Journal of Pedagogy and Education Science (JPES)
Vol. 4, No. 02, pp. 228-238
journal.iistr.org/index.php/JPES
DOI: 10.56741/IISTR.jpes.00901

Community Dispositions to Undergraduates' Social Media Addiction and Poor Study Habits as Correlates of Undergraduates' Low Achievement in Ogun State, Nigeria

[1]Afolabi Olubela*, [2]Olufunmilayo Iyunade
Corresponding Author: * afolabi.olubela@oouagoiwoye.edu.ng
[1] Olabisi Onabanjo University, Ago-Iwoye, Nigeria

ARTICLE INFO

Article history
Received 24 March 2025
Revised 20 May 2025
Accepted 24 May 2025

ABSTRACT

Social media addiction and other variables, such as poor study habits, have been attributed to students' low academic achievement. Students who engage more on social media will basically exhibit poor study habits and performance. This study examined the community dispositions to undergraduates' social media addiction and poor study habits as correlates of undergraduates' low achievement in Ogun State. This study adopted a descriptive survey research design. A sample of 100 community members was randomly selected from Ijebu-Ode, Sagamu, and Abeokuta. These include landlords/ladies, transporters, market men and women, and eatery workers. Data were collected using a validated instrument titled: students' social media addiction and study habit questionnaire (SSMA-SH, r=0.76). The three research questions were analysed using Descriptive frequency tables and means cores. There was also a significant influence of students' social media addiction and poor study habits on low academic achievement. The study recommended that institutions should educate students about the negative influence of excessive social media and integrate academic activities, such as assignments or discussions, on social media platforms to foster a habit of using these platforms for educational purposes among students.

Keywords
Academic Achievement
Community Dispositions

This is an open-access article under the CC–BY-SA license.

Gender
Social Media Addiction
Study Habits

Introduction

Social media has become an integral part of students' lives globally, connecting individuals for collaboration and knowledge sharing. Its pervasive presence has transformed students' thinking, interactions, and learning approaches. Students utilize social media for various purposes, including fostering relationships, reconnecting with lost contacts, and engaging in discussions on shared interests. With the widespread availability of smartphones, students are increasingly drawn to incorporating social media into their daily routines. Social media refers to the platform utilized for online communication, interaction, content sharing, and collaboration. These web-based tools enable users to engage with one another by exchanging information, opinions, knowledge, and interests over the internet, thus influencing human interactions in diverse manners [1]. Prominent examples of social media platforms include Facebook, Twitter, Instagram, and LinkedIn.

A. Students' social media addiction and low academic achievement

The primary motivation for students using "social media" is to stay connected with their friends and family, as it offers a convenient, efficient, and quick way to communicate. However, social media obsession has become a growing concern, particularly prevalent among students [2]. Social media offers numerous benefits, including facilitating easy information exchange among undergraduates and promoting collaborative learning. Additionally, it has been shown to enable students to share educational resources more rapidly. When used appropriately, social media can enhance the learning process for students [3].

Conversely, excessive social media use has been found to impact various aspects of students' lives negatively [4]. Zhao [5] identified that social media addiction detrimentally affects students' academic performance, health, interpersonal relationships, and overall well-being. This addiction can lead to poor eating habits, insomnia, mental fatigue, depression, and academic failure. Moreover, in the current era of social media, students often struggle to manage the time they spend on these platforms for academic purposes. Additionally, internet addiction is linked to academic procrastination among students. Masrom et al. [6] also found a significant correlation between internet addiction and academic procrastination. This trend similarly affects students' study habits.

B. Students' poor study habits and low academic achievement

Cultivating effective study habits is paramount not only for academic success but also for career advancement. Apuke [7] emphasized that excelling in school necessitates the

development of robust study habits. Students must acquire, practice, and refine these habits to thrive academically. A student's character is essentially a compilation of habits, which exert a profound influence on their lives. Bamigboye and Olusesan [8] described habits as comprising knowledge, skill, and desire. Knowledge equips students with an understanding of what needs to be done, skill empowers them with the capability to execute tasks, and desire propels them to action. Consequently, habits manifest as behaviors that are routinely practiced and often occur subconsciously. Wan Pa et al. [9] discovered that effective planning and time management, adept utilization of textbooks, enhancement of reading and note-taking abilities, focused attention, and a positive outlook toward exams are pivotal for bolstering a learner's academic performance.

