IJAAR PUBLISHING®

Scholarly Journal of Management Sciences Research | ISSN: 2955-0793
Vol. 5, Issue 1 (2026) | www.ijaar.org/sjmsr

ENGAGEMENT OF SOCIAL MEDIA BY STUDENTS OF HIGHER INSTITUTIONS: IMPACT ON ACADEMIC PERFORMANCE IN DELTA STATE

DR. IKELEGBE, SAMUEL EMUHOWHO
DEPARTMENT OF OFFICE TECHNOLOGY AND MANAGEMENT
DELTA STATE POLYTECHNIC, OGWASHI-UKU
IKELEGBESAMUEL@YAHOO.COM

Abstract

The study x-rayed engagement of social media by students of higher institutions and its impact on academic performance. Descriptive research design was used to carry out the study. Three research questions were raised and three hypotheses were formulated to guide the study. The population of the study consists of 4,800 students of 2024/2025 and 2025/2026 academic session of graduating and none graduating students of Southern Delta University, Ozoro, Delta State University, Abraka, Delta State Polytechnic, Ogwashi Uku and Delta State Polytechnic Otefe-Oghara. The instrument used for the study was validated by experts in business education and measurement and evaluation departments from Delta State University, Abraka. Cronbach Alpha was used to ascertain the reliability of the instrument which yielded coefficient of 0.82. A four point response type of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) was employed for research question one and the rating of agreement i.e. Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) for research question 2 and 3. The research questionnaires contained 41 items used in carrying out the study. Mean and standard deviations were used to answer research questions while z-test was used to test hypotheses at 0.05 of significance. The findings of the study showed that students visit and use social media excessively daily. It was concluded that excessive use of social media platforms by students of higher institutions affect academic performance in several ways. It was recommended that institutions of higher learning, faculties and lecturers, should sensitize students on the sets back in performance due to excessive use of social media and that students should set specific time limits for social media use that will not interrupt their lecture and study time among other.

Key words: Social media, higher education, performance, academic performance.

https://www.doi.org/10.46654/hc3wjt12

Introduction

The digital age experienced today all over the world has transformed societies, with social media platforms becoming essential to daily living. No doubt, social media has become an increasingly popular online platform for users to connect and share information. In education, social media is now commonly used as a tool for teaching and learning in higher education institutions. It has been found to enhance students' productivity, engagement, motivation and academic performance. Universities and many other higher institutions maintain profiles and groups on networking sites such as Facebook, Whatsapp etc. where students and faculty can interact, share resources and express learner voice. Social media poses a liberal environment for students to discuss, share their opinions and views easily, freely on issues that otherwise could not be done in a traditional classroom. Sivakumar (2020), describe social media as computer mediated tools that allow one to create, share and exchange information, ideas, pictures, videos for virtual communities and learners. The use of social media is growing rapidly throughout the world as both adults and teenagers are joining sites such as Facebook, MySpace, Skype, Whatsapp, X (formerly twitter), Snapchat and TikTok to interact with friends family and even strangers, this has made individuals and families closer to each other as never before.

Faijun, Mohammed and Gowrang (2018), define social media as forms of electronic communication (such as websites), through which people creates online communication to share information, ideas and personal messages. Today, social media has become very popular and important to all ages of people. It contains several channels like audio/video callings, blogging, communicating, texting, sharing contents all over the world and so many characteristics. No doubt that social media has become part of life for many people including youths and adults as the users of social media are increasing rapidly all over the world. According to Kaplan and Haenlein in Siman and Danladi (2023), social media is a group of internet-based applications that build on the ideological and technological foundations of web and allow the creation and exchange of user-generated contents. It is user friendly and fast in communication. It is proved to be highly effective, as well as trusted by users to share and discover content concerning individuals, brands, information, entertainment etc.

Educationally, social media is playing very important role in students' life. It is easier and convenient to access information and communicate via social media. It enables students to absorb and use information effectively. Yunus and Salehi (2012) argued that students gained more vocabulary, improved their writing skills and reduced their spelling mistake through social media usage. In fact, as an educational tool, social media enriches learning by giving both students and teachers flexible mode of learning, also social media assist students by connecting them to one another on assignment and class projects.

