Journal of Health Information and Librarianship

ISSN: 2408-6614
e-ISSN: 2672-4839

Social Media Use, Sleep Quality, Mental Health and Academic Performance of Public Secondary School Students in Afijio Local Government Area, Oyo State, Nigeria

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ABSTRACT

Background: This study examined social media use, sleep quality, mental health, and academic performance of public secondary school students in Afijio LGA, Oyo State, Nigeria.
Method: The study employed a descriptive research survey method. The population of the study comprised 12,450 students in 13 secondary schools in Afijio LGA, while a purposive sampling technique was used to draw 120 students from five public secondary schools. The data collected were analysed using the Statistical Package for Social Sciences (SPSS).
Results: The findings from the study showed that the academic performance of students in Afijio LGA is at the first two stages of the pyramid cognitive domain, that is, knowledge and comprehension. Also, students mostly use Snapchat, Facebook, Google, and TikTok for chatting, updates and information, entertainment, and academic purposes. The findings revealed further that the sleep quality of students is moderate, following the fact that most of them sleep for an average of 6 hours per day. Also, the study pressure factor, forced and emotional instability factor scores were high on the mental health check of the respondents.
Conclusion: The study concluded that excessive use of social media can lead to addiction and can cause mental illness, poor academic performance, and anxiety among students. Therefore, the study recommended that school administrators should enforce all domains of academic performance to help students cope and adapt easily with the requirements of tertiary institutions, and they should be given adequate orientation on the negative effects of social media addiction, mental health, and the implications of sleeping less than the required hours by health experts.
Keywords: Academic performance, Cognitive domain, Mental health, Sleep quality, Social media use

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Manuscript Received: 30 May 2025
Manuscript Accepted: 01 December 2025

Introduction

Academic activities involve a learning process that is usually centred on specific content, with some sets of instructions aimed to help students acquire new knowledge and become more effective learners. Academic performance of secondary school students refers to how well they achieve their educational goals, typically measured by grades, exam scores, and other forms of assessment, including cognitive, affective, and psychomotor domains (Ekundayo, Afolabi & Bamikole, 2022). It may be influenced by factors like motivation, sleep quality, and mental state, as well as social media addiction among the students. Academic performance encompasses the student's ability to learn, retain, and demonstrate knowledge in various subjects, reflecting their overall academic success during their secondary education (Ekundayo, Afolabi & Bamikole, 2022).

Academic performance is the extent to which students attain their short or long-term educational goals, and it encompasses cognitive, emotional, and psychomotor domains (Obioha, Danjuma & Kyado, 2023). The affective and psychomotor domains are both observed and perceived as outcomes and are the source of non-verbal performance, whereas the cognitive domain is the deepest root of verbal performance. As such, academic performance reflects both verbal and non-verbal expressions that correspond with students' ideas, reasoning, and cognition (Zaheer & Asad, 2024). The learning process and students' ability to use language as a medium to convey complex and nuanced concepts and imagery vary from one student to another.

The academic performance of students, especially secondary school students, could be a determinant of several factors, which include quality of teachers, family background, socio-economic factors, smartphones and social media use, as well as sleep quality. In recent times, social media use has taken over much of the time of youths and young adolescents, with many of them spending entire days visiting various networking sites. In recent times, social media use has taken over the youths and young adolescents time such that the majority of them now spend all day long on social media (Ward, Stoker, & Murray-Ward, 2016). Unfortunately, some of these young adolescents use social media for wrong motives, which include hacking, cyberbullying, pornography, spreading misinformation, fraud, etc., while others use them for academic purposes and other productive reasons. The addiction to negative use of social media among secondary school students could affect their sleep timing and persistent of such affects mental health of individuals and, by extension, academic performance.

Social media addiction is a current issue that requires serious attention for a secure future (Lozano-Blasco, Latorre-Martínez, & Cortes-Pascual, 2022). Overuse of the internet is also linked to sleep disruption (Singh et al., 2021). Many students tend to struggle to get enough sleep or experience sleep disturbances due to the stress of their schoolwork and constant use of mobile phones (Wang & Biro, 2021). One of the causes of disturbed sleep is social media use and screen time before bed (Lan et al., 2020). Sleep deprivation can have negative psychological impacts, such as fatigue and even compromised immunity. Using a mobile device to browse the internet while in bed might make it more difficult for the mind to relax, which can further keep one from falling asleep. Furthermore, it has been found that melatonin secretion is slowed by the electromagnetic radiation connected to mobile devices (Reed & Graff, 2023). Research has indicated that adolescents' physical, emotional, and academic well-being depend on getting enough adequate sleep. Physiologically, getting enough good sleep can help adolescents release more growth hormone, support physical development, strengthen the immune system, and lower their risk of developing chronic illnesses (Dutil et al., 2022).

Sleep quality and mental health have drawn a lot of interest from the academic community in recent years, emerging as a significant subject in the study of adolescent well-being and academic performance, especially among senior secondary school students who are closer to joining tertiary institutions. Hence, the academic performance of secondary school students needs to be ascertained. In Nigeria, despite the increasing concern from various stakeholders, there are limited empirical studies exploring the combined variables - social media use, sleep quality, mental health, and the academic performance of public secondary school students. It is based on this background that this study intends to examine social media use, sleep quality, mental health, and academic performance of public secondary school students in Afijio Local Government Area (LGA), Oyo State, Nigeria. This LGA was selected for the study because of the accessibility and fair road networks that permit the researchers to adequately elicit responses from the respondents.

