526 (35.1%)	182 (12.1%)	301 (20.1%)	482 (32.1%)	9 (0.6%)	1500 (100%)

Field survey 2025

Gender Difference in Student Social Media Network Usage?

Table 4 : show the use of social media by the student base on gender differences

S/N	Items	SA	A	D	SD	Not Return	TOTAL
1	Different frequencies of social media use by male and female pupils	459 (30.6%)	965 (64.3%)	23 (1.5%)	44 (2.9%)	9 (0.6%)	1500 (100%)
2	Most female students uses social media to build relationships.	913 (60.9%)	566 (37.7%)	12 (0.0%)	- (0.00%)	9 (0.6%)	1500 (100%)
3	Gender determines social media use.	584 (38.9%)	829 (55.3%)	51 (3.4%)	27 (1.8%)	9 (0.6%)	1500 (100%)

S/N	Items	SA	A	D	SD	Not Return	TOTAL
4	Men excel at using social media for non-academic objectives.	132 (8.8%)	91 (6.1%)	756 (50,4%)	512 (34.1%)	9 (0.6%)	1500 (100%)

Field survey 2025

How Do Younger and Older Students Affect Social Media Use?

Table 5: show variation in the use of social media according to age bracket

S/N	Items	SA	A	D	SD	NOT RETURN	TOTAL
1	Age influences social media usage.	715 (47.7%)	692 (46.1%)	52 (3.5%)	32 (2.1%)	9 (0.6%)	1500 (100%)
2	Social networking has grown monotonous as I have aged.	426 (28.4%)	932 (62.1%)	75 (5.0%)	58 (3.9%)	9 (0.6%)	1500 (100%)
3	Social media holds little relevance for the older generation.	613 (40.9%)	712 (47.5%)	77 (5.1%)	89 (5.9%)	9 (0.6%)	1500 (100%)
4	The younger generation uses social media most.	432 (28.8%)	510 (34%)	311 (20.7%)	238 (15.9%)	9 (0.6%)	1500 (100%)

Field survey 2025

DISCUSSION

The research was carried out in Adamawa State College of Education Hong during 2024/2025 academic session to assess the impact of social media on student performance. It was found that 2340 student were enrolled, out of which 719 student are in NCE III which is equivalent to 30.7% of the total population, 762 are in NCE II which is about 32.6% of the total student which NCE I have the highest population giving up to 37.7% of the total population. Out of the 2340 student 1014 were found to male given about 43.3% of the total population while 1326 were female given about 56.7% of the total population during 2024/2025 academic session. It was found that student withing the age bracket 21-25 years have the highest population with the total population of 1305 students followed by age bracket 16-20 years with the frequency of 912 student which make up about 30.0% of the total population. age bracket 26-45 years are 106 (4.5%) , while 45 years and above were found to occupy just about 0.7% of the total student.

It was found that 88.3% of the student use social media daily while just 11.7% uses social media weekly. This show that the students are always online using social media on daily basis. This results is similar to the results obtain by Menyden and Dizayi (2013). This shows that the daily and weekly use of social media could come with implication. As reported by Kirschner and Karpinski (2010), because the student uses social media daily, it can have negative impact on their academic performance . the fact that They use social media even during classes hours or even in the classroom can lead to negative impact on the student. Similar results was observed by Olubiyi (2012).

The results revealed that about 84.4% of the students uses Facebook for chatting, 87.5% of the uses Whats-app, 37.4% uses Instagram and just 25.1% of the students uses YouTube. It can be seen that Whats-app and Facebook are the social media platform mostly used by the student. These could be due to the available package that are found on the platform or the simplicity that is involves in the use of Facebook an Whats-app. It could also be due to lack of enough knowledge by the student on YouTube and Instagram.

The research also revealed the various reason why student uses social media, about 94.9% of the student use the social media for collaborative studies, like sharing of ideas, through the use of groups or sending ideas through the platform. This research goes in line with research conducted by Ellison (2007), Menyden and Dizayi (2013). about 60-80% of the student use social media for other things than accessing literature, and material, which could have a negative impact on their academic performance (Khan and Englander 2010).

The results reveals, that 89.5% of the student uses social media for update and to meet up with the contemporary world, it was also found that 99.4% of the students uses the social media to interact with friend either same or opposite sex, it was also found that 99.4% of the uses social media for leisure other than academic reason. Which could effect on the student negatively. (Nicole Ellison 2007).

CONCLUSION

The students use social media weekly, but 88.3% do so every day. This indicates that students ot Adamawa State College of education Hong use social media daily. This suggests that daily and weekly social media use could have consequences on the student. everyday social media use can affect student performance. The statistics showed that most of students chat on Facebook And Whatsapp with just few chating on Instagram, and

YouTube. These may be due to the platform's packages or Facebook and WhatsApp's simplicity. Student ignorance of YouTube and Instagram may possibly be to blame. The report also found that most of the students use social media for collaborative studies, such as exchanging ideas in groups or communicating ideas through the platform. some of the students use social media for non-academic purposes, which could have effect on their grades. The results also show that most of the students use social media to update and keep up with the world and to interact with friends of the same or opposite sex.

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