Mohammed et al. (2023), noted that social media has seamlessly integrated into the lives of students enrolled in tertiary institutions across Nigeria, assuming a pivotal role in their academic and personal growth. It functions as a dynamic and ever connected hub for communication fostering collaboration and swift dissemination of information. Qureshi et al. (2023) stated that beyond the role of social media as a virtual academic forum, social media emerges as a robust channel for holistic development, both academically and personally. It serves as an invaluable resource repository that enables students to access educational materials, seek scholarly guidance and remain abreast of critical institutional updates. They further argued that students harness the power of social media for creative expression and societal engagement. Students leverage social media platforms to exhibit their talents, drive awareness about pertinent social issues and champion causes for change.

Ikelegbe (2021), citing the Federal Government of Nigerian National Policy on education stated that tertiary or higher education is the education in institutions such as universities and inter-university centres such as colleges of education, polytechnics, monotechnics and institutions such as innovation enterprises institutions (IEIs), others are National Institute of Nigeria languages and other specialized institutions such as Colleges of Agriculture, School of Health and National Teachers Institute (NTI). These institutions are established to give training to admitted students to be professionals in their chosen careers. For students to achieve the desired objectives and to be professionals, modest attention and interest to achieve must be aggressively pursued. In the views of Obiajulu-Anyia and Iwelu (2024), in the field of education, attaining a high level of academic performance holds a significant position in determining an individual's placement both within educational institutions and in the job market. Academic performance refers to students achievement and success in their academic pursuits, typically measured in grades or numerical scores, grade point average, test score, assignment, projects and class participation (AI assisted 2026). Improving academic performance involves setting goals, creating study plans, seeking help, staying organized and self-assessment. However, undergraduates are extensively engaged in social media, spending approximately 24 hours online. These engagements according to Obiajulu-Anyia and Iwelu 2024) extends to classroom and lecture settings, where certain students are consistently occupied with chatting and social interactions instead of focusing on learning, academic research and innovative pursuits. This diversion of attention towards making online acquaintances and discussing less pertinent matters is a set back as it often leads to poor academic progression for the student.

Sadia et al. (2024) stated that undergraduates from tertiary institutions are becoming increasingly reliant on online social networking with a sizeable proportion engaging in harmful behaviours or spending a large amount of time on sites such as Instagram, X, Facebook, Snapchat and TikTok etc. The detrimental impact of social media platforms on the wellbeing of students is significant as the persistent exposure to meticulously curated content, idealized lifestyles, and unattainable beauty stands can result in feelings of inferiority, diminished self-worth, and overall unhappiness. Dzandza and Kolan (2018), describe the nature of social media as a "useful servant but a dangerous master" and also a two edge sword that despite its benefits that students can harness such as sharing information, building relationship, partaking in group discussion among others, there is to some extent addiction and distraction of attention caused by the use of social media which could have serious consequences on the academic life of students.

In the opinions of Aku and Omale (2020), students' academic suffer setback as a result of distraction from social media because most students engage in social networking because of the feeling of enjoyment they derive from it. Students go online to know the latest updates on friends' status, to upload photos, or even to find someone to understand them. These attitudes have effects on study habits and academic performance.

Statement of the Problem

In tertiary institutions today, significant number of students' academic performance is facing a lot of neglect and challenges. It has been observed that the use of social media for the wrong reason is partly the cause as almost every student is seen holding his/her handset in class. This is due to the present wave of technological age. Some of these devices are smartphones, Iphones or tablets and even higher brand. This development would have been a total welcome on the part of institutions, teachers and other stakeholders if students have

diligently put these devices into use that are beneficial to them. Social media as we know it is a two sided coin with both positive and negative effects. The concern is how can social media be encouraged to aid learning and at same time mitigating its negative use by students?

It is not uncommon for some institutions to encourage the use of these devices as they aid in quick communication and information dissemination and in learning. However, it is not the case as most students buy these smartphones for different reasons rather than for education purposes. Some students may be taking selfies and responding to messages, watching videos and even visiting pornographic sites while lectures are ongoing. During examinations, the smartphones are also use for cheating instead of making use of them appropriately to increase academic performance. These scenarios have been problematic in higher institutions of learning and it is a cause for concern. The researcher is therefore interested in ascertaining these worrisome situations, hence the investigation of, "engagement of social media by students of higher institutions and its impact on academic performance.

