

Social Media Usage And Percieved Academic Performance Of Library And Information Science Undergraduates In Tertiary Institutions In Ekiti State, Nigeria

Elizabeth Ibilola ADETIFA
elizabeth.adetifa@fuoye.edu.ng

Oluwaseun Oluropo Ajibare (PhD)
0009-0007-5012-1387
ajibare.oluwaseun@lcu.edu.ng

Abstract

This study examined the influence of social media usage on the perceived academic performance of Library and Information Science (LIS) undergraduates in tertiary institutions in Ekiti State, Nigeria. The concepts of perceived academic performance and social media usage were explored to understand how students' subjective evaluation of their academic abilities relates to their engagement with digital platforms. A descriptive survey research design was adopted, and the study population consisted of 1,050 LIS undergraduates across four National Universities Commission (NUC) and National Board for Technical Education (NBTE) accredited institutions offering Library and Information Science. Using Slovin's formula, a sample size of 290 students was selected through simple random sampling. Data were collected using a structured questionnaire and analysed using descriptive statistics (frequency, percentage, and mean) and inferential statistics, specifically simple linear regression, at a 0.05 significance level. Findings revealed that LIS undergraduates reported a high level of social media usage and a generally positive perception of their academic performance. Results further showed a significant and positive influence of social media usage on perceived academic performance, indicating that constructive use of social media supports learning, information sharing, and peer collaboration. The study concludes that social media, when properly utilized, can enhance students' academic confidence and engagement. It was recommended that institutions strengthen academic support systems, integrate academic uses of social media into teaching practices, provide digital literacy training, and develop structured online academic communities to promote effective learning.

Keywords: Social media usage, Academic performance, Social Media, Library and Information Science, Undergraduates

Introduction

Perceived academic performance refers to students' self-assessment of their academic progress and competence, highlighting the subjective dimension of academic success (Al Husaini & Shukor, 2022). While traditional measures rely on grades and test scores, recent scholarship emphasizes that academic performance is shaped by cognitive, psychological, behavioural, and environmental factors (Kumar, Agarwal, & Agarwal, 2021). It also reflects students' attainment of educational goals and the quality of their learning experiences (Adeyemi & Sulaiman, 2021). Academic performance is therefore understood as a multidimensional construct involving attitudes, behaviours, and competencies (Mehta, 2022). In Nigerian higher institutions, academic performance remains a concern amid changing study habits, socio-economic pressures, and increased digital engagement. Research identifies cognitive abilities, psychosocial conditions, and lifestyle factors such as sleep quality as significant contributors to academic outcomes (Adeyemi & Sulaiman, 2021; Sletten et al., 2023). Extended screen time and digital activity, now common among undergraduates, further influence these conditions.

In recent years, students' academic experiences have become increasingly shaped by their interaction with digital technologies, particularly social media. The shift from traditional learning environments to technology-mediated academic engagement means that students now receive information, communicate with peers, and even participate in learning activities through digital platforms. As a result, academic performance can no longer be examined solely in terms of classroom participation and examination results but must also consider how digital behaviours shape students' study habits, attention span, motivation, and self-evaluation of learning

outcomes. This is especially relevant for undergraduates, who are among the most active users of social media and whose academic development coincides with high levels of online engagement.

Social media is one of the most prominent digital influences on student life. Originally designed for communication, it now supports interaction, collaboration, and information exchange. Scholars describe social media as an interactive, participatory system that fosters connectivity and user-generated content (Bartoloni & Ancillai, 2024; Vrontis et al., 2021). Platforms such as WhatsApp, TikTok, Instagram, X, and Facebook dominate undergraduate communication and academic engagement in Nigeria. These platforms provide students with spaces for peer interaction, academic discussions, access to learning materials, and exposure to diverse information sources. Within the university environment, students frequently rely on social media for group assignments, sharing lecture notes, receiving academic updates, and connecting with classmates and lecturers.

