



Social Media Addiction and Academic Achievement of Students of Colleges of Education in Kaduna State, Nigeria

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ABSTRACT

This study examined the relationship between social media addiction and academic achievement among students of Colleges of Education in Kaduna State, Nigeria. A correlational research design was adopted for the study. The population comprised 3,356 National Certificate in Education (NCE) II students drawn from the Federal College of Education, Zaria, and the Kaduna State College of Education, Gidan Waya. A sample of 345 students was selected using simple random and proportionate sampling techniques, and 319 usable responses, comprising 142 males and 177 females, were obtained and analysed. Data were collected using the Social Media Addiction Scale (SMAS), which had a Cronbach's alpha reliability coefficient of 0.866, and an Academic Achievement Proforma (AAP) used to record students' cumulative grade point average (CGPA). Descriptive statistics (mean and standard deviation) and the Pearson Product Moment Correlation Coefficient (r) were used to test the null hypothesis at the 0.05 level of significance. Findings revealed a significant, negative relationship between social media addiction and academic achievement ($r = -0.435$, $p = 0.001$), indicating that as students' addiction to social media increases, their academic performance tends to decline, and vice versa. The null hypothesis was therefore rejected. The study concluded that social media addiction constitutes a genuine threat to the academic achievement of students in Colleges of Education in Kaduna State. It was recommended that college authorities and counselling centres institute digital wellness and time-management programmes to help students moderate their social media use and safeguard their academic performance.

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INTRODUCTION

Over the past decade, social media has become deeply embedded in the daily lives of students, shaping how they communicate, socialise and pursue their academic work. Platforms such as Facebook, Instagram, Twitter and WhatsApp provide convenient avenues for communication, entertainment and information sharing. Increasingly, however, educators and researchers have expressed concern that the excessive or compulsive use of these platforms, often described as social media addiction, is

beginning to undermine students' academic performance (Kuss & Griffiths, 2019).

Social media addiction is generally characterised by an uncontrollable urge to access social media platforms, persistent preoccupation with online activity, withdrawal-like discomfort when access is restricted, and a corresponding neglect of responsibilities, including academic obligations (Andreassen, 2023). When students devote substantial amounts of time to social networking, the time that would ordinarily be committed to studying, completing assignments and preparing for examinations is displaced, with

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adverse consequences for their grades and overall academic standing (Andreassen, Torsheim, Brunborg & Pallesen, 2022). Beyond the direct loss of study time, the mental fatigue and fragmented attention associated with constant social media use can impair concentration and cognitive functioning, further hindering academic success.

Within the Nigerian context, several studies have documented a similar pattern. Adegoke (2020) reported that the excessive use of social media adversely affected the academic performance of students in Nigerian tertiary institutions, while Adejoh and Ibrahim (2023) found that undergraduates who spent disproportionate amounts of time on social networking sites recorded comparatively lower academic scores. Afolabi, Akanbi and Okeke (2022) similarly observed that social media use exerted a measurable influence on the academic performance of Nigerian students, and Bamigboye and Oyeniyi (2023) specifically linked social media addiction to poorer academic outcomes among undergraduates in South-West Nigeria.

Babayemi, Eze and Uzochukwu (2023) further established a relationship between social media addiction and academic procrastination among students in Nigerian tertiary institutions, while Asogwa, Ezeani and Ikwuegbu (2022) and Adedokun-Shittu and Shittu (2015) affirmed that unregulated social media engagement has continued to pose a threat to educational outcomes across Nigerian institutions of learning. Colleges of Education occupy a strategic position in the Nigerian education system, as they are responsible for training the next generation of teachers. Students in these institutions, like their counterparts elsewhere, have ready access to smartphones and affordable data, which has made social media platforms readily accessible.

Where such access is not matched by adequate self-regulation, students may find it difficult to sustain the concentration, time-management and commitment required for academic success. It is against this backdrop that this study sought to examine the relationship between social media addiction and academic

achievement among students of Colleges of Education in Kaduna State, Nigeria.