Objectives of the study

The main objective of this study is to examine social media use, sleep quality, mental health and academic performance of public secondary school students in Afijio LGA, Oyo State, Nigeria. The specific objectives are to:

1. examine the academic performance of public secondary school students in Afijio LGA Oyo State, Nigeria.

2. investigate the social media most frequently used by public secondary school students in Afijio LGA, Oyo State, Nigeria.

3. find out the purpose of social media use among public secondary school students in Afijio LGA, Oyo State, Nigeria.

4. determine the sleep quality of public secondary school students in Afijio LGA, Oyo State, Nigeria.

5. examine the mental health of public secondary school students in Afijio LGA, Oyo State, Nigeria.

Literature Review

Academic performance of public secondary school students

Academic performance in Nigerian public secondary schools refers to students' measured achievement and ability to acquire knowledge and skills, assessed through standardized tests like the West Africa Examinations Council (WAEC) and National Examinations Council (NECO), continuous assessments, and graduation rates (Akinleke, 2017). However, current performance in public secondary schools is often characterized by a significant outcry over poor results and is influenced by numerous systemic issues, including underfunding, inadequate facilities, large class sizes, insufficient qualified teachers, poor classroom management, low teacher motivation, and students' attitudes, among other factors. Academic performance in secondary schools, especially public secondary schools, is currently poor and declining, marked by high failure rates in national examinations like the SSCE and WAEC, especially in core subjects like Mathematics and English Language (Akinleke, 2017). This situation is influenced by factors including inadequate funding, lack of qualified teachers and resources, poor infrastructure, ineffective teaching methods, and low student motivation (Akinleke, 2017). Some other factors that may affect the academic performance in public secondary schools include an increase in the use of social media among secondary school students, sleep quality and mental health of such students (Escribano & Díaz-Morales, 2016).

Monzonís-Carda et al. (2025) assert that students' academic performance reveals their intellectual capabilities and contributes to their performance in other areas of life. Reed and Graff (2023) present a framework of academic performance that employs competence as a sign of cognitive, affective, and conative traits and defines academic achievement in terms of students' observable behaviours that make sense. Reed and Graff further explain that the cognitive domain is the category of intellectual skills that involves knowledge acquisition, information processing, and the application of understanding to new situations, encompassing abilities from basic recall to complex problem-solving and creativity. It is structured hierarchically, with foundational skills like knowledge and comprehension leading to higher-level abilities such as analysis, synthesis, and evaluation. While affective domain is the domain that categorizes learning objectives, focusing on emotions, attitudes, values, interests, and appreciation. This domain progresses from simple awareness to complex internalization of values, influencing how learners emotionally engage with and respond to information and experiences.

Social media use by public secondary school students

Due to their many features for communication, education, entertainment, and information collecting, smartphones have become an essential element of everyday life (Al-Khlaiwi et al., 2020; Haug et al., 2015). With the addition of new features, these features have increased the popularity of smartphones (Suresh et al., 2021). According to recent research, these technologies may have an impact on social interactions, information sharing, and the educational process (Shtepura, 2018). Bal and Bicen (2017) carried out a study on the purpose of student's social media use and revealed that social media played an effective role in students' acquiring new information, providing integrative learning so that the information is shared more easily, as well as contributing to their lesson success through specific media, including WhatsApp, Google Meet, etc. Also, Ouedera and Abousaber (2018) analyzed the use of social media and its relationship with academic performance among Tabuk University students. The study revealed that social media had improved the communication between the faculty member staff, and the students, which facilitates the communication of the correct information and improves the understanding and the development of the ideas and the courses. The study concluded that YouTube and Twitter seem to be the best social networks that improve the educational process according to Tabuk students.

There may also be a risk factor of social media use, especially for young adolescents who are more likely to use social media excessively or become addicted to it (Huang et al., 2021). Additionally, there are a number of potential risk factors linked to social media use, including low academic achievement (Baert et al., 2020), depression, difficulty concentrating, loneliness, and weak social relationships (Yayan et al., 2019), as well as fatigue, stress, headaches, and concentration problems (Ikeda & Nakamura, 2014). Indeed, social media use's detrimental effects on academic achievement could have wider societal repercussions (Baert et al., 2020). Furthermore, it has been opined that students in secondary school can be more susceptible to the negative effects of excessive social media use (Ding 2016). In this context, it is considered important to conduct studies that examine the effects of social media use on the academic performance of public secondary school students, and some of the social media use that will be considered by this study include: Facebook, Messenger, WhatsApp, Youtube, Tik Tok, Blogs, Twitter, Myspace, IMO, Skype, Reel, Instagram, Snapchat and Linkedln. Also, because of its relevance to this study and its effect on sleep quality, Google and Video games will be considered as part of social media applications.

Sleep quality of public secondary school students

Sleep quality is a crucial element and determinant of both mental and physical health. It is crucial for immune system function, learning and performance, brain recovery, emotional control, and metabolic balance (Mehta, 2022). A higher risk of negative physical and mental health outcomes, including diabetes, hypertension, coronary heart disease, cancer, neuropsychiatric issues, and strokes, is linked to inadequate sleep length or quality (Walker, 2017). Despite this, it is often overlooked in health awareness and public health education campaigns (Krendl & Perry, 2023).