Effective studying relies on employing appropriate techniques, grasping a thorough understanding of the material, and consistently applying effective study behaviors. Study habits can be categorized into two types: good study habits and poor study habits [10]. These habits encompass various techniques such as creating a study timetable, practicing self-discipline, maintaining focus, acquiring and organizing study materials, engaging in textbook reading, managing time effectively, and taking comprehensive notes. It's important to note that study habits differ from one student to another, with certain habits being more conducive to academic success than others. Iwamoto and Chun [11] elucidated that study habits entail a structured pattern of activities that extend beyond mere recreational reading. They emphasized that effective study habits involve deliberate and consistent actions aimed at achieving academic goals, such as passing exams or obtaining higher grades. Frison and Eggermont [12] underscored that the ultimate objectives of study habits include acquiring knowledge and skills that facilitate adaptation to new situations, critical thinking, idea interpretation, decision-making, innovation, and skill refinement.

This study is based on the Technology Acceptance Model (TAM). In order to recognize, predict, and give an explanation of the reasons people admit or discard information systems, inventors have developed and made use of several models to comprehend the handlers' reception of the information systems. TAM is widely utilized by researchers as a framework for investigating the fundamental factors that influence users' acceptance and adoption of new information systems [13].

The main objective of the technology acceptance model is to give clear details on the factors generally affecting the acceptance of or positive attitude toward computer applications. More so, this theory aids researchers and practitioners to recognize the reason for making a particular system unacceptable or displaying a negative attitude to its use [14]. The adoption of an information system is directly determined by the behavioral intention to use it, which is influenced by users' attitudes towards the system and its perceived usefulness. These

perceptions and attitudes towards usefulness are, in turn, influenced by the perceived ease of use. According to TAM, higher perceived usefulness and ease of use of an information system positively impact users' attitudes towards it. This positive attitude fosters the intention to use the system, ultimately leading to increased actual usage [15]. TAM posits that, under similar circumstances, perceived usefulness is shaped by perceived ease of use, as the easier a technology is to use, the more it is perceived to be beneficial.

C. Relevance of TAM and Students' Study Habits

The adoption of new technologies, including learning habits, can be better understood with the aid of TAM. This implies that the main factors affecting whether a technology is used are perceived utility and perceived ease of use. In the educational setting, students are more likely to use a learning app if they believe it to be helpful and simple to use. Perceptions of ease of use (PEOU) and usefulness (PU) among students are impacted by TAM. How much a person thinks using a specific technique will help him perform better—in this case, his learning patterns—is known as perceived utility, or PU. For instance, students will find a flashcard application helpful if they think it will aid in their acquisition of new vocabulary. Similar to this, PEOU is the extent to which a person thinks using the technology will be simple. With an intuitive interface and unambiguous instructions, students may find the learning platform easier to use.

Additionally, through the use of technology, learning objectives, and the creation of efficient learning resources, TAM improves students' learning habits. If students find the learning app or online tool useful and easy to use, they will be more likely to use it as part of their learning routine. Some students are more adept than others at using technology for learning, and TAM can help explain why. Better academic achievement may result from people who find technology easy to use and beneficial being more inclined to use it frequently. Knowing TAM principles can assist educators and developers in creating learning resources that have a higher chance of being embraced and utilized by students. Designing tools that are user-friendly, simple to understand, and beneficial is part of this.

Adoption of an online learning platform is also permitted by TAMs if students believe it provides a structured learning experience (apparent usefulness) and if the platform's interface is user-friendly (apparent ease of use). Additionally, if students believe that educational apps like flashcards are useful for memorization (applicability) and are simple to use and navigate (applicability), they may be well received. If students think a given note-taking app will increase their learning and help them organize their thoughts (applicability), and if the app is easy to use, they may decide to use it. Understanding how students' perceptions of technology's

usefulness and usability influence their willingness to use it to enhance their learning is made easier with the aid of TAM.

Perceived usefulness refers to the extent to which an individual believes that using a particular system would enhance their job performance, while perceived ease of use reflects the perception of how effortless it would be to use the system [16]. Attitude denotes an individual's favorable or unfavorable evaluation of the behavior in question, while intention refers to the degree of motivation to exert effort in performing that behavior [14]. This theory underscores the influence of an individual's cognitive state on outcomes, highlighting the significance of motivation and outcome expectations. In light of these concepts, this study investigated how community attitudes towards undergraduates' social media addiction and poor study habits correlate with low academic achievement among undergraduates in Ogun State.