STATEMENT OF THE PROBLEM

The proliferation of social media platforms among students in Nigerian tertiary institutions, including Colleges of Education, has continued to raise concern among educators and administrators. While these platforms offer opportunities for communication, networking and even collaborative learning, there is growing apprehension that excessive or inappropriate use is distracting students from their studies and eroding their academic productivity. Students who are addicted to social media may struggle to maintain focus on their coursework, experience declining concentration and time-management skills, and record diminishing commitment to academic tasks, all of which can translate into lower academic achievement.

Despite the seriousness of this concern, the specific relationship between social media addiction and academic achievement among students of Colleges of Education in Kaduna State remains insufficiently investigated. It is this gap that the present study sought to address, with a view to generating empirical evidence that can inform educators, counsellors and policy makers on how best to help students harness the benefits of social media while minimising its adverse effects on their academic outcomes.

Objectives of the Study

The purpose of this study was to examine the relationship between social media addiction and academic achievement among students of Colleges of Education in Kaduna State, Nigeria.

Research Question

What is the relationship between social media addiction and academic achievement among students of Colleges of Education in Kaduna State, Nigeria?

Hypothesis

The following null hypothesis was formulated to guide the study and was tested at



the 0.05 level of significance: There is no significant relationship between social media addiction and academic achievement among students of Colleges of Education in Kaduna State, Nigeria.

METHODOLOGY

This study adopted a correlational research design, which is appropriate for examining the degree and direction of association between naturally occurring variables without implying causation. The population of the study comprised 3,356 NCE II students drawn from the Federal College of Education, Zaria, and the Kaduna State College of Education, Gidan Waya,

in Kaduna State. A sample of 345 students was determined using a standardised table for sample size selection based on the total population, at a 95% confidence level and a 5% margin of error. Participants were selected using a simple random sampling technique to ensure that every student had an equal chance of being included, while a proportionate sampling technique was applied to determine the number of students drawn from each college relative to its population size, as shown in Table 1. Of the questionnaires administered, 319 usable responses, comprising 142 males and 177 females, were retrieved and analysed.

Table 1: Distribution of Sample Size of the Study

Colleges of Education	Population	Sample
Federal College of Education, Zaria	1,795	185
Kaduna State College of Education, Gidan Waya	1,561	160
Total	3,356	345

Two instruments were used for data collection: the Social Media Addiction Scale (SMAS) and the Academic Achievement Proforma (AAP). The SMAS is a Likert-type scale that measures behaviours and attitudes indicative of problematic or excessive social media use, such as preoccupation with social media, compulsive use, withdrawal symptoms and interference with daily activities, with higher total scores indicating a higher degree of addiction. The AAP was used to obtain objective data on students' academic performance in the form of their cumulative grade point average (CGPA).

Both instruments were subjected to face and content validation by the researcher's supervisors and other experts in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria, whose observations were incorporated into the final versions of the instruments. The instruments were subsequently pilot-tested on 30 respondents who did not form part of the main study, and the reliability coefficient of the SMAS, computed using Cronbach's alpha, was found to be 0.866, which

exceeds the 0.64 threshold recommended by Danjuma and Muhammad (2011) for an instrument to be considered reliable.

Following the receipt of an introductory letter from the Department of Educational Psychology and Counselling, the researcher, assisted by trained research assistants, administered the questionnaires directly to respondents in their respective institutions over a period of ten days. The completed instruments were retrieved immediately after administration. Data were analysed using mean and standard deviation, while the Pearson Product Moment Correlation Coefficient (r) was used to test the null hypothesis at the 0.05 level of significance.

RESULTS

The null hypothesis, which states that there is no significant relationship between social media addiction and academic achievement among students of Colleges of Education in Kaduna State, Nigeria, was tested using Pearson's Product Moment Correlation Coefficient. The result is presented in Table 2.