At the same time, social media also introduces new challenges to students' academic lives. Its constant availability and highly engaging content can compete with academic tasks for students' time and attention. For many undergraduates, particularly those in information-intensive disciplines such as Library and Information Science, academic success depends heavily on concentration, critical thinking, information processing, and disciplined study habits. Social media usage may influence these processes in both positive and negative ways. While it can support collaborative learning and easy access to academic resources, it can also encourage multitasking, distraction, and reduced depth of learning if not carefully managed.

Debates persist regarding social media's academic implications. While it enhances collaboration and access to learning resources, it may also encourage distraction and procrastination. Studies report mixed outcomes: excessive use can reduce concentration and study time (Caratiquit & Caratiquit, 2023; Okoampa-Larbi et al., 2021), yet purposeful academic use supports information sharing and peer learning. The effects depend largely on usage patterns. Students who use social media primarily for entertainment and non-academic interaction may experience reduced study time and fragmented attention, whereas those who use it for academic networking, research, and communication may perceive it as a valuable learning tool.

This distinction is important when considering perceived academic performance. Because perceived academic performance is based on students' self-evaluation of their learning progress, it is strongly influenced by their daily academic experiences, including how effectively they manage their time, understand course materials, and feel about their academic competence. Social media usage, therefore, does not merely affect objective outcomes such as grades but also shapes how students feel about their academic abilities, productivity, and achievement. For instance, students who frequently use social media for academic collaboration may feel more confident and supported in their studies, while those who experience distraction and reduced focus may perceive their academic performance more negatively.

Among Library and Information Science undergraduates, this relationship is particularly significant. These students are trained to engage with information critically, evaluate digital sources, and use online platforms for knowledge acquisition. Their academic work often involves searching, organizing, and sharing information, activities that increasingly occur within digital

and social media environments. As a result, their academic experiences are closely intertwined with their patterns of social media usage. Whether social media enhances or hinders their perceived academic performance depends on how these platforms are integrated into their learning routines.

In Nigerian tertiary institutions, where internet access and mobile technology are widely available, social media has become a central part of students' academic and social lives. Students use these platforms not only to socialize but also to obtain academic updates, join study groups, and access learning materials. However, the same platforms expose students to constant notifications, entertainment content, and social comparisons, which can interfere with sustained academic engagement. This dual role of social media makes it essential to examine how its usage relates to students' perceptions of their academic performance. Given its deep integration into Nigerian undergraduate life, understanding how social media shapes students' perceived academic performance is crucial. As students balance academic expectations with digital interaction, further research is needed to clarify how their social media habits influence academic performance within university contexts. By examining the relationship between social media usage and perceived academic performance among Library and Information Science undergraduates, this study seeks to provide insight into how digital behaviour interacts with students' self-assessment of learning, competence, and academic success in contemporary higher education.

Statement of problems

Despite the growing use of digital technologies in higher education, concerns persist about how social media shapes students' perceptions of their academic performance. For Library and

Information Science (LIS) undergraduates whose studies rely heavily on digital tools, online communication, and information access the extensive use of platforms such as WhatsApp, Instagram, TikTok, and X raises important questions about its influence on their academic outcomes. Although existing studies have explored social media use and academic performance separately, limited research has examined how LIS undergraduates perceive their academic performance in relation to their social media habits. This gap is significant given their constant engagement with digital environments, which may offer both academic benefits and potential distractions. It remains unclear whether social media enhances perceived competence through improved access to information or diminishes it by reducing focus and encouraging non-academic use. Therefore, this study investigates how social media usage influences the perceived academic performance of LIS undergraduates in universities offering Library and Information Science in Ekiti State, Nigeria.