Adolescence is when the sleep process begins to mature, but in recent years, healthcare experts and sleep researchers have voiced increasing concern that problems with sleep in young people are becoming epidemic. Considering this to be a covert health emergency, they also called it inadequate sleep syndrome. Therefore, it is now acknowledged that adolescents' lack of sleep is a major public health issue (Bin Eid et al., 2022). Young people's sleep issues can have a major impact on their physical and mental health; it can cause obesity and negatively affect their ability to focus, think clearly, and perform well in school. Teenagers who do not have enough sleep are more likely to have accidents and sustain injuries (Alshoaibi, Bafil & Rahim, 2023).

The adoption of electronic media devices into people's daily lives over the past few decades has resulted in a significant shift in lifestyle, including duration of sleep. These days, social media has become an integral part of the lives of children and adolescents, posing significant technological challenges. According to Alzhrani et al. (2022), people use their smartphones and other electronic gadgets, which have a plethora of applications, for a variety of reasons, such as communication, especially through social media, information retrieval, education, and entertainment.

Social media communication can be seen as a two-edged sword since it fosters interactions that transcend geographic boundaries, social bonds, and academic and professional activities (Alshahrani, Siddiqui & Khalil, 2021). Additionally, people turn to social networking sites as a means of self-expression. However, there is a growing public health concern as social media use has been connected to several potential negative impacts on one's physical and mental health (Frank, Akpan-Ekpo & Ekong, 2016). Inappropriate use of social media may lead to increased body mass index, stiffness in the shoulders or neck, impaired vision symptoms, and eye strain (Kwok, Lee & Lee, 2017). According to Herrero et al. (2022), excessive use of smartphones and social media can also lead to social media addiction, exhaustion, loneliness, poor academic performance, psychological distress, depression, anxiety, stress, disruption of interpersonal relationships, poor work efficiency, and sleep disturbance.

As explained by recent research, excessive social media use is linked to sleep issues (Tandon et al., 2022; Scott, Biello & Woods, 2019). Similarly,

according to Hale, Kirschen and LeBourgeois (2018), social media use may have an impact on users' sleep quantity and quality by either increasing the amount of time they need to fall asleep or decreasing it. Smartphone use was thought to be a significant contributing factor to young people's poor sleep quality. Sleep quality is impacted by the blue light projected from smartphone screens, which disrupts the release of melatonin and the circadian rhythm (Silvani, Werder & Perret, 2022). Additionally, smartphone electromagnetic fields alter brain activity and disrupt sleep patterns (Al-khlaiwi & Habib, 2021). Yang et al. (2020) in their systematic review and meta-analysis reported an increased risk of poor sleep quality among social media addicts.

Mental health of public secondary school students

Adolescent students' mental health is an important field of study, and as a result, there is growing concern about this issue worldwide. According to the UK Psychiatric Morbidity Survey, young individuals between the ages of 13 and 24 had significantly higher rates of anxiety and depression (Macaskill, 2015). According to extensive research, young students who have good mental health are less likely to engage in dangerous behaviors, whereas those who have poor mental health are more likely to do so (Ma & Lai, 2018). Furthermore, numerous cross-sectional studies demonstrate that people who are depressed and hopeless are more likely to have negative emotions, including suicidal thoughts, and to be less physically active (Mgbeojedo et al., 2024). Macaskill (2013) examined first-, second-, and third-year students in the UK and discovered that while the prevalence of mental illness among students is comparable to that of the general population, only 5.1% of them are able to access treatment. Adolescent students, therefore, urgently need easier access to specialized treatment. However, existing evidence indicates that university students in Hong Kong are more susceptible to mental problems than their peers due to their worse health and higher rates of anxiety and depression (Kowalczyk et al., 2021). The likelihood of identifying mental health problems in secondary school students recently is five times higher than it was a few decades ago (Stallman et al., 2022). The mental health of students is influenced by different factors. Significant contributing reasons include students' growing sedentary habits and inability to satisfy basic physical activity standards (Said, Kypri & Bowman, 2013). Sleep quality is one of many important factors, and mental health issues often co-occur with sleep disorders (Tao et al., 2017).

High levels of mental resilience, for instance, can improve perseverance and effort level in the face of learning problems while simultaneously reducing the detrimental effects of stressful events on sleep (Wang & Biro, 2021). Additionally, Huang et al. (2024) found that adolescents who experienced high levels of psychological stress had poorer sleep quality, which in turn showed reduced motivation and involvement in learning. Qin et al. (2024) surveyed primary school students in Hunan Province, China, on their sleep quality. The study found that the most significant issue among the students was the dysfunction that occurred during the day as a result of sleep issues. Poor sleep quality was positively predicted by learning burnout, and the relationship between learning burnout and sleep quality was mediated by mental health. Thus, it can be assumed that mental health problems indirectly limit learning efficiency by disturbing sleep quality.