Objectives of the Study

The objectives of this study include;

1. To determine reasons students visit and use social media platforms daily in tertiary institutions in Delta State.
2. To determine the effect of social media engagement on academic performance of students in tertiary institutions in Delta State.
3. To determine strategies to reduce addictive use of social media by students of tertiary institutions in Delta State.

Research Questions

The following research questions guided the study;

1. To what extent students visit and use social media platforms daily in tertiary institutions in Delta State?
2. What are the ways social media engagement affect academic performances of students in tertiary institution in Delta State?
3. What are the strategies to be adopted by students to reduce addictive use of social media in tertiary institutions in Delta State?

Research Hypotheses

The following null hypotheses were generated and tested at 0.05 level of significance.

1. There is no significant difference between the mean ratings of male and female students on the likely reasons students visit and use social media platforms daily in tertiary institutions in Delta State.
2. There is no significant difference between the mean ratings of university students and polytechnic students on the effect of social media engagement on academic performances of students in tertiary institutions in Delta State.
3. There is no significant difference between the mean ratings of graduating students and non-graduating students on the strategies to reduce addictive use of social media by students of tertiary institutions in Delta State.

Methods

The study adopted a descriptive survey design. The population of the study comprised of approximately 4800 students of two universities namely, Southern Delta University, Ozoro and Delta State University, Abraka, and two polytechnics, namely, Delta State Polytechnic, Ogwashi-Uku and Delta State Polytechnic, Otefe-Oghara of the 2025/2026 academic session. Census sampling technique was adopted in selecting 400 respondents from the entire population. The instrument used for data collection was a structured questionnaire titled: "Engagement of Social Media by Students of Higher Institutions Questionnaire (ESMSHIQ)". The questionnaire with three sections of 41 items were design and used for the study. The instrument was design in four point rating of Very High Extent (VHE) – 4; High Extent (HE) – 3; Low Extent (LE) – 2 and Very Low Extent (VLE) – 1, for research question one and rating of agreement i.e. Strongly Agree (SA) – 4; Agree (A) – 3; Disagree (D) – 2 and Strongly Disagree (SD) – 1, for research question two and three respectively and were used to elicit responses from respondents.

The questionnaires were face and content validated by experts in the Faculty of Education, Delta State University, Abraka, in order to determine the validity of the instruments. To ensure the consistency of the instrument, the Cronbach Alpha reliability method was adopted and a reliability co-efficient of 0.82 was established. A total of 400 questionnaires were administered through Google form to respondents and two hundred and four (204) students responded and data retrieved the researcher in analysis of responses'. The research questions were answered using mean and standard deviation, while z-test was used to test the hypotheses at 0.05 level of significance. The criterion mean score of 2.50 and above was considered High Extent/Agree while mean values below 2.50 were considered Low Extent/Disagree.

Results

Research Question 1: To what extent students visit and use social media platforms daily in tertiary institution in Delta State?

Table 1: *Respondents mean and standard deviation on the extent students visit and use social media platforms daily in tertiary institution in Delta State*

S/N	Items Statement	X	SD	Remarks
1.	I visit and use social media to keep in touch with friends, love ones who are far away.	3.53	0.68	HE
2.	I visit social media for social interaction and networking.	3.38	0.65	HE
3.	I visit and use social media platforms entertainment such as videos, memes and games.	3.34	0.82	HE
4.	Social media help in getting information and news on current events, trends.	3.67	0.56	VHE
5.	Social media can provide a temporary escape from academic pressure and stress.	3.16	0.75	HE
6.	Social media assist in self-expression and aid in identity formation.	3.26	0.72	HE
7.	I use social media to share content to get likes, comments, or validation from peers.	3.07	0.90	HE
8.	I use social media to follow trend and influencers.	3.02	0.87	HE
9.	Social media assist me in shopping and consumerism and also product recommendations.	3.25	0.83	HE
	Cluster Mean	3.29	0.75	HE

Source: *Field Trip*

Data in Table 1 shows that the nine questionnaire items had mean scores ranged between 3.02 and 3.67 with a cluster mean of 3.25. Therefore the cluster mean of 3.25 indicates that students visit and use social media platforms daily in tertiary institutions in Delta State at a high extent. The standard deviation which ranges between 0.56 and 0.90 with its cluster of 0.75 shows homogeneity in the respondents' ratings.

