

Influence of Social Media Utilisation on Academic Procrastination of Undergraduates in Public Universities in North-Central Nigeria

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Abstract

This study investigated influence of social media utilisation on academic procrastination of undergraduate students in public universities in North-central Nigeria. Six objectives, two research questions and four hypotheses guided the study. Descriptive-Correlational survey research design was employed for the study. The population of the study comprised of 234,650 regular undergraduates' in all public universities in North-central Nigeria. A sample of 384 undergraduates were selected for the study. A multi-stage sampling procedure which included, purposive sampling technique, simple random sampling technique and proportionate procedure were employed for the study. Two questionnaires which were validated by experts in the Faculty of Education, University of Abuja were used for data collection. The reliability of the questionnaires was determined using Cronbach Alpha statistics which yielded reliability indexes of 0.79 and 0.82. The data collected was analysed using mean score and standard deviation for research questions while hypotheses were tested using PPMCC, simple regression analysis and Independent samples t-test. The findings revealed a high extent of social media utilisation among undergraduates. The finding also indicated a significant effect of SM utilisation on academic procrastination of undergraduate students in public universities in North-central Nigeria. It was recommended that University authorities and academics should incorporate digital literacy programmes to educate students on proper utilisation of social media related platforms. University authorities and academics should synergise and collaborate with one another to periodically organise workshops, symposiums and other programmes that could educate undergraduate students on time management skills, self-discipline and self-regulation.

Keywords: Academic, Media, Procrastination, Social, Utilisation

Introduction

Social media has become the epicentre and cornerstone of the media space in today's dispensation. Individuals spend most of their time on different social media related platforms for various reasons; which may include dissemination and interchange of information, business activities, entertainment, educational related activities and many more which all illustrates the significance of the media space in today's digital world. Ordatii et al. (2024) indicated that, approximately (60%) of the world's population uses social networks, with approximately 40%

of users using them not only for entertainment and relaxation but also for work and education, which determines their socioeconomic significance. Social media which is not only pivotal in 21st century has become the bastion and horizon of modern communication where information can easily be disseminated, accessed and enhanced in any part of the world in 'real time'. From any environment using different social media platforms such as WhatsApp, You-Tube, Facebook, telegram, X (formally twitter), Instagram, LinkedIn, Upwork, TikTok amongst others which could also become a beacon in our daily educational environment for students especially for educational related purposes. Okeke and Anierobi (2020) asserted that social media affords students with a speedy and effective avenue of exchanging information in areas of education. Teachers and students can utilise different social media related platforms for teaching and learning process especially during a flipped classroom, individualised learning, blended classroom and other aspects of e-learning which are flexible and in some cases at their leisure time.

Students can also learn via social media platforms either individually or in collaboration with other students. Students can employ different social media platforms for easy access to information and educational resource materials for various educational purposes including flipped classroom and many more. Oloyede et al. (2024) highlighted that social media serves to strengthen relationships, disseminate vital information, facilitate learning and expand knowledge horizon. They further emphasized that learning no longer confined to lecture halls or library study groups, students now find themselves in the midst of virtual think tanks, where academic resources are but a click away and brainstorming sessions span continents. Information is majorly shared today using different social media platforms. According to Khmara (2022), the largest number of individuals are registered on Facebook – over 2.9 billion people, followed by YouTube – over 2.5 billion, WhatsApp – approximately 2 billion, Instagram – almost 1.4 billion, WeChat – 1.3 billion, and TikTok – 1 billion users. This does not include other popular social media platforms like X (formerly twitter), LinkedIn, telegram and many more with massive online traffic of followers which are equally indispensable tools in the media space. This does not only exemplify how rapid social media has taken over information communication global space, but also, how the educational environment could evolve considerably due to social media. With the use of some of these social media platforms for learning, student's active participation could fully be heightened and enhanced since feedback from students becomes a necessity.