Theoretical underpinnings of academic performance

Performance theory provides an opportunity to examine how students act and react in society (Turner, 1987). The Institute for the Public Understanding of the Past (2007) writes that performance theory originated from the works of Turner (1987) and Schechner (1988) and that it is most associated with the performing arts of theatre, drama, dance and singing. Schechner (1988) explains that performance theory first appeared in 1977 as an essay on performance theory. Before then, it was formally based on kinaesthetic learning and later included approaches to performance rating. It is obvious that there are similarities between Turner's and Schechner's theories because of their theorisation of

performance and their perception of the concept, but they differ on many issues because their individual experiences underlie their theories. The intriguing part in this context is not the definitions but the connections established by both Turner and Schechner. For instance, Schechner's (1988) theory focuses on psychotherapy and the psychoanalytic, which suggests that performance is a sublimation between conflict and the pleasure of reality, or for Schechner, performance is an extension of fantasy rather than a process in an activity. Turner (1987) built his description of performance on the dichotomy between linguistic competence and cultural anthropology in a segmented sequence, which he refers to as an 'era'. Although there is a major difference between linguistic and anthropological definitions of performance, they both involve meaning-making through expression. Turner's (1987) theorisation of performance links body, brain and culture to cerebral neurology in a fascinating interface that bridges the academic gap between the humanities and the social sciences with a distinctive cross-cultural perspective in anthropology (Lewis, 2013). Turner's theorisation of performance invokes the full definition that describes how human expression is interpreted meaningfully in action (Lewis, 2013). Both Turner (1987) and Lewis (2013) agree that performance is understood by looking back over a process in time and not just the immediate moment, because the meaning of every part of a process is assessed by its contribution to the total result. In other words, the meaning of any given factor in a performance process cannot be assessed until the whole process is concluded (Turner, 1987). Anthropologists such as Turner (1987) and Schechner (1988) view performance as an activity that is carried out and rated through the delineation and specification of frameworks informed by cultural standards and interpreted as competence. Thus, linking the concept of performance to academic activities means interpreting how individual students' symbolic actions can be seen to make sense (Turner, 1987) and understood, especially in educational contexts.

According to Elger (2007), the psychomotor domain deals with the actual application of skill, but the affective domain necessitates emotional stability in taking risks, tolerating failures and continuously growing via success. According to Elger's principles, students' academic performance is a triangulation of their personality, the learning environment and their competence. Due to their individual traits, some students perform better in group projects than others who lack team spirit but perform better working alone. Effective performance is predicated on three axioms, according to Elger's (2007) performance model: the performer's mindset, which is student-centred; immersion in an educational setting, which is knowledge-centred; and engagement in reflective activities, which is assessment-centred. This concept links the social component of academic achievement to successful team learning techniques, which he then explains in relation to the display of marketing and cognitive abilities.

According to these theories, people's emotional control, capacity for stress management and sense of self-efficacy are all impacted by mental health, which in turn may have an indirect impact on sleep quality and learning engagement.

Methodology

The study examined social media use, sleep quality, mental health and academic performance of public secondary school students in Afijio LGA, Oyo State, Nigeria. The study employed a descriptive research survey method. This research approach is quantitative in nature and aimed at eliciting responses from a sampled population. The researchers personally administered the questionnaires and retrieved them upon completion. The population of the study consists of all 13 secondary school students in Afijio LGA, Oyo State, Nigeria. Preliminary investigation shows that there were a total of about 12,450 students in 17 secondary schools in the study area as of the time of this study.

A purposive sampling technique was used to select five public secondary school students from a total of one hundred and twenty (120) students for the study. This purposive sampling technique allows the researchers to choose public secondary school

students for the research because most of the time, public secondary schools usually have a larger number of students, thereby making it difficult for all the students to move at the same pace academically. The instrument used for the study was a questionnaire. Frequency count, percentages, mean distribution and standard deviation were used to analyse the data collected from the field

Results

Demographic distribution of the respondents

Table 1 showed that 30 (25.0%) of the respondents were from Sped International Secondary School, Oyo; 25 (20.8%) each were from Akinmorin Grammar school, Oyo and Community Secondary School, Jobele; 22 (18.4%) were from Ilora Baptist Grammar School II, Ilora; and 18 (15.0%) of the respondents were from Methodist Secondary School, Fiditi. This revealed that the majority of the respondents were from Sped International Secondary School, Oyo, while Methodist Secondary School, Fiditi had the fewest respondents of 18 (15.0%).

The study indicated that 73 (60.8%) of the respondents were female, while 47 (39.2%) were male. This showed that there were more female students who participated in the study than male students. The table also revealed that the age range of the participants was 15-19 years, 92 (76.7%), 10-14 years, 26 (21.7%) and students between 20 years and above, 2 (1.6%). This implies that there were more students between the ages of 15-19 years that participated in the study, and fewer participants were 20 years and above. This shows that the secondary schools within the study area adhere strictly to the age range of students that should be in senior classes.

Also, the result on the Table indicated that 71 (59.2%) of the participants were in SS3, while 36 (30.0%) of the participants were from SS2, and 13 (10.8%) of the respondents were in SS1 at the time of the study. This shows that the majority of the respondents are from SS3, while SS1 had the fewest respondents. Furthermore, the table shows that 68 (56.7%) were science students, 40 (33.3%) were arts and social sciences students, and 12 (10.0%) were commercial students. This reveals that the majority of the participants of this study were science students.

