# INFLUENCE OF THE SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE OF POSTGRADUATE STUDENTS OF NASARAWA STATE UNIVERSITY, KEFFI

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**Abstract**
The focus of this research was to evaluate the influence of the social media on the academic performance of postgraduate students of Nasarawa State University, Keffi. With the emergence and popularity of the social media globally, members of the society now deploy these social media platforms for diverse use. Although, the debate about the influence (both negative and positive) of the social media on the academic performance of students is still ongoing, there is no disputing the fact that the social media have widened the access to more information for students all over the world. The research design was survey, while the population comprised the postgraduate students of the 2022/2023 academic session. A key finding of the research showed that a majority of the respondents (54.5%) noted that their engagements on the social media on academic issues have improved their academic performance. The author recommended, among others, that the Nasarawa State University, keffi, should incorporate selected social media platforms in the mode of learning for the students.
**Key words:** Influence, Social Media, Academic Performance, Postgraduate Students, Nasarawa State University, Keffi

**Introduction**
The emergence, popularity, and ubiquity of the social media in the world today due to the 5th Industrial Revolution have engendered a world where the digital media are redefining and reshaping the diverse ways members of the society perform different tasks. From Facebook, Twitter, Snapchat, WhatsApp, TikTok, Messenger, Instagram and YouTube, among others, members of the society, especially students now deploy the social media for different purposes thereby meeting certain innate gratifications. Because of certain features such as creation, conversation, curation, connection, and collaboration, as well as their unrestrained access and use, the social media have constituted an alternative library for students in tertiary institution (Peter, 2015). According to Dollarhide and Drury (2023), as cited in Nnaane (2023), the social media refer to a computer-based technology that promotes the sharing of ideas, thoughts, and

information through virtual networks and communities. Santas, Francis, & Ojo (2020) equally opined that the social has become part of the toolkits required for educational learning in contemporary times. Globally, today, there are well over 4.7 billion users of the different social media platforms. According to Kemp (2023), the top ten social media platforms in terms of user-base are as follows: Facebook (2.96 billion); YouTube (2.51 billion); WhatsApp (2 billion); Instagram (2 billion); WeChat (1.31 billion); TikTok (1.05 billion); Messenger (931 million); Douyin (715 million); Telegram (700 million); and Snapchat (635 million).

Beyond just social interactions, there are merits in the use of the social media in tertiary institutions in Nigeria in particular. According to Ahmad (2019), the social media have the capacity to increase the level of thinking amongst students, help in the discussion of study materials, connect with course mates and organise study groups.

Moreover, technological advancements have transformed and enhanced interaction methods. These technological improvements in education can benefit both teachers and students by facilitating resource sharing, boosting motivation, supporting reflection, fostering social interactions, and promoting knowledge building (Churchill, 2012). Social networking technologies, as noted by Bozkurt, Kockdar, and Kodar (2017), cited in Mubashrah, Shaziah & Allay (2021), offer communication tools for daily life and e-learning environments, allowing students to create digital identities and express themselves digitallyve

The rise of social media technologies with real-time scalability has revolutionized communication, enabling people to connect, produce value, and collaborate online (Peter & Mike, 2011). Social media have become a popular means of interpersonal and public communication globally, offering an interactive platform for sharing ideas, experiences, pictures, messages, and information of common interest. Its interactive nature sets it apart from traditional mass media, providing an unprecedented level of popularity (McQuail, 2010).

Over time, social media have evolved into a dominant force, reshaping how people connect with governments, corporations, traditional media, and each other (Suman, 2014). Traditional media's monopoly on information dissemination has begun to wane, and the social media are gradually contesting with the conventional media in breaking news. The social media, by nature, educate, inform, entertain, and influence audiences with a contagious and far-reaching impact just as the traditional media. This potential is aptly described by Osahenye (2012) as the unstoppable power of social media. It is this power and potential that have been exploited by students in tertiary institutions worldwide. The focus of this research therefore is to evaluate the influence of the social media on the academic performance of the postgraduate students in Nasarawa State University, Keffi.