Table 2: Pearson's (r) on the Relationship between Social Media Addiction and Academic Achievement

Variable	N	Mean	SD	<i>r</i>	<i>p</i>
Social Media Addiction	319	90.28	7.895		
Academic Achievement	319	2.66	0.577	-.435	.001

Table 2 shows that a significant, inverse relationship exists between social media addiction and academic achievement among students of Colleges of Education in Kaduna State, as indicated by $r = -.435, p = .001$, which is lower than the 0.05 level of significance adopted for the study. The correlation coefficient further indicates that the higher a student's level of social media addiction, the lower the student's academic achievement, and vice versa. On this basis, the null hypothesis, which states that there is no significant relationship between social media addiction and academic achievement among students of Colleges of Education in Kaduna State, Nigeria, was rejected.

DISCUSSION OF FINDINGS

The finding of a significant, negative relationship between social media addiction and academic achievement is consistent with the weight of existing empirical evidence. Kuss and Griffiths (2019) similarly documented that social media addiction is associated with diminished concentration, reduced time devoted to academic tasks and increased procrastination, all of which combine to depress students' academic performance. In the same vein, Andreassen and her colleagues (2022) observed that problematic social media use is linked with decreased academic motivation, suggesting that students who are heavily engrossed in social media are prone to distraction and, ultimately, poorer academic outcomes. The present finding lends further weight to this body of evidence, reinforcing the view that social media addiction represents a genuine risk to students' academic attainment.

The finding also resonates strongly with studies conducted within the Nigerian context. Adegoke (2020) and Adejoh and Ibrahim (2023) both reported that excessive social media use was inversely associated with the academic performance of students in Nigerian tertiary institutions, while Afolabi, Akanbi and Okeke

(2022) and Bamigboye and Oyeniyi (2023) drew comparable conclusions in respect of Nigerian university and college students. Babayemi, Eze and Uzochukwu (2023) further reported that social media addiction was implicated in heightened academic procrastination, a behaviour that would plausibly translate into the depressed academic performance observed in the present study. Taken together, these findings support what may be described as a displacement effect, whereby time and cognitive attention devoted to social media are effectively diverted from academically productive activities such as studying, completing assignments and engaging in class.

Within the specific context of Kaduna State's Colleges of Education, this finding carries particular significance, given that these institutions are charged with the training of the next generation of teachers. The moderate but statistically significant negative correlation obtained suggests that although students may possess ready access to smartphones and mobile data, their capacity to self-regulate social media use and prioritise academic responsibilities over digital entertainment may still be underdeveloped. The persistent cognitive load and distraction associated with notifications and continuous online engagement may be undermining the sustained, deep processing that academic work, particularly teacher training, demands.

CONCLUSION

Based on the findings of this study, it is concluded that social media addiction has a detrimental, statistically significant, negative relationship with the academic achievement of students in Colleges of Education in Kaduna State, Nigeria. The moderate negative correlation obtained indicates that as students become more addicted to social media, their cumulative grade point average tends to decline, underscoring the extent to which unregulated social media engagement can distract students from their

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academic responsibilities and impede their overall scholastic success. Addressing social media addiction among students is therefore vital to improving academic outcomes and fostering a more effective teaching and learning environment in Colleges of Education.

RECOMMENDATIONS

In light of the findings of this study, the following recommendations are made:

1. College authorities and counselling centres should institute comprehensive awareness campaigns and counselling programmes aimed at promoting responsible social media use, thereby equipping students with the skills required to manage their online engagement without compromising their academic pursuits.
2. Colleges of Education should design and implement digital wellness and time-management workshops that help students plan and allocate adequate time for their academic responsibilities alongside their social media use.
3. Lecturers and academic advisers should routinely monitor and sensitise students on the potential academic risks of excessive social media use, while encouraging participation in structured academic and co-curricular activities that reduce idle time available for unregulated social media engagement.

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