Table 1: Demographic distribution of the respondents

Schools	Frequency	Percentage (%)
Akinmorin Grammar School, Oyo	25	20.8
Community Secondary School, Jobele	25	20.8
Ilora Baptist Grammar School II, Ilora	22	18.4
Methodist Secondary School, Fiditi	18	15.0
Sped International Secondary School, Oyo	30	25.0
Total	120	100
Gender	Frequency	Percentage (%)
Male	47	39.2
Female	73	60.8
Total	120	100
Age range	Frequency	Percentage (%)
10-14 years	26	21.7
15-19 years	92	76.7
>= 20 years	2	1.6
Total	120	100
Class	Frequency	Percentage (%)
SS1	13	10.8
SS2	36	30.0
SS3	71	59.2
Total	120	100
Discipline	Frequency	Percentage (%)
Arts and social sciences	40	33.3
Commercial	12	10.0
Sciences	68	56.7
Total	120	100

Academic performance of the respondents

Table 2 represents the academic performance of the respondents with the weighted mean (x = 3.05; S.D = .812). Table 2 shows that about 83% (x = 3.33) of the respondents write exactly what their teachers teach them during an examination or test, while 82% (x = 3.29) of the respondents agreed that whatever their teachers teach them in the classroom situation is the right and best thing they can learn. However, 66.5% (x = 2.66) of the respondents admit that they argue a lot with their classmates after each lesson and sometimes with their teachers, and 71.5% (x = 2.86) of the students agreed to perform better if the lessons involve physical training as well as applying theoretical concepts to practical. It can be deduced from the result of Table 2 that the majority of the academic performance of the students is at the stages of knowledge and comprehension. Also, a trace of the application of what is learnt in the classroom is witnessed.

Table 2: Academic performance of the respondents

Statements	SA	A	D	SD	Mean	S.D
Cognitive domain						
I do understand everything my teacher teaches me in the classroom	55(45.8%)	42(35.0%)	19(15.8%)	4(3.3%)	3.23	.838
I can memorise everything I have been taught	34(28.3%)	54(45.0)	32(26.7%)	0(0%)	3.02	.745
I write exactly what my teacher teaches me during examination or test	52(43.2%)	56(46.7%)	11(9.2%)	1(0.8%)	3.33	.675
I can apply what I have been taught in real life situation	39(32.5%)	60(50.0%)	18(15.0%)	3(2.5%)	3.13	.751
When writing during examination, I write base on my understanding	40(33.3%)	61(50.8%)	16(13.4%)	3(2.5%)	3.15	.741
I ask many questions to my teacher during lessons in classroom	31(25.8%)	48(40.0%)	39(32.5%)	2(1.7%)	2.90	.803
I argue a lot with my classmates after each lesson with our teacher	23(19.2%)	47(39.2%)	36(30.0%)	14(11.6%)	2.66	.921
I always see things in different perspective from what we are taught	35(29.2%)	47(39.2%)	31(25.8%)	7(5.8%)	2.92	.885

Affective domain						
Whatever my teacher teaches in the class is the right and best thing	58(48.4%)	43(35.8%)	15(12.5%)	4(3.3%)	3.29	.814
After weighing options, I do choice to go by my own way of understanding	42(35.0%)	53(44.2%)	23(19.2%)	2(1.7%)	3.13	.773
I can create my own idea from what my teacher teaches me	47(39.2%)	54(45.0%)	19(15.8%)	0(0%)	3.23	.707
I am good at responding to questions asked in my class	32(26.7%)	61(50.8%)	23(19.2%)	4(3.3%)	3.01	.772
I evaluate every concept or topic taught in the classroom to be sure if to accept it or not	36(30.0%)	76(60.8%)	9(7.5%)	2(1.7%)	3.19	.639
Psychomotor domain						
I love practical classes more than the theory ones	43(35.8%)	41(34.2%)	26(21.7%)	10(8.3%)	2.98	.957
I perform better if the lesson involves physical training	31(25.8%)	52(43.3%)	26(21.7%)	11(9.2%)	2.86	.910
I can apply theoretical concepts to practical	29(24.2%)	51(42.5%)	34(28.3%)	6(5.0%)	2.86	.843
I am limited in some subjects, especially, science subjects	48(40.0%)	30(25.0%)	32(26.7%)	10(8.3%)	2.97	1.004
I can use the knowledge of one subject on another	37(30.8%)	52(43.3%)	26(21.7%)	5(4.2%)	3.01	.835
I am always precise on each subject	34(28.3%)	58(48.3%)	26(21.7%)	2(1.7%)	3.03	.755
I always digest every subject exactly same way we are taught during examination or test	45(37.5%)	42(35.0%)	29(24.2%)	4(3.3%)	3.07	.867
Weighted Mean					3.05	.812

Frequency of social media use of the respondents

Table 3 states the frequency of social media use by the public secondary school students with a weighted mean (x = 3.04; S.D = 1.500). Table 3 showed that Snapchat (x = 4.03), Facebook (x = 3.83), Messenger (x = 3.82), Video game (x = 3.69), Google (x = 3.63) and Tik Tok (x = 3.56) were most

frequently used by the respondents, while Blogs (x = 2.03), Skype (x = 2.33) and IMO (x = 2.38) were less frequently used. The result from Table 3 suggests that the respondents' frequent use of social media was for social acquaintances and a trace of academic activities among secondary school students