Despite the fact that social media has made the academic world a community enclave of communication possibility. Enhancing online communication and information interchange in real time particular during conferences, seminars workshops and other educational related activities. Which could take place at any social environment of the users 'choice and convenience. At the same time, providing avenue where real time teaching and learning process can easily take place between lecturer and students. However, students majorly utilise social

media related platforms for obnoxious related activities which has no relevance to their learning, rather more of distractors to their academic pursuit. In this age of digitization, social media users are bombarded with updates and notifications, creating an overwhelming distraction from goal attainment and a challenging test of self-control and self-regulation (Sun & Zhang, 2021). Some students could even spend most of their time on different social media related platforms than their study. Ipem and Okwara-Kalu (2020) stated that students spend more time on social communication which distracts them from actively engaging in their academic activities. Ezeonwumelu et al. (2025) also indicated a high frequency of social media engagement among the respondents. Who are mainly undergraduate students in public universities in Nigeria. Some of these students use social media related platforms such as Facebook, WhatsApp, Tiktok, Instagram, Twitter, YouTube amongst others for different purposes that are not educationally inclined and could be distractors in their study. Adolescents are disproportionately impacted by social media apps such as WhatsApp, Facebook, Twitter, LinkedIn, Netflix, Google, Twitter, YouTube, Reddit, Instagram, and Quora, among others, which are constantly diverting students' attention away from their academics (Lokesh et al., 2022).

The growing trajectory in the utilisation of social media related platforms in different aspects of our social lives among students especially for none educational related activities despite the importance, are raising concerns on the potential impact they could have on academic procrastination. Procrastination may be exacerbated by technologies such as social media and smartphones (Rozgonjuk et al., 2018). Some students may swim into the ocean of academic procrastination due to the excessive use of social media related platforms for irrelevant and antisocial related acts such as bullying, cyberstalking, peddling of false information amongst others which do not add any value to their self-development and educational pursuit. In this new era, social media use may be one of the most common practices associated with procrastination (Przepiorka et al., 2016). Üztemur (2020) revealed that excessive social media usage also leads individuals to disrupt daily living obligations and simultaneously serves a detrimental role in performing academic tasks and responsibilities. With the spike of social media usage on public, especially students, self-regulation has become exceedingly challenging (Sun & Zhang, 2021). Others have provided only individual variable correlations between social media use and academic procrastination (Muslikah, et al., 2018). Peter in Anwar et al. (2022) indicated that students who used social media failed to perform well in examinations. This could be based on the excessive utilisation of some of the social media platforms which seems to be addictive in nature and may enhanced procrastination. Also, Kirschner and Karpinski in Anwar et al. (2022) also confirm that heavy users of social media got lower GPAs than nonusers. Problematic mobile phone users tend to possess low levels of self-control (Zhang & Wu, 2020), which is a vulnerable characteristic of procrastination behaviours as postulated by temporal motivation theory (Steel & Konig, in Hong et al., 2021).

Based on this, excessive social media users may be preoccupied with mobile phones and spend more time engaging in online activities than they intend, which may occupy learning time and cause delays in initiating and completing tasks (Qu et al., 2017).

The appearance of social media features can, in some instances have a significant influence in persuading users to procrastinate, either directly and indirectly (Alblwi et al., 2019). When social media is used as a source of distraction, users are more likely to put off important tasks (Reinecke et al., 2018). Given the detrimental effects of social media use on academic procrastination, empirical studies show that social media addiction and academic procrastination were substantially linked and positively correlated (Üztemur, 2020). Students may temporarily avoid academic tasks and engage in enjoyable online activities, such as playing games, because of the immediate appeal of psychological rewards as postulated in the model of internet gaming disorder (Yeh et al., 2017). Using the Internet (including mobile phones) as a coping strategy to postpone academic tasks may increase the frequency of mobile phone use and lead to specific habitual behaviours associated with addiction-like symptoms (Brand et al., 2019). In addition, Nwosu et al. (2020) indicated that significant positive relationships exist among time spent on social media, number of social media sites registered with, cyber victimization, cyber aggression, Internet addiction, and undergraduate students' academic procrastination. They further highlighted that when time is spent appropriately online, it may not account for students' academic procrastination. But when students utilise social media for obnoxious and antisocial related activities it may lead to procrastination. All these may not only have earth-shattering, disastrous and catastrophic impact on the totality of these students, but could adversely influence their academic achievement.