Objectives of the study

The objectives are to:

- i. assess the level of perceived academic performance of Library and Information Science Undergraduates in Tertiary Institutions, Ekiti State, Nigeria.
- ii. identify the level of usage of social media platforms used by Library and Information Science Undergraduates in Tertiary Institutions, Ekiti State, Nigeria.
- iii. ascertain the influence of social media usage on perceived academic performance of Library and Information Science Undergraduates in Tertiary Institutions, Ekiti State, Nigeria.

Research questions

- i. What is the level of perceived academic performance of Library and Information Science Undergraduates in Tertiary Institutions, Ekiti State, Nigeria?
- ii. What is the level of usage of social media among Library and Information Science Undergraduates in Tertiary Institutions, Ekiti State, Nigeria?

Hypothesis

H₀1: There will be no significant influence of social media usage on perceived academic performance of Library and Information Science Undergraduates in Tertiary Institutions, Ekiti State, Nigeria.

Literature review

Perceived academic performance refers to a student's self-evaluation of their academic abilities and progress, based on personal judgement rather than objective indicators such as grades or test scores. It reflects students' confidence, satisfaction, and perceived competence in their academic work (Chen & Zhai, 2023). Research shows that perceived academic performance is shaped by personality traits, self-efficacy, learning behaviours, and contextual factors that may either support or hinder actual academic outcomes (Chamorro-Premuzic & Furnham, 2021). In higher education, perceived academic performance is widely used as an indicator of learning effectiveness and the extent to which students believe they are achieving their academic goals (Zheng & Mustapha, 2022). Academic performance itself is commonly measured through grades, standardized tests, class participation, and learning outcomes (Pandit, Kadam, & Shrikrishna, 2023). It reflects the achievement of short and long-term educational objectives and remains a central indicator of students' academic development (Wang, Ouyang, & Levkiv, 2023). Scholars also emphasize that academic performance is influenced by multiple factors, including study habits, psychosocial conditions, and digital engagement (Oti et al., 2023).

One key external factor increasingly linked to students' academic perceptions is social media use. Social media comprises interactive online platforms that support communication, collaboration, information exchange, and user-generated content (Aichner et al., 2021). Platforms such as WhatsApp, Facebook, Instagram, X, YouTube, and TikTok have become central to students' daily communication and learning practices (Okeya-Olayinka & Martins-Adediran, 2025). Among university students, social media is used for socialization, academic support, information seeking, entertainment, and participation in online communities (Oghenetega & Abayigbodi, 2020). In Nigeria, social media usage among undergraduates is exceptionally high due to increased smartphone penetration and internet access. Studies show that students spend between 2 to 30 hours per week on social media, with WhatsApp and

Facebook being the most frequently used platforms (Yakubu et al., 2023; Michael-Olomu & Uzobo, 2022; Akinwalere & Adeosun, 2022). While social media can facilitate academic collaboration and access to learning materials, evidence also suggests that excessive use may distract students, reduce study time, and negatively affect academic focus (Kolhar, Kazi, & Al-Emran, 2021).

In the context of Library and Information Science (LIS) education, digital engagement is especially relevant. LIS students depend heavily on online information, digital tools, and virtual communities, making them particularly susceptible to both the benefits and challenges associated with social media use. However, limited research has specifically examined how social media use influences LIS undergraduates' perceived academic performance in Nigerian universities. This study therefore explores the relationship between social media usage and perceived academic performance among LIS undergraduates in institutions offering Library and Information Science in Ekiti State, addressing an important gap in the literature.

Research Methodology

This study adopted a descriptive survey research design. The population consisted of 1,050 Library and Information Science (LIS) undergraduate students across all levels (100–400) in the four NUC and NBTE-accredited universities and polytechnic offering LIS programmes in Ekiti State, Nigeria, as of year 2025. A simple random sampling technique was employed to select participants for the quantitative study. The sample size was determined using Slovin's sampling formula, resulting in a sample of 290 LIS undergraduates. Data collected from the respondents were analyzed using both descriptive and inferential statistical methods with the Statistical Package for the Social Sciences (SPSS), version 2022. Descriptive statistics including frequency counts, percentages, and mean scores were used to analyze demographic information and answer the research questions. To test the null hypotheses, simple linear regression was applied to hypotheses one and two. Statistical significance for all analyses was set at $p < 0.05$.