Table 3: Frequency of social media use of the respondents

Social media	Very often	Often	Rare	Very rare	Never	Mean	S.D
Facebook	52(43.4%)	30(25.0%)	19(15.8%)	4(3.3%)	15(12.5%)	3.83	1.356
Messenger	53(44.2%)	26(21.6%)	21(17.5%)	6(5.0%)	14(11.7%)	3.82	1.360
WhatsApp	53(44.2%)	14(11.7%)	14(11.7%)	6(5.0%)	33(27.4%)	3.40	1.702
YouTube	25(20.9%)	24(20.0%)	18(15.0%)	16(13.3%)	37(30.8%)	2.87	1.550
Tik Tok	3(2.5%)	46(38.3%)	28(23.3%)	7(5.8%)	26(21.7%)	3.56	1.629
Blogs	5(4.2%)	22(18.3%)	14(11.7%)	9(7.5%)	70(58.3%)	2.03	1.350
Twitter	15(12.5%)	20(16.7%)	22(18.3%)	6(5.0%)	57(47.5%)	2.42	1.515
Google	47(39.2%)	26(21.7%)	16(13.3%)	17(14.2%)	14(11.7%)	3.63	1.421
Video games	41(34.2%)	38(31.7%)	19(15.8%)	7(5.8%)	15(12.5%)	3.69	1.333
Myspace	22(18.3%)	16(13.3%)	20(16.7%)	8(6.7%)	54(45.0%)	2.53	1.593
IMO	16(13.3%)	12(10.0%)	26(21.7%)	13(10.8%)	53(44.2%)	2.38	1.461
Skype	19(15.8%)	7(5.8%)	25(20.9%)	12(10.0%)	57(47.5%)	2.33	1.502
Reel	22(18.3%)	28(23.3%)	12(10.0%)	18(15.0%)	40(33.4%)	2.78	1.557
Instagram	29(24.2%)	23(19.2%)	19(15.8%)	10(8.3%)	39(32.5%)	2.97	1.640
Snapchat	70(58.4%)	23(19.2%)	4(3.3%)	2(1.7%)	21(17.4%)	4.03	1.550
Linkedln	22(18.3%)	11(9.2%)	19(15.8%)	19(15.8%)	49(40.9%)	2.48	1.539
Weighted Mean						3.04	1.500

Purpose of social media use by the respondents

Table 4 reveals the purpose of social media use by the respondents with a weighted mean (x = 3.89; S.D = 1.440). Table 4 indicates that the social media used mostly for learning and academic purposes include: Google, 59 (49.2%) and Facebook, 47 (39.2%), while those used for chatting with friends and relatives include Messenger, 73 (60.8%); WhatsApp, 67 (55.8%) and Facebook, 46 (38.3%). In the same vein, social media used for updates and general information include Reel, 38 (31.6%); logs, 30 (25.0%) and Myspace, 28 (23.3%). Also, for entertainment and social activities, Video game 58 (48.4%), Snapchat 55 (45.9%), Youtube 50 (41.7%) and Tiktok 45 (37.5%) were used for that purpose, while Myspace 18 (15.0%), Linkedln 16 (13.3%) and Instagram 15 (12.5%) were used for business and money-making purpose. However, when it comes to posting and reading of posts on social media, Blogs, Tiktok and Snapchat have the highest usage, with 23 (19.2%), 20 (16.7%), and 20 (16.7%), respectively. It could be deduced from Table 4 that students use social media for multifaceted activities that include supporting their education, communication, entertainment and information sharing.

Table 4: Purpose of social media use by the respondents

Types of Social Media	Learning & academic	Chatting with friends	Updates & general information	Entertainment and social activities	Posting & reading posts	Mean (X)	S.D
Facebook	47(39.2%)	46(38.3%)	2(1.7%)	9(7.5%)	1210.0%)	4.73	1.598
Messenger	16(13.4%)	73(60.8%)	18(15.0%)	4(3.3%)	5(4.2%)	4.65	1.128
WhatsApp	13(10.8%)	67(55.8%)	22(18.3%)	10(8.3%)	6(5.0%)	4.51	1.160
YouTube	22(18.2%)	17(14.2%)	21(17.5%)	50(41.7%)	8(6.7%)	3.86	1.398
TikTok	21(17.5%)	9(7.5%)	19(15.8%)	45(37.5%)	20(16.7%)	3.45	1.603
Blogs	11(9.2%)	8(6.7%)	30(25.0%)	36(30.0%)	23(19.2%)	3.18	1.482
Twitter	18(15.0%)	31(25.8%)	20(16.7%)	31(25.8%)	9(7.5%)	3.89	1.471
Google	59(49.2%)	12(10.0%)	19(15.8%)	21(17.5%)	4(3.3%)	4.73	1.484
Video games	12(10.0%)	30(25.0%)	13(10.8%)	58(48.4%)	7(5.8%)	3.79	1.276
Myspace	16(13.3%)	19(15.8%)	28(23.3%)	30(25.0%)	9(7.5%)	3.65	1.453
IMO	16(13.3%)	35(29.2%)	18(15.0%)	32(26.7%)	6(5.0%)	3.93	1.409
Skype	22(18.3%)	17(14.2%)	21(17.5%)	37(30.8%)	17(14.2%)	3.68	1.604
Reel	12(10.0%)	9(7.5%)	38(31.6%)	45(37.5%)	8(6.7)%	3.57	1.242
Instagram	20(16.7%)	25(20.8%)	22(18.3%)	19(15.8%)	19(15.8%)	3.66	1.693
Snapchat	12(10.0%)	22(18.3%)	7(5.8%)	55(45.9%)	20(16.7%)	3.36	1.511
LinkedIn	18(15.0%)	15(12.5%)	21(17.5%)	39(32.5%)	11(9.2%)	3.56	1.493
Weighted Mean						3.89	1.440

