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IMPACT OF INTERNET ADDICTION ON ACADEMIC PERFORMANCE OF UNDERGRADUATE BUSINESS ADMINISTRATION, FEDERAL UNIVERSITY OYE-EKITI, EKITI STATE, NIGERIA

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ABSTRACT

Internet addiction among students negatively impacts their academic performance, social interactions, and overall well-being. It is against this background that this study investigated impact of internet addiction on academic performance of undergraduates in business administration, Federal University Oye-Ekiti, Ekiti State. Data collected by means of a five-section questionnaire administered to 240 undergraduates in the Department of Business Administration, Federal University Oye-Ekiti was analyzed and interpreted using simple percentages. Hypotheses were tested using Pearson Product Moment Correlation (PPMC) analysis. The findings revealed that the level of class attendance and participation, completion of assignments and projects on time, demonstrated understanding of course material, timely submission of papers and essays and active engagement in discussions and group work were high. The extent of excessive use of social media platforms, constantly seeking out new information and consuming online content, constantly checking and responding to emails, spending long hours playing online games, and excessive use of chat and messaging applications were high. Also, the impact of internet addiction on academic performance of undergraduates were decreased focus and concentration during studying, increased anxiety and stress due to academic unpreparedness, lower grades and test scores, reduced participation in class and group discussions, decreased critical thinking and problem-solving skills. The findings revealed that internet addiction has significant relationship on academic performance among undergraduates in the university. The study recommended that library management in conjunction with university management should organize awareness campaigns to educate students about the risks of internet addiction.

Keywords: Internet Addiction, Academic Performance, Undergraduates

Introduction

Critical to the general wellbeing of a nation and people is the development of highly qualified human resources; available to affect critical sectors of a nation's economy to create wealth and sustainable environment to live a meaningful and beneficial life. The critical sector vested with this responsibility of producing these highly qualified human resources is the education sector; of which the university, which cultures the undergraduates to take up this future role, is a subset. However, it is pertinent to note that the academic performance of these highly qualified human resources in-training leaves nothing to admire as academic performance continues to dwindle year after year. One begins to wonder what the cause could be, considering the fact that in this generation; valuable information is just a click away due to the availability of the Internet. Doubtless, if the use of a resource of value such as the Internet is not well controlled; misuse or addiction may not be inevitable. Consequently, several questions begin to pop-up regarding what relationship and or influence could exist between academic performance and addiction to the use of the Internet by undergraduates. It is this concern that prompted the need to investigate in a bid to unravel the possible connection between poor academic performance of undergraduates and Internet addiction

Statement of the Problem

When it comes to academic performance, internet addiction can have detrimental effects that hinder students' ability to excel in their studies. In today's digital age, undergraduate students often find themselves immersed in online activities such as social media, streaming, gaming, and browsing. These activities can be highly engaging and addictive, consuming substantial amounts of their time and attention. As a result, students may neglect their academic responsibilities, leading to decreased focus, poor time management, and compromised study habits. The detrimental effects of internet addiction on time management, concentration, sleep patterns, social interactions, and mental well-being have become evident, creating a pressing need to be addressed. It is against this backdrop that this research was set to investigate impact of Internet addiction on academic performance of undergraduate business administration in the Federal University Oye-Ekiti, Nigeria. This study aims to provide answers to the following research questions and hypothesis:

1. What is the level of academic performance of business administration undergraduates, Federal University Oye-Ekiti?
2. What is the extent of internet addiction among undergraduate business administration, Federal University Oye-Ekiti?
3. What is the impact of internet addiction on academic performance of undergraduate business administration, Federal University Oye-Ekiti?
4. What are the factors mitigating against academic performance of undergraduate

business administration, Federal University Oye-Ekiti?

5. What are the strategies to enhance academic performance of undergraduate business administration, Federal University Oye-Ekiti?

Hypothesis

Ho1: There is no significant correlation between internet addiction and academic performance of undergraduates' business administration, Federal University Oye-Ekiti.

Review of Literature

The undulating effects of academic performance of undergraduates can be overwhelming as they permeate every aspect of human endeavor, hence, the need to be critical on the impact of addiction to the Internet among undergraduates.

