

DIGITAL LEARNING IN HIGHER EDUCATION: THE ACADEMIC IMPACTS OF SOCIAL MEDIA ON LIS STUDENTS IN NIGERIAN UNIVERSITIES.

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Abstract

Purpose: The study investigates how the use of social media relates to the academic experiences of Library and Information Science (LIS) undergraduates in government-owned universities in Osun State, Nigeria.

Design/Methodology/Approach: The descriptive survey design was employed, with data collected through structured questionnaire distributed to 120 students across selected institutions. Out of the copies of the instrument returned, 100(83.3%) were deemed suitable for analysis. The data collected were analysed using descriptive statistics and multiple regression technique at 0.05 significance level to assess the influence of academic-oriented, communication-related, and distractive social media use on students' academic outcomes.

Findings: The results indicate that social media plays a meaningful role in enhancing students' academic engagement. Specifically, it provides easier access to learning resources, promotes interaction among students and lecturers, increases motivation to learn, and aids understanding of complex academic content. Despite these benefits, the study also identified several limitations that affect effective use. These include unstable internet connectivity, high data subscription costs, exposure to distractions, and the spread of misinformation. Regression analysis indicated that academic-oriented ($\beta = 0.398, p < 0.001$) and communication-related ($\beta = 0.312, p < 0.001$) uses of social media positively influenced academic performance, whereas distractive use ($\beta = -0.221, p = 0.007$) had a significant negative effect.

Practical Implication: Social media serve as an important academic support tool when used purposefully. The study recommends that academic librarians adopt social media to enhance library services, strengthening digital literacy programme, improve digital infrastructure, and guide students on effective and responsible use of social media for learning.

Originality/Value: The findings contribute to understanding the role of social media in enhancing academic experiences within resource-constrained higher education environments. It highlights both the benefits and challenges of social media use, providing insights for educators, librarians, and policymakers seeking to leverage digital tools for academic improvement.

Keywords: Social Media, Use, Academic Experiences, LIS Undergraduates, Digital Learning..

Paper type: Empirical research

Introduction

Academic experience involves various learning activities and engagements that promote students' intellectual advancement, including classroom participation, research

activities, coursework and academic partnership (Okoroma & Okafor, 2018). In present-day higher education, these experiences are increasingly shaped by digital technologies, particularly social media

platforms that support communication, information sharing, and collaborative learning.

Social media is a web-based platform that allows individuals and communities to produce, share and communicate content online (Akpojotor & Okonkwo, 2024). Students use social media platforms like Facebook, WhatsApp, LinkedIn, and X (formerly Twitter) to facilitate social interactions, networking, and information sharing (Ogunleye, 2015). Similarly, Social media has revolutionised the way students in Library and Information Science (LIS) programme access educational resources, engage with their peers and participate in professional communities (Wada, Madu, & Joel, 2023). For example, LIS students are now engaging more with professional networks such as LinkedIn to connect with peers and advance in their field (Nwachukwu & Babarinde, 2023).

Library and Information Science education plays a fundamental role in training professionals capable of managing and disseminating information in an ever-changing digital society (Alabi & Oladipo, 2016). However, LIS undergraduates in many government-owned universities in Nigeria, including those in Osun State, often encounter difficulties that affect their

academic experiences. These challenges include lack of access to current learning resources, poor infrastructure, overcrowded classes, and inadequate financial support (Adekola, 2017). Such constraints may hinder effective engagement with both theoretical and practical components of LIS education.

Social media has emerged as a potential tool for addressing some of these learning challenges. Students frequently use platforms such as WhatsApp, Facebook, and X to share lecture materials, exchange ideas, and support collaborative learning tasks. However, while this trend is increasingly common, the academic use of social media among LIS students is largely informal and under-reported (Ajegbomogun & Oyelude, 2017). Furthermore, there is limited empirical research on how social media use influences academic engagement and performance among LIS undergraduates, especially within government-owned universities in Nigeria.

Given the increasing integration of digital platforms into academic environments, it is important to understand the role of social media in students' academic experiences and performance. Hence, this study explores the relationship between social media use and academic experiences among LIS

undergraduates. Specifically, the study examines the effect of social media on students' academic engagement and performance, as well as the benefits and challenges of using social media for academic purposes. In doing so, the study will provide insight into how social media can improve academic experiences in financial limited higher education environment.