Sleep quality of the respondents

Table 5 revealed that 54 (45.0%) of the respondents sleep between 6-8 hours per day, 37 (30.8%) of the respondents sleep between 3-5 hours per day, 17 (14.2%) of the respondents sleep between 9 hours or more per day, while 12 (10.0%) of the participants sleep between 0-2 hours per day. It can be deduced from Table 5 that the majority of the respondents enjoy an average sleep of 6 hours or more per day, but sadly, about 48.8% of the respondents sleep less than 6 hours per day. On the other hand, 79 (65.8%) of the respondents admitted that they chat for 0-2 hours per day, 18 (15.0%) chat between 6-8 hours per day, 12 (10.0%) chat between 3-5 hours per day, while 11 (9.2%) of the participants chat above 9 hours per day. The result, however, indicated that more than 90% of the students who participated in the study chatted between 0-5 hours per day. However, about 24% of the respondents chat for over 6 hours per day.

Table 5: Sleep quality of the respondents

Sleeping Hours	0-2 hrs	3-5 hrs	6-8 hrs	9 hrs & above	Mean	S.D
How many hours do you sleep per day?	12(10.0%)	37(30.8%)	54(45.0%)	17(14.2%)	2.37	.849
How many hours do you chat per day?	79(65.8%)	12(10.0%)	18(15.0%)	11(9.2%)	3.33	1.038
Weighted Mean					2.85	.944

Mental health of the respondents

Table 6 reveals the mental health of the respondents with weighted mean (x = 3.42; S.D = .644). Table 6 revealed that most of the respondents find it difficult to adapt to other people's opinions, that is, maladaptation (x = 3.93), while over 90% of the respondents feel bigotry in their opinions (x = 3.88). The result in Table 6 also revealed that the majority of the students surveyed feel depressed over schooling (x = 3.85). However, the respondents do not strongly agree with other people's opinions.

Table 6: Mental health of the respondents

Statements	SA	A	D	SD	Mean	S.D
I most times feel hostile when dealing with my course mates	83(69.2%)	37(30.8%)	0(0%)	0(0%)	3.69	.464
I feel anxious when I want things to be done	13(10.8%)	68(56.7%)	25(20.8%)	14(11.7%)	2.67	.823
I mostly feel different from other people's opinion (bigotry)	108(90.0%)	10(8.3%)	0(0%)	2(1.7%)	3.88	.371
I love forcing people to my opinion on any argument	38(31.7%)	28(23.3%)	30(25.0%)	24(20.0%)	2.67	1.125
My attitude to people or things depends on my current mood (emotional instability)	47(39.2%)	41(34.2%)	25(20.8%)	7(5.8%)	3.07	.914
I choose my relationship with people who align with my opinions (sensitive interpersonal relationships)	69(57.5%)	17(14.2%)	23(19.2%)	11(9.2%)	3.20	1.050
I hardly can adapt with other people's view (maladaptation)	112(93.3%)	8(6.7%)	0(0%)	0(0%)	3.93	.250
There are times I don't feel speaking or relating with anyone else (psychological imbalance)	75(62.5%)	45(37.5%)	0(0%)	0(0%)	3.63	.486
Most times I feel tired of continuing study (study pressure)	70(58.3%)	48(40.0%)	2(1.7%)	0(0%)	3.57	.530
I feel depression over this schooling thing	104(86.7%)	15(12.5%)	0(0%)	1(0.8%)	3.85	.423
Weighted Mean					3.42	.644

Discussion of the findings

This study examined social media use, sleep quality, mental health and academic performance of public secondary school students in Afijio Local Government Area (LGA), Oyo State, Nigeria. The findings revealed that the academic performance of these students predominantly aligns with the initial two levels of cognitive taxonomy: knowledge and comprehension. Also, there was a trace of stage three of the cognitive domain, that is, application, discovered as well as the psychomotor domain, which requires the coordination of complex movements with either minimum or maximum energy, depending on the activity. Hence, there was less of an affective domain identified among the students. These results are in line with those of Grushka, Donnelly and Clement (2014), who saw academic pursuits as a battle in a complex and negotiated process that encourages reflective

understanding through historical, cultural, and personal insights and values individualization. This process involved students' performative practices, material experiences, and interactive thinking skills. On the same vein, the finding of this result also aligns with the findings of Zaheer and Asad (2024), who asserted that academic performance encompasses the student's ability to learn, retain, and demonstrate knowledge in various subjects to reflect their overall academic success. Students' academic performance is essentially a reflection of their unique perspectives, intelligence, and inventiveness.