Conceptual Review

Aina and Adedo (2020) stated that academic performance is engagement in research and scholarly activities. This can include conducting independent research, publishing academic papers, presenting at conferences, or participating in collaborative projects. Such contributions demonstrate a higher level of academic performance, as students actively contribute to the body of knowledge in their field of study. Olanipekun and Ohiemi (2018) asserted that academic performance is not limited to external measures; it encompasses personal growth and development. This includes the cultivation of a growth mindset, resilience, self-discipline, time management skills, and the ability to set and achieve goals. Aina and Adedo (2020) stated that internet addiction is a developmental addiction characterized by immoderate and monotonous internet usage. The authors further noted that people who are obsessive to the online network often experience an overwhelming urge to be online, leading to neglect of personal responsibilities, relationships, and other important aspects of life. Miao (2018) explained that they spend excessive amounts of time browsing social media, playing online games, or engaging in other online activities, to the detriment of their physical health, mental well-being, and social connections.

Empirical Review

Several scholars of note have indeed carried out empirical studies in the area of Internet addiction and academic performance. A few of their works were reviewed.

Academic Performance among Undergraduate Students

According to a study conducted by Ajayi (2018), undergraduate students who are engaged in high-impact educational practices such as collaborative learning, internships, and research experiences achieved higher levels of academic performance. The author further revealed that students who are actively involved in extracurricular activities and who develop strong relationships with faculty and peers also tend to have higher levels of academic performance. Fan and Chen (2021) found that the extent of academic performance of undergraduates is influenced by a combination of factors including prior

academic ability, motivation, and engagement. The authors further noted that the presence of high academic standards and clear expectations were also identified as factors that contribute to higher levels of academic performance of students. Leithwood and Wahlstrom (2018) revealed a positive relationship between students' time management skills and their academic performance. The authors further found that students who are able to effectively manage their time and balance their academic and personal responsibilities tend to have higher levels of academic performance. This underscores the importance of teaching students' time management skills and providing support for their personal development. Fleming and Mills (2022) disclosed that the socioeconomic status of undergraduate students has been shown to impact their level of academic performance. The authors further found that students from lower socioeconomic backgrounds tend to have lower levels of academic performance compared to their peers from higher socioeconomic backgrounds.

Internet Addiction among Undergraduate Students

Malhan and Klein (2018) demonstrated that internet addiction was negatively associated with academic performance and psychological well-being among undergraduate students in Hong Kong. Mai and Jing (2019) identified specific risk factors associated with internet addiction among undergraduate students, including social media use, online gaming, and excessive internet browsing. The authors further found that social media addiction was prevalent among undergraduate students and was associated with negative consequences such as anxiety and depression. Gore (2020) found that 21.6% of college students exhibited symptoms of internet addiction. The author averred that internet addiction is a prevalent issue that affects a considerable number of students. Binder (2023) discovered that internet addiction among students is associated with a range of negative outcomes, including poor academic performance, social withdrawal, and mental health problems. The author further revealed that a significant relationship between internet addiction and psychological symptoms such as depression and anxiety among adolescents and young adults. This indicated that internet addiction can have serious consequences for students' well-being. Chen, Chen and Pakpour (2019) found that certain factors, such as excessive internet use for gaming and social networking, may contribute to the development of internet addiction among students. The authors further disclosed that problematic internet use was significantly associated with gaming and social networking activities.

Impact of Internet Addiction on Academic Performance of Undergraduate Students

A study conducted by Caplan (2022) found that internet addiction negatively impacts academic performance among undergraduate students. The author further reported that undergraduates who are addicted to the internet spend more time

online and less time on academic activities, leading to lower grades and overall academic performance. Ceyhan and Gurcan (2018) revealed that internet addiction is associated with lower GPA, decreased study time, and poor time management skills among undergraduate students. The authors further found that undergraduates who are addicted to the internet are more likely to procrastinate on academic tasks and have difficulty balancing their online activities with their academic responsibilities. Law (2019) disclosed that internet addiction can lead to academic underperformance due to excessive use of online gaming, social media, and other non-academic activities. The author further found that undergraduates who are addicted to the internet often neglect their studies in favor of spending time online, resulting in poor academic performance. Condron and Belland (2019) discovered that internet addiction is associated with lower grades, decreased motivation, and increased anxiety among undergraduate students. The authors further asserted that internet addiction can interfere with students' ability to concentrate on their studies, leading to poor academic outcomes.