Research Questions

The following research questions are posed for the study:

1. What is the academic impact of social media use on students' academic engagement and performance?
2. What are the challenges associated with social media use?

Hypothesis

H₀: Social media use has no significant effect on the academic performance of LIS undergraduates in universities in Osun State.

Literature Review

Conceptual Review

Academic Experiences

Academic experiences refer to students' level of engagement with learning environments, including cognitive, behavioural and social interactions that affect learning and academic

success (Tinto, 1993). In the field of Library and Information Science (LIS) education, academic experiences go beyond classroom activities to include access to learning resources, lecturer-student interaction, academic engagement and participation in research activities (Onuoha & Saheed, 2021). These experiences can be influenced by institutional resources and learning support services.

In several government-owned universities in Nigeria, academic experiences are often limited by inadequate access to up-to-date learning resources and facilities, congested classrooms, and poor infrastructure. This has prompted students to explore other learning resources, especially online resources, to supplement learning. In this sense, social media platforms, in this respect, have emerged as complementary learning tools that enable communication, resource sharing, and collaborative learning. Al-Rahmi and Zeki (2017) suggested that social media facilitates communication among students and promotes sharing of knowledge, which facilitates engagement in academic activities. But the use of these platforms is dependent on students' proficiency in using them properly.

Social Media Use

Social media are internet-based platforms that allow individuals to produce and share information in virtual networks (Kaplan & Haenlein, 2010). Popular social media platforms among university students include WhatsApp, Telegram, Facebook, YouTube, and Instagram, which provide messaging, sharing and interactive features. These platforms have revolutionised the way students access educational resources and share coursework.

LIS undergraduates extensively use social media for sharing lecture notes and coursework, and accessing teaching resources. Ajadi, Salawu, and Adeoye (2021) observed that social media supported continuity of academic activities during periods of restricted physical learning, indicating its capacity to function as an alternative learning medium. Also, the accessibility of mobile-based platforms has positioned social media as a popular choice for flexible learning.

In spite of these benefits, social media use also presents notable challenges. The time spent on non-educational tasks can distract students and impact their ability to focus (Junco, 2012). Moreover, the presence of unverified information on social media platforms has implications on the authenticity of academic content. As such, the potential

academic benefits of social media largely rely on the balance between their educational and entertainment functions, and students' digital literacy skills.

Empirical Review

Several empirical researches have explored the use of social media and academic performance of university students. Ajayi, Salako and Olajide (2020) revealed that students who used social media primarily for academic purposes had better academic outcomes than those who used it for social purposes. This finding suggests that the purpose of social media use plays a critical role in determining its academic outcomes.

Similarly, Olatoye et al. (2021) found a positive relationship between digital information literacy and academic performance among LIS students, highlighting the contribution of social media in facilitating peer-to-peer interactions. These results are consistent with the study of Oladejo and Adebayo (2019) which demonstrated that WhatsApp and Telegram groups promote collaborative learning through the exchange of lecture notes and academic discussions. These engagements lead to improved comprehension and enhanced academic engagement.

Other researches have emphasized the use of social media to foster a sense of academic

community. Oyesomi and Oyero (2019) noted that students' engagement in academic online communities enhanced their motivation and sense of belonging, also Omotayo and Adebayo (2020) stated that collaborative participation on social media platforms enhanced students' problem-solving skills and academic learning. These studies indicate that social media provides an informal learning space which complement formal academic structures.

However, empirical evidence also indicates the presence of challenges associated with social media use, Musa and Oboh (2018) reported that the presence of misinformation and an over-involvement with entertainment content on social media has a negative effect on academic performance. Likewise, Okoroma and Okafor (2018) found that excessive engagement in non-academic activities on social media decrease academic productivity. The conflicting results reveal the contradiction of social media as both an enabler of learning and a potential source of academic distractions. Other studies have highlighted the role of institutional contexts in shaping social media use. For instance, Afolabi and Adewale (2020) found that infrastructural challenges, such as erratic internet connectivity and a lack of institutional support, make social media

difficult avenue for students to access academic information. Similarly, Aina and Ojedokun (2021) explained that the increased reliance on online platforms has blurred the lines between formal and informal learning spaces, making social media a vital tool for academic engagement in a resource-limited environment. The studies reviewed suggest that although social media presents a great opportunity for improving academic engagement, its impact is contingent on the appropriate use of social media, access to digital infrastructure and students' information literacy skills. While there is increasing evidence on the academic value of social media, few studies have investigated its impact on LIS students in government-owned universities in Osun State. This forms the rationale for this study.