The findings on the types of social media frequently used among public secondary school students in Afijio LGA, Oyo State, Nigeria, showed that the most commonly used platforms include Snapchat, Facebook, Messenger, Video games, Google and TikTok. This finding suggests that public secondary school students in Afijio LGA, Oyo, State, Nigeria, use social media for social acquaintances, chatting, postings, updates, entertainment and academics. This finding concurred with the findings of Al-Khlaiwi et al. (2020); and Haug et al. (2015), who noted that due to the many features of electronic devices, many adolescents frequently use them for

communication, education, entertainment and information collecting almost every day of their lives. In the same vein, Shtepura (2018) asserts that social media technologies are frequently used by adolescents and have an impact on social interactions, information sharing and the educational process.

The findings revealed that public secondary school students in Afijio LGA use Google and Facebook primarily for learning and academic purposes. They engage with Messenger, WhatsApp, and Facebook to chat with friends and relatives, while platforms such as Reel Blogs and Myspace are used to access updates and general information. For entertainment and social activities, they used video games, Snapchat, Youtube and TikTok. This findings is in agreement with the findings of Bal and Bicen (2017) who carried out a study on the purpose of student's social media use and revealed that the social media played an effective role on students' acquiring new information, providing integrative learning so that the information is shared easier as well as contributing to their lesson success through specific groups including WhatsApp, google meet, etc. Also, the present findings are in consensus with the findings of Ouedera and Abousaber (2018), who analyze the use of social media and its relationship with academic performance among Tabuk University students. The study revealed that social media had improved the communication between the faculty member staff, and the students, which facilitates the communication of the correct information and improves the understanding and the development of the ideas and the courses. The study concluded that YouTube and Twitter seem to be the best social networks that improve the educational process according to Tabuk students.

The study showed that the sleep quality of public secondary school students in Afijio LGA, Oyo State, Nigeria, is moderate. This is because the average number of students sleeps at an average of 6 hours per day. Although on average, the second group of students sleep less than 6 hours per day. This finding also showed that the second average of the studied students sleeps less than the expected hours for secondary school students. On the other hand, the study also revealed that the average chat hours of the students in the studied area is 4 hours per day. This habit, if not controlled, can lead to addiction. It is, however, obvious that the chat hours of students in public secondary schools in Afijio LGA affect their sleep quality. According to Herrero et al. (2022), excessive use of smartphones and social media can lead to social media addiction, exhaustion, loneliness, poor academic performance, psychological distress, depression, anxiety, stress, disruption of interpersonal relationships, poor work efficiency, and sleep disturbance. These findings are consistent with their findings. It follows that students who spend more time on social media (apart from for schoolwork) are unable to compete with or tolerate their peers who spend less time on it. This is due to the fact that excessive usage of social media has an impact on academic, physical, and emotional health.

Finally, the findings revealed that the mental health of some public secondary school students suffers from several factors, including maladaptation, bigotry, and depression, as well as study pressure, a higher level of emotional instability, and some level of anxiety in doing things. These factors could be caused by social media or internet addiction, long screen time and the cumulation of persistence and consecutive short sleeping times among adolescent students. The mental health of students not only affects their academic performance but also their physical, emotional and psychological well-being. This finding corroborates the findings of Wolk, Strecher and Hill (2024), who posit that individuals with much depression and hopelessness (mental imbalance) tend to be less physically and emotionally active. The present findings also aligned with the findings of Huang et al. (2024), who noted that students with high levels of psychological stress had poor sleep quality and thus showcased lower motivation and engagement in academic activities. The implication of these findings is that any student who is found to be mentally imbalanced is expected to be imbalance in other areas like academic performance, emotions and psychology.

Conclusion

Based on the findings, it can be concluded that the academic performance of students in the study area is predominantly on the basis of knowledge, comprehension and a trace of application. While analysis, synthesis and evaluation seem absent. This was probably possible because of the overuse of social media among students. This also might result in social media addiction and can tamper with the students' sleep quality and, in turn, affect their mental health and ultimately their academic performance. Therefore, uncontrolled use of social media can contribute to a range of negative outcomes, including poor mental health, poor academic performance, psychological disturbance, heightened stress levels, and sleep disorders. As such, students who wish to perform well in school should manage how much time they spend on social media and ensure they get adequate sleep.

Recommendations

From the findings of the study, the following recommendations were made:

1. Secondary school administrators should enforce all domains (cognitive, affective and psychomotor) and their indicators (knowledge, comprehension, application, analysis, synthesis and evaluation; receiving, responding, valuing, organising and conceptualising and charactering by valuing; and limitation, manipulation, precision, articulation and naturalisation).
2. The teachers of secondary schools should be engaging the students with tasking assignments and homework that will compel them to mostly use their smartphones for academic purposes if the need arises. Also, the parents should step in by monitoring and regulating the use of smartphones at home to assist in the proper use of social media.
3. Students of secondary schools should be given adequate orientation on the effects of social media addiction and the implications of sleeping less than the required hours per day. In this situation, health professionals can be invited to secondary schools and provide adequate and professional counsel in this regard.
4. Public secondary school management should, as a matter of urgency, be vigilant on students who demonstrate symptoms of study pressure, emotional instability, maladaptiveness, depression, anxiety and hostility. They should be closely monitored and questioned on their social media addiction usage, sleep quality and mental fitness.

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