Factors Militating Against Academic Performance of Undergraduate Students

Castellino and Pettit (2019) asserted that factors militating against academic performance among undergraduate students are their socioeconomic background. The authors further revealed that students from lower socioeconomic backgrounds tend to have lower academic performance compared to their more affluent counterparts. This is often attributed to lack of resources, access to quality education, and support structures that are necessary for academic success. Switzer and Tyler (2018) reiterated that factor affecting academic performance is the level of stress and mental health of undergraduate students. The authors discovered that high levels of stress, anxiety, and mental health issues can significantly impact a student's academic performance. Good mental health and well-being are crucial for academic success. Olanipekun and Ohiemi (2018) reported that lack of motivation, poor time management, inadequate study skills, insufficient sleep, excessive social media use, lack of financial support, family responsibilities, mental health issues, inadequate academic support from instructors, poor academic advising, inadequate library and technology resources, limited access to academic opportunities, peer pressure, academic dishonesty, and personal issues such as health problems and stress were the factors mitigating against academic performance among undergraduate students.

Strategies to Enhance Academic Performance of Undergraduate Students

Durlak, Weissberg and Schellinger (2023) discovered that effective approach to enhance the undergraduates' academic performance is the implementation of active learning techniques. The authors further noted that engaging students in active learning, such as group discussions, problem-solving activities, and hands-on experiments, leads to improved academic

performance. However, active learning encourages student involvement and deeper understanding of the material, ultimately leading to enhanced academic performance. Abolghasemi and Varaniyab (2019) affirmed that providing students with regular and constructive feedback is a critical strategy for improving academic performance. Feedback helps students understand their strengths and weaknesses, allowing them to make necessary adjustments to their studying approach and improve their educational performance. Binder (2023) observed that effective strategy for enhancing academic performance of students is the use of technology in the learning process. The author further asserted that integrating educational technologies, such as online resources, multimedia tools, and interactive platforms, can enhance student engagement and facilitate personalized learning, ultimately leading to improved academic outcomes. Snyder and Howard (2018) attested that a well-designed and supportive learning environment can significantly impact students' academic performance. The author further explained that creating an inclusive and supportive learning environment, where students feel motivated, respected, and included, is essential for enhancing academic performance.

Research Method

Research Design: A survey method of descriptive research design was adopted in this study. The research design was considered because it helps to make reference to happenings as they occur in actual life and helps researchers in collection of information directly from the study population and gives room for interaction between the investigator and the participants being studied.

Population and Sampling: The total population of Business Administration Undergraduates in Federal University Oye-Ekiti is five hundred and ninety-eight (598) as at the beginning of 2023/2024 academic session. This figure was obtained from the Administration Officer, Department of Business Administration, FUOYE, Ekiti State. It is however from this population that sample size is drawn. The Slovin's formular was used to discover the sample size. This was to ensure that appropriate sample was used for the study and based on the Slovin sample size determination formula.

Slovin Sample Size Determination Formula:

$$\mathbf{n = \frac{N}{1+N\,(e)^2}}$$

Where:

n = Sample size
N = Total population
e = Error Margin

$$n = \frac{598}{1+ 598\ (0.05)^2}$$

$$n = \frac{598}{1+ (598x\ 0.0025)}$$

$$n = \frac{598}{1+ 1.49}$$

$$n = \frac{598}{2.49}$$

n = 240

Therefore, the sample size is 240 students as calculated by the sample size determination formula **Data Collection:** Well-structured questionnaire was used as the method of data collection. The questionnaire was constructed in consonance with the research questions and reviewed in terms of format and items. More importantly, the items provided were thoroughly evaluated by the researcher's supervisor to ascertain the face and content validity and focused on "Influence of Internet Addiction on the Academic Performance of Undergraduates' Business Administration, Federal University Oye-Ekiti, Ekiti State, Nigeria". Copies of the questionnaire were distributed to the undergraduates Business Administration in Federal University Oye-Ekiti. Efforts were also made to ensure that the respondents completed the questionnaire accurately; this is because the higher accuracy of the completed questionnaire, the higher the degree of reliability, accuracy and validity that could be achieved from the result of the research findings. **Response Rate:** A total of 240 respondents were targeted in the distribution of the questionnaire for the study in Federal University Oye-Ekiti, Ekiti State, Nigeria. A total of 219 copies were retrieved and valid for analysis. This gives a response rate of 91.3%. **Data Analysis:** The data gathered through the instrument used for the research work was analyzed using descriptive statistical method and simple percentage was used to analyze the collected data. The result was presented along with the data which aided clarity of result and made it easy for the drawing of the conclusion of the information gathered. **Ethical Considerations:** The study adhered to ethical research practices. Participation in the study was voluntary, and informed consent was obtained from all respondents. Confidentiality and anonymity were maintained throughout the research process, and the data collected were used solely for the purpose of this study.