Analysis and Discussion of findings

A total of 290 questionnaires were distributed, and 228 were completed and returned, resulting in a usable response rate of 78%. The findings are presented in tables. The demographic data show that first-year (100L/ND1) and second-year (200L/ND2) students each accounted for 30.3% of the respondents, indicating strong participation from lower-level students. Third-year students (300L) represented 18.4%, while final-year students (400L) constituted 21.1% of the sample. Hence, the distribution reflects a balanced representation across all academic levels, with a slightly higher proportion of students from the lower levels of study.

Research Question One: What is the level of perceived academic performance of Library and Information Science Undergraduates in Tertiary Institutions, Ekiti State, Nigeria?

Table 1: Level of Perceived Academic Performance of Library and Information Science Students

Statement (Students' prior knowledge, interest in learning, and cognitive ability)	To a Very high extent	To a high extent	To a Low Extent	To a very low extent	Mean
I am usually confident in my ability to understand new academic concepts	91 (39.9%)	122 (53.5%)	10 (4.4%)	5 (2.2%)	13.1
I can easily recall what I have learned in previous lessons	80 (35.1%)	115 (50.4%)	32 (14.0%)	1 (0.4%)	3.20
I feel motivated to study and succeed in my courses	122 (53.5%)	78 (34.2%)	24 (10.5%)	4 (1.8%)	3.39
I have strong problem-solving skills that help me with my academic work.	66 (28.9%)	74 (32.5%)	59 (25.9%)	29 (12.7%)	2.78
I perform well in subjects that I find interesting.	147 (64.5%)	68 (29.8%)	8 (3.5%)	5 (2.2%)	3.57
Weighted Mean					3.3
Instruction(Quality and effectiveness of teaching and instructional strategies)					
My lecturers explain topics clearly and make learning easy.	67 (29.4%)	91 (39.9%)	44 (19.3%)	26 (11.4%)	2.69
I receive timely and helpful feedback from my lecturers.	56 (24.6%)	77 (33.8%)	63 (27.6%)	32 (14.0%)	3.41
My academic performance improves when lecturers use interactive teaching methods.	107 (46.9%)	111 (48.7%)	6 (2.6%)	4 (1.8%)	3.09

I am able to follow the course content as it is taught in class.	85 (37.3%)	95 (41.7%)	32 (14.0%)	16 (7.0%)	2.85
The time allocated for lectures is sufficient for me to understand the material.	82 (35.9%)	64 (28.1%)	45 (19.7%)	37 (16.2%)	2.87
Weighted Mean					3.0
Environment (Influence of the home, school, and peer environment)					
I have access to a quiet and comfortable place to study at home.	72 (31.6%)	92 (40.4%)	51 (22.4%)	13 (5.7%)	2.98
My peers encourage me to do well academically.	105 (46.1%)	93 (40.8%)	21 (9.2%)	9 (3.9%)	3.29
I receive support from my family regarding my education.	153 (67.1%)	59 (25.9%)	6 (2.6%)	10 (4.4%)	3.56
The learning environment in my school is conducive to studying.	92 (40.4%)	101 (44.3%)	30 (13.2%)	5 (2.2%)	3.23
I have access to necessary learning resources (e.g., library, internet, textbooks).	128 (56.1%)	83 (36.4%)	9 (3.9%)	8 (3.5%)	3.45
Weighted Mean					3.3
Grand Mean					3.2

Decision rule: 1.0-1.49 = very low, 1.50-2.49 – low, 2.50 -3.49 = High, 3.50-4.00 = Very high