Both male and female students could be complicit of academic procrastination as a result of social media utilisation. Gender variable did not have any influence on the tendency of the respondents on the use of social media based on the scores of academic procrastinations – did not vary between girls and boys (Anwar et al., 2022). Although, there may be slight variation between the male and the female students since when carried away by watching of movies, obnoxious contents and skit which some female students are fond of and could easily influenced them to postponed doing some of their academic related activities including assignments to a later date which in some cases they may end up doing it late or not doing at all. Some male students could equally be guilty of using different social media platforms for all sort of fraudulent related activities which in most cases has shifted away their focus, interest and attention from their studies. Rather, they are dedicating more time on some of these social media platforms which they use to perpetuate their nefarious and despicable related activities which are not only inimical to them but are equally distractors and predicate for academic procrastination. Study such as Balkis and Duru (2017) revealed that female students exhibit lower levels of academic procrastination than male students in the influence of social media utilisation. Riyal et al. (2023) indicated that males score higher than females on potential risk

factors (e.g., maladaptive cognitions) and lower on internet related protective factors (e.g., effortful control). They equally highlighted that male students had a higher level of procrastination than females.

Literatures has highlighted on how students could be influenced by social media related platforms. Since social media is identified to assist students in information interchange in education; enhance learning which could either be differentiated or individualised and also, could be used for entertainment, leisure amongst others. However, the excessive use of social media especially for obnoxious related activities is also associated with low levels of self-control, addiction, excessive social media use, spending more time engaging in online activities than their study, which may occupy learning time and cause delays in initiating academic related activities. Which could all possibly predicate academic procrastination of undergraduates be it male or female. In Nigeria, there is paucity of researches on how social media utilisation impacts academic procrastination of undergraduate students specifically in North-central Nigeria, which showcases the gap left to be closed. It is therefore imperative to unearth how social media utilisation could influence academic procrastination of undergraduate students in public universities in North-central Nigeria which will be extensively investigated with the potential of contributing to the body of knowledge in educational and psychological research.

Statement of the Problem

The growing popularity of social media related platforms among undergraduate students in public universities in North-central Nigeria is raising concerns on the potential impact it could have on academic procrastination. Social media has become a sine-qua non in our everyday lives since it could be used for entertainment, commerce, networking, job searching, sharing of thoughts feelings and experiences. It is equally important in educational environment, since it is significantly indispensable for dissemination, accessibility and interchange of information including educational resource materials in real time particularly in the teaching and learning process.

Notwithstanding the growing popularity and potentials abound in the utilisation of social media related platforms, the researchers' exposure through interaction and discussion with some students of public universities in North-central Nigeria signals that, the utilisation of social media related platforms especially for obnoxious related activities could be associated with low levels of self-control and self-regulation, addiction, excessive social media use, spending more time engaging in online activities than study, distractions and decreased productivity which may occupy learning time and cause delays in initiating academic related activities. And could all depict the impact of social media on students' academic procrastination especially among undergraduate students be it male or female in public universities in North-central Nigeria. These might have led to some students deliberately

postponing and delaying some of their academic related obligations which may include academic assignments, class presentations, examination preparations, class test and other administrative obligations such as course registration, submission of files among others.

In view of the preceding issues, the researchers seek to investigate the Influence of Social Media Utilisation on Academic Procrastination of Undergraduate Students in Public Universities in North-central Nigeria.

Major Objectives

- i. examine the extent of social media utilisation among undergraduate students in public universities in North-central, Nigeria;
- ii. find out the extent of academic procrastination among undergraduate students in public universities in North-central, Nigeria;
- iii. investigate the relationship between social media utilisation and academic procrastination of undergraduate students in public universities in North-central Nigeria;
- iv. determine the relationship among artificial intelligence, social media utilisation and academic procrastination of undergraduate students in public universities in North-central Nigeria;
- v. examine the difference in the mean responses of male and female undergraduates on artificial social media utilisation in public universities in North-central Nigeria and
- vi. examine the difference in the mean responses of male and female undergraduates on academic procrastination in public universities in North-central Nigeria.

Research Questions

- (i) What is the extent of social media utilisation among undergraduate students in public universities in North-central, Nigeria?
- (ii) What is the extent of academic procrastination among undergraduate students in public universities in North-central, Nigeria?

Null Hypotheses

H₀₁: There is no significant relationship between social media utilisation and academic procrastination of undergraduate students in public universities in North-central Nigeria.