D. Statement of the Problem and Research Questions

Many questions have been raised by the community, parents, teachers, and students on why students perform so poorly academically. There is no doubt that getting more acquainted with social media will affect the study time and consequently the study habits of students. Students who engage more on social media will be left with little or no time to study. This study examined the community dispositions to undergraduates' social media addiction and poor study habits as correlates of undergraduates' low achievement in Ogun State. The following research questions will guide the study:

1. What impact does students' social media addiction have low academic achievement?
2. What impact do students' poor study habits have on low academic achievement?
3. What are the perceptions of male and female students on social media addiction, study habits, and academic achievement?

Methods

A. Research Design

This study makes use of the descriptive survey research design. A sample of 100 community members was selected from Ijebu-Ode, Sagamu, and Abeokuta. These include landlords/ladies, transporters, market men and women, and eatery workers. A simple random sampling technique was used to select the samples. By this, each selected sample had equal chances to be selected, and each of these community participants relates with students directly as service providers to students, hence they could share their observations about the students' behaviour as it relates to social media addiction and study habits. This is better than having students give an account of themselves. Data were collected using a self-constructed instrument titled students' social media addiction and study habit questionnaire (SSMA-SH,

r=0.76). The instrument was validated and administered to the students. The three research questions were analysed using Descriptive frequency tables and means cores.

B. Data Analysis and Discussion

1. Research Question One: What impact does students' social media addiction have low academic achievement?

Table 1. Social media and low academic achievement

S/N	Items	SA	A	D	SD	Mean
1	I engage in chatting with friends almost every time on social media	56	37	2	5	3.44
2	I cannot do without checking my phone to see if there are new posts on social media	53	32	2	12	3.24
3	Some friends always wait for me to come online every good day to discuss one thing or another	54	38	1	6	3.38
4	Though it is affecting my performance in school but I cannot cope without social media	49	41	2	7	3.30
5	Irrespective of where I am, my phone is always a distraction	22	52	4	51	2.73
	Total	**234**	**200**	**11**	**75**	**3.21**

Table 1 shows a statistical significance between the study variables, it was seen that all items on research question one were generally agreed upon by the respondents showing a grand mean of 3.21 which is above the benchmark mean, this means that there is a significant influence of students' social media addiction on low academic achievement.

2. Research Question Two: What impact do students' poor study habits have on low academic achievement?

Table 2. Study habits and low academic achievement

S/N	Items	SA	A	D	SD	Mean
11	Females are more addicted to social media compared to male students	27	54	17	2	3.06
12	Male students are not that freaked about social media	27	63	9	1	3.16
13	Female students engage in business on social media, and as a result, they are always online	24	41	23	12	2.77
14	Male students do not like Facebook, WhatsApp as much as females	17	60	21	2	2.92
15	Female students cannot do without social media	22	48	24	6	2.86
	Total	**117**	**266**	**94**	**23**	**2.95**

Table 2 illustrates the mean response of respondents to research question two, It was seen that items 6, 9, and 10 were agreed upon, while items 7 and 8 were disagreed upon. A grand mean of 2.67 was recorded, which is above the benchmark mean. It was seen that there is a significant influence of students' study habits on low academic achievement.

3. Research Question Three: What are the perceptions of male and female students on social media addiction, study habits, and academic achievement?

Table 3. Male and female students' social media addiction, study habits, and academic achievement

S/N	Items	SA	A	D	SD	Mean
6	When facing low marks, I look for the teacher and utilize facts from the class, reading materials, and understanding of the subjects' content to get the marks I believe I deserve	61	34	1	4	3.64
7	I study and I ask a lot of questions in class to boost my academic achievement	39	49	9	3	1.94
8	I engage in conversations regarding new topics under study during class discussions or sessions	41	44	9	6	2.02
9	I ask questions regarding concepts I don't fully understand		34	32	17	2.51
10	I have set a timetable for myself to read every day	58	17	18	7	3.26
	Total	**244**	**137**	**102**	**117**	**2.67**

Table 3 shows a statistical significance between the study variables, It was seen that all items on research question three were generally agreed upon by the respondents, showing a grand mean of 2.95, which is above the benchmark mean. This means that there is a significant gender difference in social media addiction.