Presentation of Results

Demographic Variables of the Respondents

Table 1: Distribution of the Respondents by Demographic Variables

Gender	**Frequency**	**Percent**
Male	102	46.6
Female	117	53.4
Total	**219**	**100.0**
Age	**Frequency**	**Percent**
18 – 25	176	80.4
26 – 30	39	17.8
31 and above	4	1.8
Total	**219**	**100.0**
Level of Study	**Frequency**	**Percent**
100	72	32.9
200	68	31.1
300	60	27.4
400	19	8.6
Total	**219**	**100.0**

Source: Authors' Field Work, 2024

Table 1 shows the distribution of the respondents by demographic variables. A total of 117 (53.4%) respondents were female, 176 (80.4%) respondents' age was between 18 and 25 years and 72 (32.9%) respondents were in their 100 level.

Research Question One: What is the level of academic performance of business administration undergraduates, Federal University Oye-Ekiti?

Table 2: Level of academic performance of business administration undergraduates, Federal University Oye-Ekiti

S/N	STATEMENT	Mean	SD
1	Class attendance and participation	4.51	0.786
2	Completion of assignments and projects on time	4.05	0.902
3	Demonstrated understanding of course material	4.03	0.964
4	Timely submission of papers and essays	3.95	1.118
5	Active engagement in discussions and group work	3.90	1.083
6	Attendance at training hours and extra help sessions	3.79	1.153
7	Consistent improvement in academic performance	3.78	1.180
8	Successful completion of academic prerequisites	3.70	1..173
9	High grades on exams and quizzes	3.57	1.013
10	Effective time management	3.43	1.057
	Criterion Mean	**3.00**	

Source: Authors' Field Work, 2024

Table 2 shows the level of academic performance of business administration undergraduates, Federal University Oye-Ekiti. The criterion mean is 3.00. Any individual mean greater or equal to criterion mean shows the agreement of the respondents that the level of academic performance of business administration undergraduates, Federal University Oye-Ekiti was high. The level of class attendance and participation (Mean = 4.51), completion of assignments and projects on time (Mean = 4.05), demonstrated understanding of course material (Mean = 4.03), timely submission of papers and essays (Mean = 3.95) and active engagement in discussions and group work (Mean = 3.90) were high.

Research Question Two: What is the extent of internet addiction among undergraduate business administration, Federal University Oye-Ekiti?

Table 3: Extent of internet addiction among undergraduate business administration, Federal University Oye-Ekiti

S/N	STATEMENT	Mean	SD
1	Excessive use of social media platforms	4.04	1.100
2	Constantly seeking out new information and consuming online content	3.99	1.081
3	Constantly checking and responding to emails	3.85	1.157
4	Spending long hours playing online games	3.79	1.077
5	Excessive use of chat and messaging applications	3.74	1.178
6	Binge-watching videos on streaming platforms	3.68	1.145
7	Difficulty focusing on offline activities due to a constant desire to be online	3.66	1.353
8	Spending excessive time on forums and discussion boards	3.62	1.040
9	Compulsively checking and updating online profiles	3.59	1.175
10	Seeking out constant validation and approval through likes and comments	3.46	1.224
11	Neglecting responsibilities in favor of spending time online	3.41	1.213
12	Feeling anxious or irritable when unable to access the internet	3.36	1.282
13	Using the internet as a means of escape or avoidance	3.31	1.339
14	Obsessive online shopping	3.23	1.231
15	Engaging in online gambling	3.17	1.330
	Criterion Mean	**3.00**	