Source: Field Work, 2025

Table 1 showed that students generally demonstrated strong academic aptitude, reflected in high confidence in understanding new concepts, effective recall, and strong motivation to succeed. Interest in specific subjects recorded the highest mean score, while problem-solving ability was the weakest area. The aptitude category produced a total mean of 3.3. Perceptions of instructional quality were moderately positive. Students highly valued interactive teaching methods and helpful feedback from lecturers, although some expressed concerns about clarity of explanations and adequacy of lecture time. The instructional category yielded a total mean of 3.0. Environmental factors were viewed as largely supportive. Family support and access to learning resources were especially strong, while the home study environment showed the lowest rating within this category. The environment category had a mean of 3.3. Across constructs

aptitude, instruction, and environment grand mean of 3.2 indicates that students generally hold a positive perception of their academic performance and the factors shaping it.

Research Question Two: What is the level of usage of social media among Library and Information Science Undergraduates in Tertiary Institutions, Ekiti State, Nigeria?

Table 2: Level of Use of Social Media among Library and Information Science Undergraduates

Purpose of use of Social Media Platform	Strongly Agree	Agree	Disagree	Strongly disagree	Mean
I use social media to stay in touch with family and friends.	163 (71.5%)	56 (24.6%)	6 (2.6%)	3 (1.3%)	3.66
I use social media to follow news, current events, and trending topics.	146 (64.0%)	78 (34.2%)	4 (1.8%)		3.62
I use social media to support my academic or professional learning.	134 (58.8%)	81 (35.5%)	8 (3.5%)	5 (2.2%)	3.51
I use social media to promote my business, services, or personal brand.	128 (56.1%)	89 (39.0%)	6 (2.6%)	5 (2.2%)	3.50
I use social media to relax and entertain myself during leisure time.	136 (59.6%)	82 (36.0%)	10 (4.4%)		3.55
I use social media to network with people who share similar interests.	110 (48.2%)	107 (46.9%)	8 (3.5%)	3 (1.3%)	3.42
I use social media to find and participate in online communities or groups.	105 (46.1%)	111 (48.7%)	12 (5.3%)		3.41
I use social media to seek or share information on specific topics.	121 (53.1%)	101 (44.3%)	4 (1.8%)	2 (.9%)	3.50
I use social media to express my opinions and ideas publicly.	99 (43.4%)	106 (46.5%)	15 (6.6%)	8 (3.5%)	3.30
I use social media to engage with educational or training content.	130 (57.0%)	69 (30.3%)	27 (11.8%)	2 (.9%)	3.43
Weighted Mean					3.5
Perceived Ease of Use of Social Media					
Learning to use social media platforms is easy for me.	121 (53.1%)	99 (43.4%)	8 (3.5%)		3.50
I find social media platforms user-friendly.	107 (46.9%)	101 (44.3%)	20 (8.8%)		3.38
It is easy for me to become skillful at using social media.	83 (36.4%)	129 (56.6%)	16 (7.0%)		3.29
I can easily navigate different features on social media platforms.	99 (43.4%)	104 (45.6%)	25 (11.0%)		3.32