**Statement of the Problem**

Despite extensive research on the impact of social media on the academic performance of undergraduate students in various Nigerian universities, there is a noticeable gap in the literature when it comes to similar investigations among postgraduate students. While studies by Asemah, Okpanachi, and Edegoh (2013) and Aluh, Chukwuobasi, and Mosanya (2019) have shed light on social media's effects on undergraduate students in Kogi State University and University of Nigeria, Nsukka, respectively, there remains a lack of comparable research focusing on postgraduate students, particularly those at Nasarawa State University, Keffi. This gap in knowledge prompts the need for a comprehensive examination of the influence of social media interactions on the academic performance of the postgraduate students in Nasarawa State University, Keffi, Nigeria. Arising from the above, what are the patterns and purposes of using the social media for interaction amongst the postgraduate students of Nasarawa State University, Keffi; what are the social media platforms used mostly; and how their social media use influence their academic performance.

**Objectives of the Study**

In broad terms, this research focuses on the influence of the social media on the academic performance of the postgraduate students of Nasarawa State University, Keffi, but specifically, it is to:

1. Determine the purposes of social media academic interactions amongst the postgraduate students of Nasarawa State University, Keffi.
2. Find out the social media platforms used mainly by the postgraduate

students in their academic interactions.
3. Ascertain the influence of the social media on the academic performance of the postgraduate students.

## Research Questions

The following research questions guided the study:
1. What are the purposes of the social media academic interactions amongst the postgraduate students of Nasarawa State University, Keffi?
2. What are the social media platforms used mainly by the postgraduate students in their academic interactions?
3. What is the influence of the social media interactions on the academic performance of the postgraduate students?

## Literature Review

The emergence of the social media have thrown up many studies on the diverse ways to which people use these digital tools. According to Soekanto (2012), social interaction plays a pivotal role in shaping interpersonal relationships, thereby constituting a fundamental aspect of social life. The absence of such interactions inevitably results in a deficiency of coexistence. Given the innate sociability of humans, engagement in social interactions becomes imperative for survival and the pursuit of various activities (Widodo & Pratitis, 2013). Soekanto (2012) underscores the dynamic nature of social interaction, emphasising its occurrence not only among individuals but also within groups and between different groups. Concurrently, the conventional lecture-oriented teaching model is experiencing a waning appeal among contemporary students (Hurst, Wallace & Nixon, 2013).

In the contemporary era, a predominant reliance on an array of social media platforms, including but not limited to Facebook, LinkedIn, Twitter, Instagram, YouTube, Pinterest, Telegram, and WhatsApp, characterises the interactions of the majority. Notably, the customisation features inherent in these platforms contribute to heightened awareness among students regarding design and layout, facets that are not conventionally addressed in educational settings. The expeditious sharing of creative works on social media not only enables instant feedback but also serves as a catalyst for refining and advancing artistic capabilities. However, the proclivity of students to depend extensively on social media for information access raises concerns about its potential detrimental impact on information retention, focus, and study habits.

Maslow's hierarchy of needs underscores the inherent human requirement for affiliation and communication as foundational elements (Akintola, 2021). In the context of the contemporary global village, shaped by the breakthroughs in information technology, interpersonal communication has transitioned into an instantaneous phenomenon facilitated by social media (Ismail, 2021). While social media platforms offer avenues for idea exchange, connection establishment, mobilization, advice-seeking, and guidance provision, they concurrently exert influences on reading patterns, study durations, and information accessibility among student populations.

The eradication of communication barriers by social media has led to the establishment of decentralized channels, affording diverse groups, including students, a platform to express their voices (Jyoti & Tilak, 2017). Despite the positive implications for global connectivity, platforms such as WhatsApp, Facebook, Twitter, and LinkedIn have been identified as potential distractors that impinge upon academic performance (Abbas et al., 2019).