H₀₂: There is no significant effect of social media utilisation on academic procrastination of undergraduate students in public universities in North-central Nigeria.

H₀₃: There is no significant difference in the mean responses of male and female undergraduates on social media utilisation in public universities in North-central Nigeria.

H₀₄: There is no significant difference in the mean responses of male and female undergraduates on academic procrastination in public universities in North-central Nigeria.

Methodology

The descriptive-correlational survey research design was employed for this study. Descriptive survey research design assisted in gathering responses from individual respondents (students) in the course of this study without influencing, altering or manipulating any variable. Since the design is appropriate in ascertaining the opinions and views of individual respondents and also describe without manipulation.

A correlational survey research design was also employed for this study. According to Cheprasov in Gadado et al. (2025), a correlation study is a type of research design where a researcher seeks to understand what kind of relations naturally occurring between two or more variables. Since part of the objectives of this study was to ascertain the relationship between social media utilisation and academic procrastination amongst others of undergraduate students in North-central Nigeria, correlational research design was very appropriate in providing insights on how the independent and dependent variables were correlated without any manipulation.

The population of this study comprised all regular undergraduate students in public universities in the six (6) States that make up North-central Nigeria (Benue, Kogi, Plateau, Nasarawa, Niger, Kwara and the Federal Capital Territory (FCT), Abuja). With a total number of regular undergraduate students' enrolment of 234,650.

The sample size for this study consisted of 384 regular undergraduate students comprising both male and female undergraduates sampled from different faculties in public universities in North-central Nigeria. The sample size was determined using Krecjie and Morgan (1970) table for determining sample size for specific population.

A multistage sampling procedure was used in which purposive sampling technique was used to select seven (7) universities from the thirteen (13) public universities in the study area. One university from each of the six States including the Federal Capital Territory (FCT) were selected for the study in order to ensure representativeness of all the states. Simple random sampling technique was also employed to select the respondents from each of the seven public universities (7) selected to participate in the study using proportionate procedure to distribute the sampled universities and respondents evenly so as to achieve fair representation of the sampled students across the universities selected for the study.

Two research instruments were used in this study for collection of data; which included one researcher structured questionnaire and one adapted questionnaire. The researcher structured instrument which was a 15 item questionnaire which enabled the researcher find out

extent of social media utilisation among undergraduate students in public universities in North-central Nigeria. The title of the questionnaire is Social Media Utilisation among undergraduate Students Questionnaire (SMUQ).

The second research instrument was an adapted questionnaire from McCloskey (2011) with 25 items on academic procrastination which was modified for suitability based on the purpose of the study. On the bases of modification, 15 items were expunged from the original 25 item questionnaire while 8 additional items which included item 11 to 18 were imputed to round up the instrument to 18 items. Also, the instrument was modified to a four-point rating scale. McCloskey (2011)'s 18 item modified questionnaire enabled the researcher find out the extent of academic procrastination among undergraduate students in public universities in North-central Nigeria. The title of the questionnaire is McCloskey (2011) Adapted Academic Procrastination Questionnaire (MAAPQ).

To ensure the reliability of the items in the instruments, the two questionnaires were pilot tested using undergraduate students in Federal University, Lokoja who were not part of the main study but within the geographical location of the study. The test was aimed at determining if the items in the questionnaires were relevant for the study and also, if it could be used again for the same purpose. The data collected were subjected to Cronbach Alpha statistics to determine the internal consistency of the items in the instruments. The justification behind the use of Cronbach Alpha statistics is on the basis that items expected any standard coefficient index were not dichotomously shared right or wrong, rather were placed on a 4-point scale. The coefficient results of the analysis of the two questionnaires yielded reliability indexes of 0.79 for SMUQ and 0.82 for MAAPQ.

The data obtained using questionnaires were subjected to data analysis using appropriate statistical tools. Mean score and standard deviation were used to answer research questions. The research questions were graded based on a score of 2.50. which implies that, any item with a mean score of 2.50 and above were adjudged as "High Extent" or "Agree" while value below 2.50 were considered as "Low Extent" or "Disagree" for the first and second questionnaire. The hypotheses were tested using Pearson Product Moment Correlation Coefficient (r) (PPMCC) for hypotheses 1 since it is considered appropriate in determining the strength of association between the means of two continuous groups of variables. Hypotheses 2 was tested using simple regression analysis which is adequate for testing of effect of independent variable on a dependent variable. Hypothesis 3 and 4 was tested using Independent samples t-test. Which is considered suitable since it allows for the determination of the difference between the means of two groups of variables. All the hypotheses were tested at 0.05 level of significance.