Theoretical Framework

The study adopts Connectivism Learning Theory and the Technology Acceptance Model to examine the relationship between social media use and students' academic performance in universities. Siemens' (2005) Connectivism Learning Theory describes learning as a networked process mediated by digital information sources. The theory explains that knowledge is distributed across multiple nodes, such as online communities and digital media, and that learning occurs

through interactions within the network. In LIS education, social media platforms serve as information networks that enable students to access information, share knowledge, and collectively build knowledge. The theory, therefore, offers helpful insights into how social media facilitates academic and collaborative learning.

Davis' (1989) Technology Acceptance Model (TAM) explains an individual's acceptance of technological tools in terms of perceived usefulness and perceived ease of use. Social media is more likely to be adopted for learning purposes if it is perceived as useful for learning and easy to use. In the case of LIS undergraduates, TAM explains why social media platforms are adopted as learning tools, particularly given constraints on other learning resources.

Both Connectivism Learning Theory and TAM offer a holistic approach to understanding social media use in academic environments, from both the behavioural and technological perspectives. Whereas Connectivism explains the processes of learning through digital networks, TAM explains the rationale behind a student's decision to use these technologies for academic purposes.

Methodology

This study adopted a descriptive survey design to investigate the relationship between social media and academic experiences among Library and Information Science (LIS) undergraduates in Osun State, Nigeria. The design allowed for the systematic gathering of standardized data and quantitative analysis of the trends and relationships. The population consisted of 120 LIS undergraduates at government-owned universities in Osun State (Osun State University and Obafemi Awolowo University). The study population consisted of students at levels 100-400. This small population size enabled a total enumeration, thus eliminating sampling bias. Data were collected through a questionnaire containing a number of closed-ended questions on social media use and student experience, rated on a five-point Likert scale. One hundred and twenty copies of questionnaire were physically administered for four weeks; 100 (83.3%) were returned and used for analyses. The questionnaire was validated by experts in the LIS field. A pilot study of 30 LIS undergraduates at a similar university yielded a Cronbach's Alpha of 0.82, suggesting good internal consistency. Data collected were analysed using descriptive and inferential statistics. Descriptive statistics (frequencies, percentages and mean scores) were used to describe the respondents and the variables;

inferential statistics (multiple linear regression) were used to test the hypotheses and examine the relationship between social media use and the academic experience. Data were analysed using the Statistical Package for the Social Sciences (SPSS) at a 0.05 significance level.

Data Analysis and Presentation

Table 1: Questionnaire Response Rate

Questionnaire Distribution and Return Rate	Frequency (f)	Percentage (%)
Questionnaires Distributed	120	100.0
Questionnaires Returned and Valid	100	83.3
Questionnaires Not Returned	20	16.7
Total	120	100.0

Source: *Field Survey (2025)*

The table shows that 120 copies of the questionnaire were distributed to Library and Information Science (LIS) undergraduates across government-owned universities in Osun State. Out of these, 100 copies were correctly completed and returned, while 20 copies were not returned, resulting in a response rate of 83.3% and a non-response rate of 16.7.

Table 2: Demographic Characteristics of Respondents

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	48	48.0
	Female	52	52.0
Age	16–20 years	25	25.0
	21–25 years	55	55.0
	26 years and above	20	20.0
Level of Study	100 Level	18	18.0
	200 Level	27	27.0
	300 Level	31	31.0
	400 Level	24	24.0

Source: *Field Survey (2025)*

Table 2 provides a profile of respondents, offering valuable insights into the representativeness of the study sample. The findings show that most of the respondents (55%) are in the 21-25 years' age group, implying that the major group of participants are young adults, who are known for their tech-savvy, social and digital literacy. When it comes to gender, the findings reveal a fairly equal distribution of males (48%) and females (52%) with a slight skewness towards females. This suggests gender

inclusivity and equal opportunity in higher education in the Library and Information Science (LIS) field. In terms of academic level, the results show that the bulk of the respondents (31%) are 300 level students, followed by 200 level (27%), 400 level

(24%) and 100 level (18%). This suggests that most of the respondents are senior students who have had considerable exposure to academic practices, coursework requirements and the use of online media for information and knowledge sharing.