WhatsApp, in particular, retains widespread popularity among students for facilitating social interactions and communications, allowing them to actively engage in addressing societal issues.

The pervasive utilization of social media among students has instigated apprehensions regarding its ramifications on academic performance. Oche and Aminu (2010) posit that consistent online engagement, even during instructional periods, can lead to academic setbacks. Echoing these sentiments, Apuke (2017) underscores the adverse impact of students' heavy reliance on social media for information retrieval and assignment completion on their academic achievements. Santas & Atime (2016) reiterated the need for students to be properly guided on how to use modern technology so that it does not become detrimental to the academic endeavors of students. Empirical evidence presented in studies suggests that students allocating substantial time to social media activities are predisposed to lower academic performance compared to their counterparts who exercise restraint in this regard.

For instance, Peter (2015), examined the influence of the social media on the academic performance of the students in University of Lagos, and found that a majority of the students are addicted to the social media. Ahmad (2019), studies the influence of the social media on the academic performance of the students in Federal College of Education, Kontagora, Niger State. He discovered that the influence was both negative and positive, and that the social media platforms used mainly by the students were Twitter (now X), WhatsApp, Facebook, and Instagram. Similar studies were also replicated by Ebele and Oghenetega (2014), Aiyende and Omojola (2021; Santas, Francis, & Terfa, 2016). as well as Amadi and Jabe (2018). In all the aforementioned studies, the focus of the researchers was on undergraduate students. However, the focus of this research is on postgraduate students.

**Theoretical Framework**
The investigation is grounded in the utilization of two theoretical frameworks, namely, the Uses and Gratifications Theory and the Technological Determinism Theory. The former, proposed by Katz and Blumler (1974), emerged as a response to the perceived unidirectional impact of media on audiences, emphasizing an active role for individuals in their media consumption. Katz et al. (1974) assert that individuals deliberately select and engage with media based on personal preferences. Lattimore et al. (2007) further elucidate that people deploy media for purposes such as entertainment, environmental scanning, diversion, substituting for personal relationships, and verifying personal identity and values. Conversely, Ruggiero (2000) introduces the concept of variability in involvement and ritualistic or habitual media use, while Levy and Windahl (1984) emphasize selective and goal-directed media use at different phases of exposure.

Galloway and Meek (1981) contribute to the understanding of motivation in media use, contending that the extent of an individual's reliance on a particular mass medium influences their motivation to use it (Ehike & Eloka, 2013). The Uses and Gratifications Theory posits that individuals play an active and goal-oriented role in selecting and utilizing media, with the belief that users consciously choose media sources that best fulfill their needs. This theory adopts a humanistic perspective, acknowledging diverse reasons for media usage among individuals, rejecting the notion of a singular influence on the population. Nevertheless, critics, exemplified by James Lull (2002), question the theory's primary assumption that individuals seek media

solely to fulfill personal needs, particularly for entertainment.

The significance of social media in meeting entertainment, informational, and mood management needs, while also fostering social interactions, underscores its value. Users, particularly students and youths, gravitate towards social media to escape everyday concerns, indulge in games, music, comic videos, seek emotional support, access news, acquire information, and engage in social contact. The Uses and Gratifications Theory is pivotal to the present study, as it elucidates the active role of individuals in choosing social media to fulfill specific needs, particularly those related to social interaction and integration.

The second theoretical framework underpinning this study is the Technological Determinism Theory, a concept attributed to Thorstein Veblen (1857–1929). This theory posits that the use of educational technology is shaped not only by users and their environment but primarily by the technology itself. Technologies are seen as non-neutral agents in the learning process, structuring information in distinct ways, influencing the user's psyche, and contributing to societal change. Advocates of technological determinism argue that societal values, social structure, and history are shaped by technological developments, requiring societal adaptation.