Discussion

The findings of this study showed that social media addiction can lead to poor eating habits, insomnia, mental exhaustion, depression, and academic failure. Additionally, in this age of pervasive social media use, students often struggle to manage the time they spend on these platforms for academic purposes. It was also observed that students' social media addiction significantly impacts their academic achievement negatively. This finding aligns with Qureshi, Bhatti, and Khoso [1], who asserted that social media addiction adversely affects students' academic performance, health, interpersonal relationships, and overall well-being. The study also found a significant gender difference in social media addiction, which corresponds with Wan Pa et al. [9], who reported significant gender differences in social media addiction, study habits, and academic achievement.

Recent studies have further substantiated these findings. For instance, social media addiction has been linked to poor sleep quality among university students, with factors such as social media fatigue and fear of missing out exacerbating the issue [17]. Moreover, excessive use of social media platforms has been associated with increased levels of stress, anxiety, and depression, which in turn negatively affect academic performance [18]. A systematic review and meta-analysis also confirmed that social media addiction significantly impairs students' academic achievement [19].

Gender differences in the impact of social media addiction have been observed as well. A study found that while male students exhibited higher levels of social media addiction, female students' academic performance was more adversely affected by their social media use [20]. This suggests that the nature and context of social media engagement may differ between genders, influencing academic outcomes differently.

The primary purposes of study habits are to acquire useful knowledge and skills, adapt to new situations, interpret ideas, make judgments, generate new ideas, and perfect skills. The study indicated that students' study habits significantly affect their academic performance. This finding is consistent with Zhao [5], who highlighted that effective planning and use of time, optimal use of textbooks, improvement of reading and note-taking skills, and a positive attitude toward exams are crucial for enhancing academic achievement. Iwamoto and Chun [11] supported these findings, describing study habits as a pattern of activities that extend beyond casual reading for pleasure. They emphasized that well-planned and consistent study activities, driven by a genuine intention to succeed academically, are essential for students aiming to achieve better grades.

Furthermore, research has shown that social media addiction can lead to academic procrastination, thereby diminishing students' learning capacity and academic performance [21]. The overuse of social media platforms has also been linked to negative dietary habits, such as skipping breakfast and increased consumption of sugary foods, which can affect students' overall health and cognitive function [22]. Additionally, social media addiction has been associated with increased levels of fatigue and decreased academic engagement, further hindering students' academic success [23].

Expanding on these findings, a study conducted by Mukarromah and Hakim [24] revealed that poor time management combined with social media addiction significantly contributes to academic procrastination among undergraduate students. This procrastination, in turn, negatively impacts academic performance. Similarly, Caratıquıt and Caratıquıt [25] found that academic procrastination mediates the relationship between social media addiction and academic achievement in distance learning contexts, emphasizing the indirect effects of social media use on students' academic outcomes.

Gender-specific patterns have also been observed in social media usage and their effects on academic performance. For instance, a study by Al-Menayes [26] indicated that while male students tend to exhibit higher levels of social media addiction, female students' academic performance is more adversely affected by their social media use. This suggests that the nature and context of social media engagement may differ between genders, influencing academic outcomes differently.

Moreover, research by Syahputra et al. [27] highlighted that narcissistic tendencies are significantly associated with social media addiction, particularly among students with higher daily internet access and multiple social media accounts. This addiction not only affects academic performance but also contributes to mental health issues such as loneliness and depression, further impeding students' academic success.

Lastly, a study by Al-Menayes [28] demonstrated that excessive time spent on social media negatively correlates with academic performance. The study emphasizes that while social media engagement alone does not significantly impact academic outcomes, addiction to social media—characterized by heavy and compulsive usage—does have a detrimental effect on students' academic achievements.

Conclusion

This study concluded that there was a notable correlation between students' social media addiction and their academic achievement, with excessive social media use contributing to lower academic success. Moreover, the study identified a significant gender disparity in social media addiction between male and female students. In summary, the findings underscore the substantial influence of both study habits and social media addiction on the poor academic performance of undergraduate students.