Table 3: Academic Impact of Social Media Use on Students' Academic Engagement And Performance

S/N	Item Statements	Agree (%)	Disagree (%)	M	SD	Decision
1	Social media helps me access academic materials easily	88.0%	12.0%	3.92	0.41	Agree
2	It improves communication with classmates and lecturers	80.0%	20.0%	3.80	0.52	Agree
3	Social media enhances my motivation to learn	72.0%	28.0%	3.68	0.58	Agree
4	It distracts me from studying	64.0%	36.0%	3.55	0.65	Agree
5	It helps me understand difficult concepts	76.0%	24.0%	3.70	0.55	Agree

Decision Rule: Mean ≥ 2.50 = Agree; Mean < 2.50 = Disagree.

Source: *Field Survey (2025)*

Table 3 provides a detailed account of students' views on the impact of social media on their learning activities. The findings show that the majority (88%) of respondents agree that social media makes it easy to access academic materials easily, with a mean of 3.92 with a relatively low standard deviation (0.41). Moreover, 80% agree that social media enhances communication with their friends and lecturers with a mean of 3.80 (SD = 0.52). Many (72%) also agree that social media helps them to be motivated to learn, with a mean of 3.68 (SD = 0.58).

Students seem to be motivated by the interactive nature of social media. However, the results also show an interesting contradiction: 64% of students agree that social media is distracting when it comes to study, with a mean of 3.55 and had the highest standard deviation (0.65), suggesting that while social media is beneficial academically, it also poses a notable risk of distraction for some students. Furthermore, 76% of respondents agree that social media helps them comprehend difficult concepts with a corresponding mean of 3.70 (SD =

0.55). This suggests that digital technologies, explanations, and forums) improve especially those which provide multimedia knowledge acquisition through visual and resources (such as YouTube videos, video interactive learning.

Table 4. Challenges Associated with Social Media Use

S/n	Challenges	Frequency (f)	Percentage (%)
1	Poor internet connectivity	78	78.0%
2	High cost of data subscription	70	70.0%
3	Distractions and time wastage	68	68.0%
4	Lack of credible academic content	54	54.0%
5	Limited access to digital devices	46	46.0%

Source: Field Survey (2025)

The views of respondents on the challenges they face in using social media are shown in Table 4. The results show that the most common challenge is poor internet connectivity (78%), suggesting that users are significantly impacted by poor or slow internet connections. This is followed by the expense of internet subscription (70%), which illustrates that many users find internet subscription services costly. Another key issue is distraction and wastage of time (68%), implying that social media websites tend to distract users from other activities. Further, 54% of respondents cite the absence of credible academic content, suggesting issues with misinformation or a lack of quality resources. Finally, lack of access to devices is a problem for 46% of respondents, suggesting not everyone has access to, or can use, the latest devices needed to engage online.

Table 5: Multiple Regression Analysis of Social Media Use Dimensions on Academic Performance.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	0.711	0.505	0.490	0.487

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	22.912	3	7.637	32.18	0.000
Residual	22.448	96	0.234		

Total		45.360	99			
Coefficients						
Model	Variables	B	Std. Error	Beta	t	Sig.
1	(Constant)	1.042	0.298	—	3.50	0.001
	Academic-oriented Use (materials, understanding)	0.421	0.092	0.398	4.57	0.000
	Communication Use (interaction with peers/lecturers)	0.309	0.085	0.312	3.64	0.000
	Distractive Use (non-academic engagement)	-0.218	0.079	-0.221	-2.76	0.007

Decision Rule: Reject H_0 if $p\text{-value} < 0.05$.

The model is statistically significant ($F = 32.18$, $p < 0.05$), indicating that the predictors jointly explain variations in academic performance. The R^2 value (0.505) implies that 50.5% of the variance in academic performance is explained by the included dimensions of social media use. Academic-oriented use ($\beta = 0.398$, $p < 0.001$) and communication use ($\beta = 0.312$, $p < 0.001$) have significant positive effects on academic performance, whereas distractive use ($\beta = -0.221$, $p = 0.007$) has a significant negative effect. Thus, while social media serves as a valuable academic resource and communication tool, its misuse for non-academic purposes adversely affects students' academic outcomes. The null

hypothesis is therefore rejected, confirming that social media use significantly influences academic performance when its multidimensional nature is taken into account.