Technological determinism asserts that technology defines the nature of a given society and acts as the driving force behind its cultural trajectory and historical evolution. The theory aligns with Karl Marx's perspective, suggesting that technological progress influences modes of production, thereby impacting cultural, political, and economic dimensions of society. Winner's notion of "technological drift" highlights unforeseen consequences resulting from technological changes, challenging the deterministic view. Nonetheless, critics, such as Chandler (2000), argue that technological determinism oversimplifies societal dynamics by attributing absolute power to technology, neglecting other influential factors like political control, class interests, economic pressures, and societal attitudes. McLuhan and Marx, although differing in emphasis, both contribute to the discourse on the transformative impact of communication modes and modes of production, respectively, on society. This theory underscores the place of the social media in redefining contemporary modes of communication.

**Methodology**
This research employed survey research design. The use of survey research design was deemed appropriate for this study due to its effectiveness in getting primary data. Survey, according to Ha, Fang, Henize, Park, Stana, and Zhang (2015) is one of the most commonly used research designs in mass communication. The purpose of survey, according to Wimmer and Dominick (2015), therefore, is to collect a large quantity of data from a sample of respondents that are generalisable to the population.

The population under consideration in this study consisted of postgraduate students of Nasarawa State University, Keffi. Based on data obtained from the administrative office of the Post Graduate School at Nasarawa State University, Keffi, the official records indicate a total of 9,624 postgraduate students for the 2022/2023 session. A sample is construed as a representative subset of a given population. This study employed the convenient sampling technique, a non-probability sampling method wherein the researcher engages respondents who are readily available and willing to participate in the study. Furthermore, the Taro Yamane's formula was employed in this investigation to

ascertain the sample size from the specified population. The formula is given below:
Where:
n = Sample Size [Unknown]
N = Population Size (9,624)
1 = Fixed Numerical factor
e = margin of error usually 0.4
To derive the optimal sample size, we have:
n= 399
Using the above formula the sample size is 399. This instrument for data collection was the questionnaire, which consisted of a series of systematically formulated questions with accompanying options, which were administered to respondents to elicit informed responses pertaining to the posed issues and the subject matter at hand. The rationale behind adopting this approach in questionnaire administration was to mitigate any potential misunderstandings on the part of respondents, thereby ensuring clarity and preventing misinterpretations. The questionnaire was designed in a closed-open format.
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Given the survey nature of this study, the chosen method for data collection involved the creation and dissemination of meticulously structured questionnaires to the designated respondents. Copies of the questionnaire were predominantly distributed in electronic format via Google Forms. The link to the online questionnaire was disseminated through group chats among postgraduate students from diverse departments, facilitating a representative cross-section of various demographics. Data collected in this study were analyzed utilizing the Statistical Package for Social Science (SPSS) and were presented through frequency tables and percentages. This analytical approach served to elucidate the characteristics of the respondents and provide answers to the diverse research questions. The deployment of tables was motivated by the desire to enhance the visibility of the attributes inherent in the data under scrutiny

**Table 1: Preferred Social Media Platform Among the Postgraduate Students of Nasarawa State University**

| N | Variables | | Frequency | Percentage |
|---|---|---|---|---|
| 1 | Frequency of usage of social media amongst postgraduate students of Nasarawa State University, Keffi | Always | 289 | 72.25% |
| | | Sometimes | 85 | 21.25% |
| | | Rarely | 26 | 6.15% |
| | | Never | 0 | 0 |
| | | **Total** | **400** | **100.0** |
| 2 | | Computer | 11 | 2.75% |