Source: Authors' Field Work, 2024

Table 3 shows the extent of internet addiction among undergraduate business administration, Federal University Oye-Ekiti. The criterion mean is 3.00. Any individual mean greater or equal to criterion mean shows the agreement of the respondents that the extent of internet addiction among undergraduate business administration, Federal University Oye-Ekiti was high. The extent of excessive use of social media platforms (Mean = 4.04), constantly seeking out new information and consuming online content (Mean = 3.99), constantly checking and responding to emails (Mean = 3.85), spending long hours playing online games (Mean = 3.79), excessive use of chat and messaging applications (Mean = 3.74), binge-watching videos on streaming platforms (Mean = 3.68) and difficulty focusing on offline activities due to a constant desire to be online (Mean = 3.66) were high.

Research Question Three: What is the impact of internet addiction on academic performance of undergraduate business administration, Federal University Oye-Ekiti?

Table 4: Impact of internet addiction on academic performance of undergraduate business administration, Federal University Oye-Ekiti

S/N	STATEMENT	Mean	SD
1	Decreased focus and concentration during studying	3.26	0.880
2	Increased anxiety and stress due to academic unpreparedness	3.05	0.937
3	Lower grades and test scores	3.03	0.972
4	Reduced participation in class and group discussions	3.02	0.974
5	Strained relationships with teachers and peers	3.02	0.924
6	Increased absenteeism and truancy	3.01	0.781
7	Decreased critical thinking and problem-solving skills	3.00	0.886
8	Poor time management skills leading to procrastination	2.97	0.972
9	Lack of interest in extracurricular activities and hobbies	2.94	0.816
10	Inability to prioritize studies over internet usage	2.87	1.046
11	Disrupted sleep patterns leading to fatigue and decreased cognitive function	2.84	0.819
12	Difficulty in completing assignments and projects on time	2.83	0.966
13	Decreased motivation to excel academically	2.81	1.003
14	Impaired memory and retention of information	2.76	1.070
15	Poor academic and career prospects due to lack of educational attainment	2.72	1.109
	Criterion Mean	**3.00**	

Source: Author's Field Work, 2024

Table 4 shows the impact of internet addiction on academic performance of undergraduate business administration, Federal University Oye-Ekiti. The criterion mean is 2.50. Any individual mean greater or equal to criterion mean shows the agreement of the respondents with the impact of internet addiction on academic performance of undergraduate business administration, Federal University Oye-Ekiti. Majority of the respondents agreed that the impact of internet addiction on academic performance of undergraduate business administration, Federal University Oye-Ekiti were decreased focus and concentration during studying (Mean = 3.26), increased anxiety and stress due to academic unpreparedness (Mean = 3.05), lower grades and test scores (Mean = 3.03), reduced participation in class and group discussions (Mean = 3.02), strained relationships with teachers and peers (Mean = 3.02), increased absenteeism and truancy (Mean = 3.01) and decreased critical thinking and problem-solving skills (Mean = 3.00).

Research Question Four: What are the factors mitigating against academic performance of undergraduate business administration, Federal University Oye-Ekiti?

Table 5: Factors militating against academic performance of undergraduate business administration, Federal University Oye-Ekiti?

S/N	STATEMENT	Mean	SD
1	Lack of adequate nutrition and food insecurity	3.14	0.977
2	Family responsibilities and caregiving responsibilities	3.13	0.840
3	Lack of access to resources such as textbooks and technology	3.05	1.053
4	Cultural and language barriers	3.02	0.867
5	Poverty and economic instability	3.00	0.830
6	Bullying and harassment	3.00	0.955
7	Substance abuse and addiction	2.98	0.967
8	Lack of motivation or interest in the subject matter	2.94	0.958
9	Physical health issues	2.91	0.942
10	Learning disabilities or special needs	2.90	0.998
11	Housing instability and homelessness	2.90	0.906
12	Lack of sleep and rest	2.84	0.929
13	Lack of parental involvement and support	2.82	0.967
14	Disrupted home environment or family trauma	2.78	1.075
15	Mental health issues	2.73	0.921
	Criterion Mean	**2.50**	

Source: Author's Field Work, 2024

Table 5 shows the factors militating against academic performance of undergraduate business administration, Federal University Oye-Ekiti. The criterion mean is 2.50. Any individual mean greater or equal to criterion mean shows the agreement of the respondents with the factors militating against academic performance of undergraduate business administration, Federal University Oye-Ekiti. Majority of the respondents agreed that the factors mitigating against academic performance of undergraduate business administration, Federal University Oye-Ekiti were lack of adequate nutrition and food insecurity (Mean = 3.14), family responsibilities and caregiving responsibilities (Mean = 3.13), lack of access to resources such as textbooks and technology (Mean = 3.05), cultural and language barriers (Mean = 3.02), poverty and economic instability (Mean = 3.00) and bullying and harassment (Mean = 3.00).