Recommendations

Based on the study's findings, the following recommendations are suggested:

1. Organize Seminars: Higher institutions should arrange seminars to educate students about the potential consequences of excessive social media use and its impact on academic performance.
2. Utilize Social Media for Academic Activities: Lecturers and instructors can incorporate assignments or discussions on social media platforms to encourage students to use these sites for academic purposes, fostering a productive engagement with these platforms.
3. Self-Regulation: Students should proactively manage their social media usage and refrain from allowing it to become a source of distraction. Implementing self-talk strategies can help students to consciously reduce the time spent on social media and prioritize academic responsibilities.

Conflict of Interest

The authors declare that there is no conflict of interest.

References

[1] J. A. Qureshi, T. Bhatti, and P. A. Khoso, "Effects of social media on psychological wellbeing and academic performance among university students in Sindh," *Pakistan Journal of Educational Research*, vol. 6, no. 2, 2023. [Online]. Available: https://doi.org/10.52337/pjer.v6i2.789

[2] S. Brooks, X. Wang, and C. Schneider, "Technology addictions and technostress: An examination of the U.S. and China," *Journal of Organizational and End User Computing*, vol. 32, no. 2, pp. 1–19, 2020.

[3] B. Keles, N. McCrae, and A. Grealish, "A systematic review: The influence of social media on depression, anxiety and psychological distress in adolescents," *International Journal of Adolescence and Youth*, vol. 25, no. 1, pp. 79–93, 2020.

[4] U. C. Agwi and F. N. Ogwueleka, "Impact of social media on students' academic performance," *International Journal of Scientific and Engineering Research*, vol. 9, no. 3, pp. 1454–1462, 2018.

[5] L. Zhao, "Social media addiction and its impact on college students' academic performance: the mediating role of stress," *Asia-Pacific Education Researcher*, vol. 32, no. 1, pp. 81–90, 2021.

[6] M. B. Masrom, A. H. Busalim, H. Abuhassna, and N. H. N. Mahmood, "Understanding students' behavior in online social networks: A systematic literature review," *International Journal of Educational Technology in Higher Education*, vol. 18, no. 1, pp. 341–352, 2021.

[7] D. O. Apuke, "The influence of social media on academic performance of undergraduate students of Taraba State University, Jalingo, Nigeria," *Research on Humanities and Social Science*, vol. 6, no. 19, pp. 63–72, 2016.

[8] O. O. Bamigboye and A. A. Olusesan, "An analysis of the impact of social media for learning in Eastern Cape universities, South Africa," *International Journal of Educational Sciences*, vol. 17, no. 3, pp. 69–75, 2017.

[9] W. A. M. Wan Pa, M. S. Mahmud, and M. S. Zainal, "Implications of social media addiction on academic performance among generation Z student-athletes during COVID-19 lockdown," *International Journal of Learning, Teaching and Educational Research*, vol. 20, no. 8, pp. 194–209, 2021.

[10] C. T. Barry, C. L. Sidoti, S. M. Briggs, S. R. Reiter, and R. A. Lindsey, "Adolescent social media use and mental health from adolescent and parent perspectives," *Journal of Adolescence*, vol. 61, no. 1, pp. 1–11, 2017.

[11] D. Iwamoto and H. Chun, "The emotional impact of social media in higher education," *International Journal of Higher Education*, vol. 9, no. 1, pp. 239–247, 2020.

[12] E. Frison and S. Eggermont, "Exploring the relationships between different types of Facebook use, perceived online social support, and adolescents' depressed mood," *Social Science and Computer Review*, vol. 34, no. 1, pp. 153–171, 2016.

[13] C. G. Omachonu and J. Akanya, "Effects of social media on the academic achievement of students: A case study of the students of the Aayigba, Nigeria," *International Journal of English Language Teaching*, vol. 7, no. 5, pp. 14–23, 2019.

[14] T. Chaiwat, K. Nithiwadee, and S. Aungkana, "The impact of social media on students' time consumption outside the classroom," *International Journal of Information and Education Technology*, vol. 7, no. 10, pp. 753–757, 2017.

[15] N. Atish, "The impact of social media on academic performance of Sheikh Zayed University's students," *Asian Journal of Multidimensional Research*, vol. 8, no. 11, p. 54, 2019.

[16] M. Mathewson, "The impact of social media usage on students' mental health," *Journal of Student Affairs*, vol. 29, no. 1, pp. 146–160, 2020.