| | | | | |
|---|---|---|---|---|
| | Accessibility to social media amongst Postgraduate students of Nasarawa State University, Keffi. | Smartphone | 381 | 92.25% |
| | | Tablet | 8 | 2% |
| | | Others | 0 | 0 |
| | | **Total** | **400** | **100.0** |
| 3 | Preferences of Respondent's Social Media Platform amongst Postgraduate students of Nasarawa State University, Keffi. | Facebook | 52 | 13% |
| | | Instagram | 85 | 21.25% |
| | | Twitter | 63 | 15.75% |
| | | WhatsApp | 196 | 49% |
| | | Others | 4 | 1% |
| | | **Total** | **400** | **100.0** |
| 4 | Reasons for choosing preferred social platform amongst Postgraduate Students of Nasarawa State University | It has a better interface | 150 | 37.5% |
| | | It is faster | 101 | 25.5% |
| | | It is easier to use | 62 | 15.5% |
| | | It is cheaper | 80 | 20% |
| | | others | 7 | 1.75% |
| | | **Total** | **400** | **100.0** |

*Source: Field Report,* **2023**

Table 1 presents the responses pertaining to the favored social media platform among postgraduate students at Nasarawa State University, Keffi, in the context of their social media interactions. The data gleaned from the analysis of social media usage frequencies among postgraduate students at Nasarawa State University, Keffi, indicates that 72.25% of respondents consistently engage with social media, 21.25% do so

occasionally, 61.25% participate infrequently, and 0% abstain from social media discourse. This underscores the notable interest exhibited by the majority of respondents in social media engagement. Regarding the accessibility of social media among postgraduate students at Nasarawa State University, Keffi, 2.75% cited computer usage, 92.25% indicated reliance on smartphones, 2% mentioned tablets, and 0% expressed alternative methods. This substantiates the predominant utilization of smartphones among the participants.

In the examination of respondents' preferences for social media platforms among postgraduate students at Nasarawa State University, Keffi, 13% favored "Facebook," 21.25% opted for "Instagram," 8.3% selected "Twitter," 49% chose "WhatsApp," and 1% endorsed "others." This unequivocally indicates that WhatsApp is the preferred social media platform among the respondents. Further scrutiny of the data concerning the selection of the preferred social media platform among postgraduate students at Nasarawa State University, Keffi, reveals that 37.5% attribute their choice to a better interface, 25.5% prioritize speed, 15.5% emphasize ease of use, 20% underscore cost-effectiveness, and 1.75% cite other factors. This conclusively suggests that the chosen social media platform is perceived as having a superior interface.

**Table 2: Purpose of Social Media Usage Among the Postgraduate Students of Nasarawa State University**

| N | Variables | | Frequency | Percentage |
|---|---|---|---|---|
| 1. | Purpose of Usage of social media amongst Postgraduate Students of Nasarawa State University. | To socialise | 115 | 28.75% |
| | | Information sharing | 95 | 23.75% |
| | | Academic purpose | 82 | 20.5% |
| | | Entertainment | 108 | 27% |
| | | **Total** | **400** | **100.0** |
| 2. | Types of messages shared on social media by the Postgraduate Students of Nasarawa State University. | Academic | 97 | 24.25% |
| | | Romantic | 11 | 2.75% |
| | | Religious | 87 | 21.75% |
| | | Business | 189 | 47.25% |
| | | Others | 16 | 4 |
| | | **Total** | **400** | **100.0** |

| 3. | Time spent on social media amongst Postgraduate students of Nasarawa State University. | Below 2 hours | 46 | 11.5% |
|---|---|---|---|---|
| | | 2 – 5 hours | 207 | 51.75% |
| | | 6 – 9 hours | 118 | 29.5% |
| | | 10 -13 hours | 29 | 7.25% |
| | | 14 hours and above | 0 | 0 |
| | | **Total** | **400** | **100.0** |
| 4. | Benefits derived from the social media while interacting amongst Postgraduate students of Nasarawa State University. | Connectivity | 105 | 26.25% |
| | | Education | 72 | 18% |
| | | Increase your visibility | 123 | 30.75% |
| | | Updates / information | 95 | 23.75% |
| | | Others | 5 | 1.25% |
| | | **Total** | **387** | **100.0** |