Research Question Five: What are the strategies to enhance academic performance of undergraduate business administration, Federal University Oye-Ekiti?

Table 6: Strategies to enhance academic performance of undergraduate business administration, Federal University Oye-Ekiti

S/N	STATEMENT	Mean	SD
1	Encourage regular attendance and participation in class	3.35	0.923
2	Offer additional practice and review materials	3.24	0.856
3	Provide clear and achievable learning objectives	3.22	0.807
4	Provide opportunities for students to showcase their knowledge and skills through presentations and projects	3.21	0.861
5	Use a variety of teaching methods and learning styles to cater to different students	3.18	0.920
6	Implement project-based learning opportunities	3.17	0.988
7	Offer extra help and support for struggling students	3.16	0.760
8	Create a supportive and inclusive classroom environment	3.14	0.826
9	Utilize technology for interactive and engaging lessons	3.12	0.804
10	Incorporate real-world examples and applications of concepts	3.11	0.782
11	Encourage peer-to-peer tutoring and study groups	3.10	0.908
12	Promote good study habits and time management skills	3.09	0.860
13	Encourage students to set goals and track their progress	3.04	0.834
14	Collaborate with parents and guardians to support academic success	2.99	0.893
15	Provide timely and constructive feedback on assignments	2.95	0.902
	Criterion Mean	**2.50**	

Source: Author's Field Work, 2024

Table 6 shows the strategies to enhance academic performance of undergraduate business administration, Federal University Oye-Ekiti. The criterion mean is 2.50. Any individual mean greater or equal to criterion mean shows the agreement of the respondents with the strategies to enhance academic performance of undergraduate business administration, Federal University Oye-Ekiti. Majority of the respondents agreed that the strategies to enhance academic performance of undergraduate business administration, Federal University Oye-Ekiti were encourage regular attendance and participation in class (Mean = 3.35), offer additional practice and review materials (Mean = 3.24), provide clear and achievable learning objectives (Mean = 3.22), provide opportunities for students to showcase their knowledge and skills through presentations and projects (Mean = 3.21), use a variety of teaching methods and learning styles to cater to different students (Mean = 3.18) and implement project-based learning opportunities (Mean = 3.17).

Testing of Research Hypothesis

Ho1: There is no significant correlation between internet addiction and academic performance of undergraduates' business administration, FUOYE, Ekiti State.

This hypothesis was tested at 0.05 level of significance.

Table 7: Test of Relationship between internet Addiction and Academic Performance of Undergraduates' Business Administration, FUOYE, Ekiti State Variable

N	Mean	SD	r.-value	P	Decision
Academic Performance	219	3.87	0.586	0.296**	0.000	Significant
Internet Addiction	219	3.62	0.592			

Source: Researcher's Computed Data (2024)
**_Correlation is Significant at the 0.01 level (2 tailed)

Table 7 shows the test of relationship between internet addiction and academic performance of undergraduates' business administration, FUOYE, Ekiti State. The mean score of internet addiction is Mean = 3.62, SD = 0.592 while the mean score of academic performance (Mean = 3.87, SD = 0.586) of undergraduates' business administration, FUOYE, Ekiti State, Nigeria, is found to be significant at P < 0.05. Thus, the mean of internet addiction (r = 0.296**, N = 219, P < 0.05) has significant influence on academic performance. Therefore, internet addiction has significant relationship on academic performance among undergraduates' of Business Administration, FUOYE, Ekiti State, Nigeria. Hence, the null hypothesis is rejected.