[17] X. Zhu, T. Zheng, L. Ding, X. Zhang, Z. Li, and H. Jiang, "Exploring associations between social media addiction, social media fatigue, fear of missing out and sleep quality among university students: A cross-sectional study," *PLOS ONE*, vol. 18, no. 10, pp. e0292429, Oct. 2023.

[18] R. Kabir, R. Anjum, O. Saha, M. A. A. Bhuiyan, H. H. Emon, and M. M. Hossain, "Associations between social media addiction, social media fatigue, fear of missing out and sleep quality among university students," *Journal of Health, Population and Nutrition*, vol. 44, no. 152, May 2025.

[19] A. H. Al-Menayes, "The impact of social networking addiction on the academic achievement of university students," *Heliyon*, vol. 11, no. 5, pp. e0250035, Jun. 2025.

[20] A. Afolabi, S. O. Akinbote, and O. O. Akinbote, "How do gender, study habits, and social media usage influence academic performance among university students?," *International Journal of Novel Research and Development*, vol. 5, no. 2, pp. 315–320, Feb. 2025.

[21] T. Pekpazar, M. A. Yıldız, and S. Yıldız, "Examining social media addiction as a predictor of academic achievement and academic procrastination," *Education Research International*, vol. 2025, Article ID 1457987, 2025.

[22] A. Khan, "Does your teen skip breakfast? It might be linked to this issue," *The Courier Mail*, May 2025. [Online]. Available: https://www.couriermail.com.au/health/diet/how-teenage-diet-is-linked-to-an-overload-of-social-media/news-story/d4da978c8513f4fdd0e24e3425f735f3(couriermail)
[23] T. Xie and Y. Wang, "Too much social media to sleep: the chained mediation effect of information strain and depressive symptoms on the relationship between social media overload and insomnia," *BMC Public Health*, vol. 25, no. 1404, Apr. 2025.
[24] L. A. Mukarromah and G. R. U. Hakim, "The Influence of Time Management and Social Media Addiction on Academic Procrastination in Undergraduate Students," *Jurnal Sains Psikologi*, vol. 10, no. 1, pp. 45–52, 2025.
[25] K. D. Caratıquıt and L. J. C. Caratıquıt, "Influence of Social Media Addiction on Academic Achievement in Distance Learning: Intervening Role of Academic Procrastination," *Turkish Online Journal of Distance Education*, vol. 24, no. 1, pp. 1–19, Jan. 2023.
[26] J. Al-Menayes, "Social Media Use, Engagement and Addiction as Predictors of Academic Performance," *International Journal of Psychological Studies*, vol. 7, no. 4, pp. 86–94, 2025.
[27] Y. Syahputra et al., "Narcissism and social media addiction: gender, social demographics, and social media use," *COUNS-EDU: The International Journal of Counseling and Education*, vol. 7, no. 2, pp. 69–79, 2022.
[28] J. Al-Menayes, "Social Media Use, Engagement and Addiction as Predictors of Academic Performance," *International Journal of Psychological Studies*, vol. 7, no. 4, pp. 86–94, 2025.

Authors



Dr. Afolabi Olubela is a distinguished academic from the Faculty of Education, Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria. He is known for his contributions to the field of education, particularly in the context of sustainability, civics/citizenship, political participation and democracy, curriculum theories and development, pedagogies effective instructional strategies, and entrepreneurship education. Olubela's scholarship is characterized by a commitment to enhancing educational practices and promoting sustainability in teaching methodologies. His insights contribute significantly to the discourse on how educators can effectively integrate sustainability and efficient instructional strategies and resources into their curricula, thereby equipping future generations with the knowledge and skills necessary to address the multi-faceted educational and social challenges. (email: afolabi.olubela@oouagoiwoye.edu.ng).



Dr. Olufunmilayo Iyunade is a prominent academic from the Faculty of Education, Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria. She is known for her contributions to the field of education, particularly in the context of sustainability, community development, technical education and skills acquisition, and higher education in Nigeria. Her research focuses on the intersection of teacher education and sustainable practices, emphasizing the importance of preparing educators to address contemporary environmental challenges. Iyunade's insights into institutional diversification reflect her commitment to understanding and addressing the complexities of educational development in a rapidly changing global context. Through her research, Olufunmilayo T. Iyunade continues to influence educational policy and practice, advocating for a more sustainable and responsive educational framework in Nigeria and beyond. (email: iyunade.funmi@oouagoiwoye.edu.ng).