*Source: Field Report,* **2023**

Table 2 illustrates the data pertaining to the extent of exposure of Nigerian youths to social media campaigns, specifically focusing on the purpose of usage among Postgraduate Students of Nasarawa State University. Among the respondents, 28.75% indicated engagement for "socialization," 23.75% for "information sharing," 20.5% for "academic purposes," and 27% for "entertainment." This elucidates that a predominant portion of the respondents employs social media platforms primarily for socializing. Furthermore, the data analysis delineated in the table delves into the types of messages disseminated on social media by the respondents. Notably, a 24.25% markup was observed for academic content, 2.75% for romantic content, and 21.75% for religious content. In contrast, a substantial 47.25% markup was identified for messages pertaining to business.

Table 2 also provides insights into the time allocation for social media usage among the respondents. The breakdown reveals that 11.5% spend less than 2 hours, 51.75% spend 2-5 hours, 29.5% spend 6-9 hours, and 7.25% spend 10-13 hours, while none spend 14 hours or more. This underscores that the majority of students dedicate a maximum of 2-5 hours to social media engagement. The data further exposes the perceived benefits derived from social media usage among

Postgraduate students of Nasarawa State University. Notably, a markup of 26.25% was associated with "connectivity," 18% with "education," 30.75% with "increased visibility," and 23.75% with "updates/information," with a minor markup of 1.25% attributed to "other" benefits. This signifies that social media significantly contributes to enhancing the visibility and interactions among students in the academic setting.

**Table 3: Influence of Social Media Interactions on the Academic Performance of Postgraduate Students of Nasarawa State University**

| N | Statements | SA | A | D | SD | Total |
|---|---|---|---|---|---|---|
| 1. | Unlimited access to social media affects my academic performance negatively. | 16.75% | 32.75% | 41.5% | 9% | 100% |
| | | 61 | 131 | 166 | 36 | 400 |
| 2. | I engage in academic discussions on social media and this has improved my academic performance. | 17.5% | 54.5% | 24.5% | 3.5 % | 100% |
| | | 70 | 218 | 98 | 14 | 400 |
| 3. | I make use of social media to interact with course mates and to disseminate knowledge to my class mate. | 32.75% | 58.25% | 8.75% | 0.2 5% | 100% |
| | | 131 | 233 | 35 | 1 | 400 |
| 4. | I use social media for academic research and enquiries | 41.25% | 41.25% | 15.5% | 2% | 100% |
| | | 165 | 165 | 62 | 8 | 400 |
| 5. | Information gotten from social media is sufficient for my assignments without having to consult other sources. | 19.75% | 21% | 38.25 % | 21 % | 100% |
| | | 79 | 84 | 153 | 84 | 400 |

*Source: Field Report 2023*

The examination of data in Table 3 aimed to discern the impact of social media interactions on the academic performance of postgraduate students at Nasarawa State University. The analysis revealed that 49.5% of the respondents affirmed (strongly agree or agree) that unrestricted access to social media adversely affects their academic performance, while 50.5% expressed disagreement with this assertion. This substantiates the notion that unrestricted social media access exerts a negative influence on academic performance. Moreover, a noteworthy 72% of participants concurred that engaging in academic discussions on social media positively contributes to their academic performance, whereas 28% held a dissenting viewpoint. This underscores the affirmative impact of participating in academic discourse via social media platforms. Additionally, a significant majority of 91% of respondents acknowledged that the utilization of social media facilitates interaction with peers and the dissemination of knowledge among classmates. Conversely, 9% expressed disagreement with this proposition, signifying the role of social media in fostering interaction and knowledge sharing among course mates.

Furthermore, a substantial 82.5% of respondents endorsed the use of social media for academic research and inquiries, while 17.5% contested this perspective. This attests to the integral role of social media in supporting academic research and inquiries among students. Additionally, 40.7% of participants affirmed that information sourced from social media is adequate for completing assignments without recourse to other references. Conversely, 59.25% of respondents held a contrary opinion, suggesting that information obtained from social media is insufficient for satisfactory completion of assignments without consulting alternative source.