Results

Research Question One: What is the extent of social media utilisation among undergraduate students in public universities in North-central, Nigeria?

Table 1: Extent of social media utilisation among undergraduate students in public universities in North-central, Nigeria **n=384**

S/N	Statements	Mean	SD	Decision
1.	Extent of utilisation of Facebook, WhatsApp, Tiktok, Instagram, Telegram, X (formerly Twitter), Upwork, Netflix, WeChat and other social media platforms	3.41	.534	High extent
2.	Utilisation of social media platforms for leisure and watching of skit	3.29	.522	High extent
3.	Utilisation of social media for entertainment such as watching of movie and listening to songs	3.19	.540	High extent
4.	Utilisation of several registered private social media accounts with pseudonyms (false names)	2.91	.818	High extent
5.	Utilisation of social media platforms to stay connected with family, friends and other loved ones	3.35	.500	High extent
6.	Utilisation of social media platforms for educational related discussions	3.03	.621	High extent
7.	Utilisation of social media platforms to share unverified information	2.56	.796	High extent
8.	Utilisation of social media platforms for fraudulent related activities	2.44	.838	Low extent
9.	Spending more time on different social media platforms than your studies	3.01	.613	High extent
10.	Extent of online teaching and learning via live streamed social media platforms	2.94	.552	High extent
11.	Extent of accessing educational contents via social media platforms including that of flipped classroom	3.11	.588	High extent
12.	Extent of not going through your social media handle a day	2.33	.730	Low extent
13.	Contemplated staying away completely from social media to protect your mental health	2.82	.676	High extent
14.	Extent of being bullied and harassed on social media which you tend to fight back	2.80	.647	High extent
15.	Extent without the use of any social media platform	2.19	.761	Low extent

14.	I temporarily avoid academic tasks while being carried away by online activities such as chatting, watching skits and playing of games	2.73	.600	High extent
15.	I have missed a class presentation due to social media related activities	2.42	.568	Low extent
16.	I have missed an assignment submission deadline due to excessive use of Netflix	2.29	.573	Low extent
17.	Social media related platforms have increased the way I delay doing academic related activities	2.80	.599	High extent
18.	Use of Facebook and WhatsApp influence delay in doing academic related activities	2.29	.613	Low extent
Sectional Mean/Std. Dev.		2.66	0.59	High Extent

As shown in Table 2, the extent of academic procrastination among undergraduate students in public universities in North-central, Nigeria was presented. The table shows a sectional mean of 2.66, which indicated that over average of the respondents except for items 13, 15, 16 and 18 which had low extent, all other items showed high extent of academic procrastination among undergraduates in public universities in North-central Nigeria. This is in line with the decision rule that any value within 2.50 and above be adjudged as high extent and below be considered as low extent.

Null Hypotheses

H₀₁: There is no significant relationship between social media utilisation and academic procrastination of undergraduate students in public universities in North-central Nigeria.

Table 3: Pearson Product Moment Correlation coefficient (PPMCC) Analysis between Social Media Utilisation and Academic Procrastination of Undergraduate Students in North-central Nigeria

Variables	N	\bar{X}	SD	r-cal	p-value	Decision
Social Media Utilisation and Academic Procrastination	384	2.89	.22	.125*	.014	Significant
		2.66	.18			

Correlation is significant at 0.05 level (2-tailed) PPMC

As shown in Table 3, Pearson Product Moment correlation coefficient analysis between social media utilisation and academic procrastination of undergraduate students in public universities in North-central, Nigeria was presented. The table indicated a positive value of ‘r’

which points to direction of relationship between the variables. Showing that increase in one variable corresponds to increase in the other. The significant value of .014 which is less than 0.05 level of significance indicates a significant relationship between SM utilisation and academic procrastination of undergraduate students. The null hypothesis was therefore rejected.