Discussion of the Findings

The findings revealed that the level of class attendance and participation, completion of assignments and projects on time, demonstrated understanding of course material, timely submission of papers and essays and active engagement in discussions and group work were high. This study is in line with Ajayi (2018) who revealed that undergraduate students who are engaged in high-impact educational practices such as collaborative learning, internships, and research experiences achieved higher levels of academic performance. The author added students who are actively involved in extracurricular activities and who develop strong relationships with faculty and peers also tend to have higher levels of academic performance. This study was also supported by Means and Jones (2021) who revealed that students who engaged in effective study strategies such as distributed practice, self-testing, and elaborative interrogation have higher levels of academic performance.

The findings revealed that the extent of excessive use of social media platforms, constantly seeking out new information and consuming online content, constantly checking and responding to emails, spending long hours playing online games, excessive use of chat and messaging applications, binge-watching videos on streaming platforms and difficulty focusing on offline activities due to a constant desire to be online were high. This study is in line with Mai and Jing (2019) who identified specific risk factors associated with internet

addiction among undergraduate students, including social media use, online gaming, and excessive internet browsing. Similarly, Abolghasemi and Varaniyab (2019) revealed that excessive use of social media, such as Facebook, Instagram, and Twitter was associated with higher levels of internet addiction among undergraduate students.

The findings revealed that the impact of internet addiction on academic performance of undergraduates were decreased focus and concentration during studying, increased anxiety and stress due to academic unpreparedness, lower grades and test scores, reduced participation in class and group discussions, strained relationships with teachers and peers, increased absenteeism and truancy and decreased critical thinking and problem-solving skills. This finding is in line with Ceyhan and Gurcan (2018) who revealed that internet addiction is associated with lower GPA, decreased study time, and poor time management skills among undergraduate students. Similarly, Condron and Belland (2019) discovered that internet addiction is associated with lower grades, decreased motivation, and increased anxiety among undergraduate students.

The findings revealed that factors militating against academic performance of undergraduates were lack of adequate nutrition and food insecurity, family responsibilities and care giving responsibilities, lack of access to resources such as textbooks and technology, cultural and language barriers, poverty and economic instability, and bullying and harassment. This finding is in line with Olanipekun and Ohiemi (2018) who reported that lack of motivation, poor time management, inadequate study skills, insufficient sleep, excessive social media use, lack of financial support, family responsibilities, mental health issues, inadequate academic support from instructors, poor academic advising, inadequate library and technology resources, limited access to academic opportunities, peer pressure, academic dishonesty, and personal issues such as health problems and stress were the factors mitigating against academic performance among undergraduate students.

The findings revealed that strategies to enhance academic performance of undergraduates were encourage regular attendance and participation in class, offer additional practice and review materials, provide clear and achievable learning objectives, provide opportunities for students to showcase their knowledge and skills through presentations and projects, use a variety of teaching methods and learning styles to cater to different students and implement project-based learning opportunities. This study is in line with Adeyegbe (2019) who expressed that strategies to enhance academic performance of undergraduate students were to provide regular and constructive feedback to students, establish clear goals and expectations, offer opportunities for peer learning and mentoring; conduct regular assessments and evaluations to monitor student progress and adjust teaching strategies accordingly, and recognize and

reward student achievements and milestones to boost motivation and confidence. Similarly, Rivkin (2018) suggested that provision of comprehensive academic support services, such as counseling, tutoring, and academic advising, can significantly enhance the academic performance of undergraduate students.

From the finding and analysis presented in table 7 indicated that internet addiction has significant relationship on academic performance among undergraduates in the university. The result concurred with previous reading report of Malhan and Klein (2018) who demonstrated that internet addiction was negatively associated with academic performance and psychological well-being among undergraduate students.

Conclusion

The study revealed that addiction to the Internet was high among the undergraduates sampled, and that this addiction to the Internet negatively impacts undergraduates' academic performance, as they may not be able to engage in high-impact educational practices.

Recommendations

The following recommendations are suggested;lecturers should monitor students' attendance to identify those who are frequently absent due to internet addiction, lecturers should implement online quizzes and assignments to reduce excessive internet usage among students, university management in conjunction with lecturers should conduct workshops on effective time management to help students prioritize academic tasks, library management in conjunction with university management should organize awareness campaigns to educate students about the risks of internet addiction, university management should provide academic counseling to students who are struggling with internet addiction and its impact on their academic performance, and lecturers in conjunction with university management should integrate digital literacy into the curriculum to educate students on responsible internet usage.

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