**Discussion of Findings**

Objective one sought to explore the preferred social media platform among postgraduate students at Nasarawa State University, Keffi, with a focus on their patterns of social media engagement. The findings revealed that a significant proportion of the participants exhibit frequent utilization of social media, predominantly accessing these platforms through smartphones. This lend credence to the study of Jyoti & Tilak (2017) who noted that with the emergence of the social media, several students are utilizing the platforms to engage in educational purposes.

Objective two aimed to elucidate the purposes for which postgraduate students at Nasarawa State University, Keffi employ social media. The analysis indicated that the respondents predominantly utilize social media for socializing, as opposed to disseminating news, academic pursuits, or entertainment. Furthermore, participants reported engagement in business-related activities on social media, eclipsing involvement in religious, romantic, or educational discussions. This underscores the prevalent utilization of social media platforms primarily for social interaction and business endeavors. This finding aligns with the Uses and Gratifications theory which posits that individuals play an active and goal-oriented role in selecting and utilizing media, with the belief that users consciously choose media sources that best fulfill their needs. In this wise, respondents of the study were of the view that they utilized the social media to meet specific need such as business, entertainment and social needs.

Objective three sought to ascertain the impact of social media interactions on the academic performance of postgraduate students at Nasarawa State University, Keffi.

The analysis revealed that a majority of respondents acknowledged the adverse effects of unrestricted social media access on their academic performance. Conversely, a significant proportion agreed that participating in academic discussions on social media positively contributed to their academic achievements. This corroborated the study carried out by Peter (2015) who examined the influence of the social media on the academic performance of the students in University of Lagos, and found that a majority of the students are addicted to the social media. And this could adversely affect their academic achievement.

**Conclusion**

The participants in this investigation not only constitute active users of social media but have also engaged with various social networking platforms over an extended duration. Notably, WhatsApp emerged as the favored platform among the respondents, attributed to its superior interface compared to alternative social media platforms. Among postgraduate students at Nasarawa State University, social media serves primarily as a platform for socialization rather than academic pursuits. In addition to socializing, participants are involved in business activities on social media, eschewing engagements related to religious, romantic, or educational discourse. The data further reveals that a significant proportion of respondents allocate between 2 to 5 hours daily to social media activities, indicative of their active involvement in this digital domain.

Respondents acknowledge that their proclivity for social media exerts an impact on their interpersonal relationships, particularly with friends. However, a majority of participants hold a divergent perspective, contending that social media does not pose a distraction to their academic commitments. This dichotomy suggests that the majority of respondents are adept at managing their substantial social media engagement without detriment to their scholastic endeavors.

Analysis of the data underscores that an overwhelming majority of respondents affirm the adverse influence of unrestricted social media access on their academic performance. Contrarily, a significant consensus among participants underscores the positive impact of engaging in academic discussions on social media, contributing to an enhancement of their academic performance. Additionally, a noteworthy proportion of participants assert that social media facilitates interaction with peers, aiding in knowledge dissemination among classmates.

The preponderance of respondents aligns with the perspective that social media is instrumental in academic research and inquiries. Finally, a substantial number of participants reject the notion that information sourced from social media is a satisfactory substitute for other academic resources when completing assignments. This discernment implies that, overall, the influence of social media usage on the academic performance of respondents is perceived positively.

**Recommendations**

The following recommendations are drawn from the study conclusion:

1. Lecturers should explore the social media as platforms for student-lecturer information dissemination.
2. Technology giants and the owners of the various social media platforms should enhance the features of these platform to be more education-friendly.
3. Postgraduate students to strike a balance between their social interactions and academic commitments to successfully complete their degrees with high grades and within a reasonable timeframe.

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