H₀₂: There is no significant effect of social media utilisation on academic procrastination of undergraduate students in public universities in North-central Nigeria.

Table 4: Simple Regression Analysis of effect of Social Media utilisation on Academic Procrastination of Undergraduate Students in public universities in North-central Nigeria

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.935	.119		24.627	.000
Social Media	+.181	.088	+.226	2.044	.002

(F (3. 567) = p < .009) a. Dependent Variable: Academic Procrastination

As shown in Table 4, the coefficients of simple regression analysis on the effect of social media utilisation on academic procrastination of undergraduate students in public universities in North-central Nigeria was presented. The Table shows an unstandardized coefficient (B = +.181, p < .002). Which implies that for every one-unit increase in the utilisation SM, academic procrastination increases by .181. The Table further indicated a variance of (R² = .018) with a significant F-statistic (F (3. 567), p = 0.009 < 0.05). This infers that there is significant effect in SM utilisation on academic procrastination of undergraduate students in public universities in North-central Nigeria.

H₀₃: There is no significant difference in the mean responses between male and female undergraduates on social media utilisation in public universities in North-central Nigeria.

Table 5: Independent Samples t-test Analysis on Mean responses of Male and Female Undergraduates on Social Media Utilisation in Public Universities in North-central Nigeria

Variable	Gender	N	Mean	S.D.	t-value	Df	Sig(2tailed)	Decision
Social-Media Utilisation	Male	205	2.90	0.21	-.281	382	.779	Not Rejected
	Female	179	2.90	0.23				

As shown in Table 5, an independent samples t-test analysis on the mean responses between male and female undergraduates on social media utilisation in public universities in North-central Nigeria was presented. The Table reveals a means of 2.90 and SD of 0.21 for male undergraduates. The Table also indicates a means of 2.90 and SD of 0.23 for female undergraduates. The Table further reveals a t-value of -.281 with $p=.683 >0.05$. This infers that there is no significant difference in the mean responses between male and female undergraduates on social media utilisation in public universities in North-central Nigeria. The hypothesis is therefore not rejected (retained).

H₀₄: There is no significant difference in the mean responses of male and female undergraduates on academic procrastination in public universities in North-central Nigeria.

Table 6: Independent Samples t-test Analysis on Mean responses between Male and Female Undergraduates on Academic Procrastination in Public Universities in North-central Nigeria

Variable	Gender	n	Mean	SD	t-value	Df	Sig(2tailed)	Decision
Academic Procrastination	Male	205	2.66	0.18	-1.032	382	.303	Not Rejected
	Female	179	2.67	0.16				

As shown in Table 6, an independent samples t-test analysis on the mean responses between male and female undergraduates on academic procrastination in public universities in North-central Nigeria was presented. The Table reveals a means of 2.66 and SD of 0.19 for male undergraduates. The also indicates a means of 2.67 and SD of 0.16 for female undergraduates. The Table further reveals a t-value of -1032 with $p=.303 > 0.05$. This infers that there is no significant difference in the mean responses of male and female undergraduates on academic procrastination in public universities in North-central Nigeria. The hypothesis is therefore not rejected (retained).

Discussion of Findings

The findings of this study revealed high extent of social media utilisation among undergraduates in public universities in North-central Nigeria. This is supported by Ezeonwumelu et al. (2025) who in their study on frequency of social media engagement as correlates of university undergraduates’ academic procrastination revealed a high frequency of social media engagement among the respondents. Also, Ordatii et al. (2024) revealed that currently, approximately 60% of the world's population uses social networks, with

approximately 40% of users using them not only for entertainment and relaxation but also for work and education, which determines their socioeconomic significance. Ordatii equally indicated that, the most popular social networks worldwide are Facebook, YouTube, WhatsApp, Instagram, WeChat, and TikTok. In addition, most social media users are registered in one or several of them.

The findings further show a high extent of academic procrastination among undergraduates in public universities in North-central Nigeria. This finding is in accordance with Anierobi et al. (2021) whose study indicated that 33.47% of the undergraduate exhibit high levels of academic procrastination, 42.70% exhibit a moderate level of academic procrastination 23.83% exhibit academic procrastination among undergraduate students. Procrastination occurs very frequently in students (Bäulke & Dresel, 2023) and it may be influenced by a variety of environmental and personal factors (Liu et al., 2023). Considering that students have challenges managing their time most effectively (Etodike et al., 2020), there is no way a student who lacked engagement in their studies could not be friends with academic procrastination.