Interacting with social media platforms does not require a lot of mental effort.	73 (32.0%)	115 (50.4%)	37 (16.2%)	3 (1.3%)	3.13
I find it easy to upload or share content on social media.	88 (38.6%)	98 (43.0%)	36 (15.8%)	6 (2.6%)	3.18
It is simple to search for information or people on social media platforms.	130 (57.0%)	91 (39.9%)	5 (2.2%)	2 (.9%)	3.53
Social media platforms provide clear and understandable instructions.	120 (52.6%)	97 (42.5%)	11 (4.8%)		3.48
I am confident in my ability to use social media without assistance.	103 (45.2%)	106 (46.5%)	17 (7.5%)	2 (.9%)	3.36
I can troubleshoot basic issues I encounter while using social media.	71 (31.1%)	108 (47.4%)	37 (16.2%)	12 (5.3%)	3.08
Weighted Mean					3.3
Perceived Usefulness					
Social media platforms help me accomplish tasks more quickly.	100 (43.9%)	99 (43.4%)	26 (11.4%)	3 (1.3%)	3.30
Social media improves my ability to stay informed about relevant topics.	136 (59.6%)	84 (36.8%)	8 (3.5%)		3.56
Using social media enhances my productivity in daily life.	100 (43.9%)	94 (41.2%)	31 (13.6%)	3 (1.3%)	3.28
Social media helps me achieve my personal or professional goals.	84 (36.8%)	111 (48.7%)	27 (11.8%)	6 (2.6%)	3.20
I find social media beneficial for academic or work-related activities.	92 (40.4%)	126 (55.3%)	2 (.9%)	8 (3.5%)	3.32
Social media platforms help me build useful networks and connections.	96 (42.1%)	112 (49.1%)	17 (7.5%)	3 (1.3%)	3.39
Social media supports my ability to collaborate with others.	126 (55.3%)	96 (42.1%)	6 (2.6%)		3.53
I consider social media an effective tool for information sharing.	142 (62.3%)	83 (36.4%)	3 (1.3%)		3.60
Social media helps me stay organized and updated.	105 (46.1%)	115 (50.4%)	8 (3.5%)		3.43
Social media is useful in managing my personal and professional affairs.	89 (39.0%)	121 (53.1%)	17 (7.5%)	1 (.4%)	3.31
Weighted Mean					3.4
Grand Mean					3.4
Decision rule: 1.0.-1.49 = very low, 1.50-2.49 – low, 2.50 -3.49 = High, 3.50-4.00 = Very high					

Source: Field Work, 2025

Table 2 shows that Library and Information Science undergraduates use social media extensively and for diverse purposes. The highest-rated use was staying connected with family and friends (mean = 3.66), followed by keeping up with news (mean = 3.62). Students also reported using social media for learning, promotion, relaxation, networking, group participation, and information sharing, with all items recording high mean scores (3.30–3.57). The weighted mean of 3.5 indicates frequent and purposeful use of social media among the respondents. Regarding perceived ease of use, students generally found social media easy to learn, navigate, and understand. High agreement levels were recorded for ease of learning (mean = 3.50), user-friendliness (3.38), skill acquisition (3.29), and clarity of instructions (3.48). Searching for information was rated easiest (mean = 3.53), while troubleshooting had the lowest mean (3.08), indicating some difficulty with technical issues. The weighted mean of 3.3 suggests absolute ease of use, with minor challenges in mental effort and troubleshooting. For perceived usefulness, students agreed that social media helps them accomplish tasks faster (mean = 3.30), stay informed (3.56), remain productive (3.28), achieve goals (3.20), and support academic or work activities (3.32). High ratings were also given for networking (3.39), collaboration (3.53), and information sharing, which had the highest mean (3.60). The weighted mean of 3.4 shows that students view social media as highly beneficial for academic, professional, and personal purposes. In all, the grand mean of 3.4 reflects strong and positive perceptions of social media across all dimensions usage, ease of use, and usefulness among Library and Information Science undergraduates.

Hypothesis

H₀₁: There will be no significant influence of social media usage on perceived academic performance of Library and Information Science Undergraduates in Tertiary Institutions, Ekiti State, Nigeria.