Discussion of Findings

The findings of the study indicate that the use of social media has a positive impact on the academic activities of Library and Information Science (LIS) undergraduates in universities in Osun State. A high percentage of the participants reported that social media facilitates access to learning materials, promotes better communication among students and lecturers, motivates learning, and aids comprehension of difficult subjects. These results indicate that social media

platforms serve as a complementary learning environment that extends academic activities to past the classroom environment. This finding is in line with the observations of Ajadi, Salawu, and Adeoye (2021) that digital platforms contributed significantly to the continuous academic activities of students and Olatoye et al. (2021) that digital information literacy and digital literacy skills obtained via social media help improve academic performance among LIS students. Also, the observed improvement in communication between students and lecturers aligns with Oladejo and Adebayo (2019), who observed that academic group platforms like WhatsApp and Telegram enable collaborative learning and knowledge dissemination.

The study also revealed the major challenges of LIS undergraduates' social media use. The identified challenges include poor internet connectivity, high data subscription fees, distractions and wastage of time, unavailability of credible academic information and lack of access to digital devices. These results agree with those of Junco (2012), who found that high levels of social media use may have a negative impact on students' learning. The prevalence of infrastructural issues like poor internet connection and high subscriptions' cost

confirms the observations of Afolabi and Adewale (2020) that technological and financial constraints are still significant challenges to successful online learning in government universities. The problem of misinformation and the lack of quality academic content resonate with the work of Musa and Oboh (2018), which noted the potential for wrong information on social media. Likewise, Okoroma and Okafor (2018) noted that watching entertainment-related materials may reduce academic performance. This highlighted the importance of students using social media in a deliberate and disciplined manner to enjoy academic benefits.

Despite these issues, the advantages of social media use were significant. Many of the students surveyed reported that social media offers access to information, aids learning and allows access to information across borders. This finding is in agreement with the work of Oyesomi and Oyero (2019), who reported that social media improves academic belonging and collaborative learning among university students. Similarly, Omotayo and Adebayo (2020) noted that joining online academic communities enhances understanding and problem-solving skills. These studies show that social media plays a critical role in

bridging resource gaps and enhancing learning opportunities, particularly in environments with limited access to conventional educational resources.

The regression analysis also validated that social media has a significant impact on the academic performance of LIS undergraduates. Academic use (e.g. access to learning resources, understanding complex topics) and communication use had significant positive associations with academic performance. However, distractive use was found to have a significant negative effect. This result confirms the findings of Ajayi, Salako and Olajide (2020), who found that students who use social media for academic purposes are more likely to perform well academically. Likewise, Salihu and Jibrin (2020) characterised social media as "virtual classrooms" that promote the sharing of knowledge and improve academic participation. On the other hand, the negative effect of distractive use is consistent with Musa and Oboh's (2018) finding that excessive use of non-academic content has a negative impact on student performance.

The positive aspects of the use of social media in collaboration, information dissemination and knowledge sharing corroborate the principles of Connectivism Learning Theory that suggests learning

happens through connections and networks of information and technology (Siemens, 2005). Social media are learning hubs where students connect, share and co-construct knowledge. Furthermore, the Technology Acceptance Model (Davis, 1989) and later the extended Technology Acceptance Model (Venkatesh & Davis, 2000), offers an explanation for why social media is used extensively among the respondents. The ongoing use of social media by students for academic purposes indicates that students perceive social media as useful and easy to use and, hence, encourage its integration in academic activities. The results of this study show that the use of social media plays an important role in the academic lives of LIS undergraduates in universities in Osun State. Academically-focused and communication-related usage positively affects engagement and performance while distractive and over usage affects study. The study, thus, points to the need for a regulated use of social media to optimise the benefits of social media use for learning and reduce the associated problems.

Implications for Library Professionals

This study suggests important implications for library professionals, especially academic librarians working with Library and Information Science (LIS) undergraduate

students in government-owned universities. The impact of academically focused social media use on student academic engagement suggests an important role for librarians to adopt social media platforms for contemporary information services. Existing library services may not be enough to serve the needs of tech-savvy students. Thus, librarians should employ new approaches to use popular social media platforms in sharing academic information, marketing library resources and facilitating learning. For example, social media tools like WhatsApp or Telegram can be used to share academic resources, provide announcements and address users' information needs in a timely manner. This practice expands the reach of library services beyond the physical boundaries and improves access to academic information.