Similarly, indicated a significant relationship between social media utilisation and academic procrastination of undergraduate students. This is line with Ezeonwumelu et al. (2025) who identified that strong positive associations were found between frequency of social media use and academic procrastination. Anierobi et al. (2021) equally corroborated this finding, since their study revealed that social media addiction predicted both academic procrastination and academic achievement among the undergraduates. Xian and Ying (2022) equally supported the findings of this study, since their study demonstrated a positive relationship between undergraduates' social media addiction and academic procrastination tendencies.

It was also found out that there was a significant effect of SM utilisation on academic procrastination of undergraduate students. This is in agreement with Üztemur (2020) who indicated that the excessive social media usage also leads individuals to disrupt daily living obligations and simultaneously serves a detrimental role in performing academic tasks and responsibilities. Given the detrimental effects of social media use on academic procrastination, empirical study show that social media addiction and academic procrastination were substantially linked and positively correlated (Üztemur, 2020). The appearance of social media features can, in some instances of use, have a significant influence in persuading users to procrastinate, both directly and indirectly (Alblwi et al., 2019). Nwosu et al. (2020) contrarily revealed that social media use had no significant direct effects on academic procrastination but indirectly significantly predicted academic procrastination through internet addiction. Also, Gidado et al. (2025) revealed no significant relationship between AI Powered Chatbots usage and self-esteem.

The findings equally showed no significant difference in the mean responses of male and female undergraduates on social media utilisation in public universities in North-central Nigeria. This is in accordance with Anwar et al. (2022) who revealed that gender variable did not have any influence on the tendency of the respondents on the use of social media based on the scores of academic procrastinations – did not vary between girls and boys. However, Riyal et al. (2023) indicated that males score higher than females on potential risk factors (e.g., maladaptive cognitions) and lower on internet related protective factors (e.g., effortful control). While Keles et al. (2019) indicated that females showed a significantly higher correlation between social media use, body shaming, and social physique anxiety than male adolescents.

The finding finally showed no significant difference in the mean responses of male and female undergraduates on academic procrastination in public universities in North-central Nigeria. This is in line with Touloupis and Campbell (2023) who revealed that no gender differences were found regarding students' procrastination. Some studies posited that male university students tend to procrastinate to a greater extent compared to females (Balkis & Erdinç, 2017; Khan et al. in Touloupis & Campbell, 2023), while others revealed females' over-representation in this behaviour (Ghosh & Roy, 2017; Özer et al. in Touloupis & Campbell, 2023), while other scholars proclaim that there is no significant gender-based difference in academic procrastination (Ajayi, 2020; Amoke et al., 2021; He, 2017).

Conclusions

In line with the findings of this study, the researcher concludes that regardless of the multidimensional importance of SM related platforms such as Facebook, WhatsApp, Tiktok, Instagram, Telegram, X (formerly Twitter), Upwork, Netflix, WeChat amongst others which could be used to stay connected with family, friends and loved ones, leisure, commerce, watching of skit, watching of movie, listening to songs, online teaching and learning, accessing educational related contents and many more. However, the excessive utilisation of the different social media platforms have shown to have significant impact on academic procrastination regardless of gender difference among undergraduates in public universities in North-central Nigeria.

Recommendations

1. University authorities and academics should incorporate digital literacy programmes in form of extracurricular activities to educate students on proper utilisation of social media related platforms.
2. University authorities in North-central Nigeria should synergise and collaborate to periodically organise workshops, symposium and other programmes that could educate undergraduates on time management skills, self-discipline and self-regulation.

3. Parents and academics should be mindful of other factors that could lead to academic procrastination.
4. University authorities and academics should ensure strict measures are enforced to ensure deadlines associated with academic-related tasks are met.
5. University authorities and academics should educate undergraduates on time management skills, self-discipline and self-regulation which must not be discriminatory, it should be applicable to both male and female undergraduates equally.
6. Academics should ensure that deadlines associated with academic-related tasks must not be discriminatory, it should be applicable to both male and female undergraduates.

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