Model Summary

Tables 3a-c: Influence of Social Media Usage on Perceived Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.566 ^a	.320	.317	.34956

a. Predictors: (Constant), Social Media Use

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.987	1	12.987	106.287	.000 ^b
	Residual	27.615	226	.122		
	Total	40.602	227			

a. Dependent Variable: Perceived Academic Performance

b. Predictors: (Constant), Social Media Use

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.396	.271		1.464	.145
	Social Media use	.818	.079	.566	10.310	

a. Dependent Variable: Perceived Academic Performance

Table 3a-c shows that R (.566) representing the correlation coefficient, indicating a moderate positive relationship between social media use and perceived academic performance. R Square (.320) means that 32% of the variance in perceived academic performance is explained by social media use. This is a meaningful proportion in social science research, suggesting a considerable predictive power. The Adjusted R Square (.317): Adjusted R² corrects for sample size and number of predictors. The value (31.7%) confirms the model's reliability when generalized to the population. The Standard Error of Estimate (0.34956) represents the average distance that the observed values fall from the regression line. A smaller value indicates better model fit. The

F-ratio (106.287) is statistically significant ($p < .001$), indicating that the model significantly predicts the outcome variable. This implies that social media use significantly contributes to explaining the variation in perceived academic performance.

The Unstandardized Coefficient ($B = 0.818$) shows that for every one-unit increase in social media use, perceived academic performance is expected to increase by 0.818 units, assuming all other variables are held constant. Standardized Coefficient (Beta = 0.566): This shows the relative strength of the predictor. Social media use has a moderate to strong positive effect on perceived academic performance. $t = 10.310$, $p < .001$: This confirms that the effect of social media use on academic performance is statistically highly significant. The regression analysis indicates that social media use is a significant and positive predictor of perceived academic performance among respondents. The model explains 32% of the variance, and the prediction is statistically significant ($p < .001$). This implies that individuals who use social media more often (in potentially productive ways) tend to perceive their academic performance more favorably. However, since 68% of the variance remains unexplained, other factors beyond social media use also influence academic performance, such as study habits, cognitive ability, access to learning resources, and time management.

Discussions

The result from the findings revealed that grand mean of 3.2 indicates a high positive perception of academic performance, which suggests that students are confident in their academic abilities. This aligns with studies showing that positive academic self-perception is shaped by motivation, learning environment, and self-efficacy (Ozayi et al., 2021) and is associated with stronger academic motivation and goal-setting (Garcia & Pintrich, 2023). Findings on students' level of social media usage indicated a grand mean of 3.4 which confirms high usage of social media among respondents, and also reinforced social media role in academic, professional, and personal activities. This supports earlier findings that social media is an integral part of students' daily lives (Abdurahman et al., 2019). Although social media facilitates communication and

knowledge sharing, excessive use may lead to distraction and poor time management (Oguguo et al., 2020).

The outcome from the null hypothesis revealed that social media use is a significant positive predictor of perceived academic performance, explaining 32% of the variance ($p < .001$). Thus, the null hypothesis is rejected. This finding contrasts with views that emphasize the harmful effects of social media and instead indicates that students may be using these platforms for academic collaboration, access to educational content, and participation in online academic communities (Al-Rahmi & Othman, 2013; Goet, 2022). Digital literacy may also enable students to filter academically useful content and enhance their academic self-concept (Junco, 2012). While academic-oriented use tends to have positive effects, non-academic or entertainment-driven use can contribute to negative outcomes. Therefore, the influence of social media on academic performance remains dependent on usage patterns and individual behaviour.

Conclusion

This study examined the relationship between social media usage and the perceived academic performance of Library and Information Science undergraduates in tertiary institutions in Ekiti State, Nigeria. The results showed that students reported both a high level of social media engagement and a positive perception of their academic performance. Notably, the findings demonstrated a significant positive influence of social media usage on students' perceived academic performance. This suggests that, when used purposefully, social media can function as a meaningful academic tool that enhances learning, facilitates information exchange, and supports collaboration among Library and Information Science undergraduates.

Recommendations

Based on the findings, the following were recommended:

1. Universities should integrate social media tools into teaching by using platforms such as WhatsApp or Telegram for academic communication, supported by training in digital literacy and time management.

2. Lecturers should promote structured academic use of social media through course-specific online communities and clear guidelines for academic engagement.
3. Institutions should develop holistic student support programmes that strengthen digital learning practices and overall academic development.

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