Given the finding that social media helps students communicate and engage in peer learning, this research also implies that library staff should actively engage in online academic communities. Librarians can establish and administer online academic communities where students can share and communicate ideas, and seek advice. On these digital platforms, librarians can provide information about authentic sources of information, promote information databases,

and offer timely assistance to users. This practice highlights the shift in librarians' roles from information providers to knowledge sharers. Engagement in online learning communities can enhance academic engagement and promote informed information practices.

Nevertheless, the research also identified the use of social media as a source of distraction, fake information and of non-academic information. These issues highlight the need for librarians to step up information literacy and digital literacy initiatives in higher education. Librarians should organise training workshops to teach students how to assess the reliability of digital information and use social media effectively for academic purposes. Enhancing students' skills to recognise quality sources will reduce the potential for "fake news" and enhance the standards of their work.

The infrastructural issues identified in this research, including unreliable internet access, expensive data subscriptions, and lack of access to digital devices, also present opportunities for librarian advocacy. Librarians should work with administrators to seek better digital infrastructure, such as internet connectivity and ICT facilities in university libraries. In the absence of internet access, librarians should guide students in

using institutional repositories, open-access resources and offline digital content to minimise their dependence on expensive internet services. This will support access to information.

Implications for LIS Education

The results of this research have significant implications on education in Library and Information Sciences. The growing popularity of using social media as an academic resource implies that digital and social media skills should become an essential part of professional training in LIS. Students of LIS need to be prepared with the knowledge and skills needed to use the social media platforms effectively in information retrieval, knowledge sharing and collaborative learning.

Moreover, learning strategies based on social media should be introduced to teaching activities by LIS educators. Online discussion groups, virtual learning communities, and digital collaboration tools may be used to improve student engagement, as well as facilitate active learning. These approaches are indicative of the dynamics of modern information landscapes, in which digital platforms take a leading role in the creation and sharing of knowledge.

The results also indicate that LIS programmes ought to focus on information and digital literacy skills. To overcome the issues caused by misinformation and unreliable content, it is critical to educate the students and make them critically evaluate the sources of online information. The introduction of structured digital literacy modules into LIS teaching can equip graduates to be able to manage the digital information resources and provide support to the users in technology-driven learning settings. In general, to keep up with the changes in the information environment, LIS education has to adapt to the changes in technology by incorporating social media tools in the teaching, learning and professional training processes to make LIS graduates remain relevant in the changing information environment.

Conclusion

The study investigated the use of social media and its impact on the academic performance of Library and Information Science (LIS) undergraduates in government-owned universities in Osun State, Nigeria. The results found that social media has a considerable influence on academic interactions and performance. The research demonstrated that academic-focused use of social media facilitates access to learning resources, promotes interaction

between students and lecturers, motivates students to learn, and helps students to understand complex academic concepts. These results suggest that social media platforms provide additional learning environments that complement face-to-face classroom learning.

However, findings also, revealed that use of social media comes with challenges such as distractions, lack of accuracy, inadequate network connectivity, high cost of data subscription and difficulty to access digital devices. This finding suggests that although social media has enormous academic benefits, the efficacy of social media is contingent on its use and the technological infrastructure to support it. The regression results reiterate that academic and communicative uses of social media have a significant positive impact on academic performance, while distractive use has a negative impact. This result highlights the need for strategic and supervised social media use by students. In conclusion, the study suggests that social media is a necessary academic support tool for LIS undergraduate students if used purposefully. Its incorporation into the learning process can increase information access, communication and academic performance in a resource-limited academic environment.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. Academic librarians should integrate social media into library services by creating official academic groups for sharing learning materials, announcements, and reference support to students.
2. Universities should strengthen digital literacy programmes to equip students with the skills required to evaluate online information and use social media responsibly for academic purposes.
3. Lecturers should encourage academic-oriented use of social media by creating course-related platforms that support communication, assignment discussions, and collaborative learning.
4. University management should improve digital infrastructure, including reliable internet connectivity and affordable data access, to enhance students' participation in digital learning environments.
5. Students should be guided on effective time management practices to minimize distractions associated with non-academic use of social media.

6. Libraries should promote open-access and institutional repository resources to provide alternative learning materials that reduce dependence on costly internet subscriptions.

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