Research Question 2: What are the ways social media engagement affects academic performances of students in tertiary institutions in Delta State?

Table 2: *Respondents mean ratings and standard deviation on ways social media engagement affects academic performances of students in tertiary institutions in Delta State.*

S/N	Item Statement	X	SD	Remarks
1.	Social media use distracts me from completing my assignments.	2.38	0.98	Disagree
2.	I find it difficult to concentrate on my studies because of my engagement with social media.	2.50	0.92	Agree
3.	I often check social media notifications during class or lecture periods.	2.67	0.93	Agree
4.	I spend more than 2 hours daily on social media platforms.	3.20	0.81	Agree
5.	I engage in the use of social media while doing academic work.	2.84	0.81	Agree
6.	I know I am addicted to social media usage and this affects my overall wellbeing.	2.34	1.00	Disagree
7.	I feel anxious or stressed when I cannot access social media.	2.69	0.99	Agree
8.	I often compare myself to others on social media which affects my self-esteem and focus on my study.	2.26	0.95	Disagree
9.	Social media usage affects my reading ability.	2.48	0.94	Disagree
10.	Social media devices help me in examination as I save in them what I need to use in examination.	2.50	1.00	Agree
11.	Social media decrease face to face interaction with any peer group.	2.98	0.83	Agree
12.	Social media reduce my critical thinking skills.	2.60	0.96	Agree
13.	Social media engagement interferes with my sleeping hours.	2.70	0.94	Agree
14.	Social media engagements bring about information overload.	2.99	0.83	Agree
15.	Social media engagement can end up being a source of misinformation which can be detrimental to academic work.	3.01	0.84	Agree
16.	I use social media for fear of missing out of events.	2.69	0.97	Agree
	Cluster Mean	2.67	0.98	Agree

Source: *Field Trip.*

Data in research question 2 indicates that respondents rated questionnaire No. 1, 6, 8, and 9 with a mean score of 2.38, 2.34, 2.26 and 2.48 which indicate disagree. All other items were rated within 2.5 – 2.99 which indicate agree. With a cluster of 2.67, it could be concluded that respondents agreed that social media engagement affects academic performance of students' negativity in tertiary institutions in Delta State. The standard deviation which ranged from 0.83-1.00, with its cluster of 0.98 indicated that the opinions of respondents are not far apart.

Research Question 3: What are the strategies to be adopted to reduce addictive use of social media by students of tertiary institutions in Delta State?

Table 3: *Respondents mean ratings and standard deviations on the strategies to be adopted to reduce addictive use of social media by students of tertiary institutions in Delta State.*

S/N	Item Statement	X	SD	Remarks
1.	Students should set specific limits for social media use that will not interrupt student and lecture time.	3.61	0.59	Strongly agree
2.	Students should use website blockers or self-control in blocking social media sites during study time.	3.31	0.70	Agree
3.	Students should turn off notifications to reduce urge to check social media constantly	3.41	0.74	Agree
4.	Students should develop a habit of stay organized, using planners, calendars or apps to remind them of assignments and lecture time.	3.43	0.69	Agree
5.	Students should talk to friends and family about their struggles to get advice and support.	3.36	0.71	Agree
6.	Students should learn to implement social media detox where a day or weekend in use to abstain from social media.	3.16	0.70	Agree
7.	Self-resolution can be adopted by students to use social media for only specific tasks such as checking grades, doing assignments and/or communicating with classmates.	1.78	0.81	Strongly disagree
8.	Students should honesty excuse themselves from varying devices to class and examination arena for checking purposes.	3.31	0.75	Agree
9.	Students should create a social media contact where friends and family members limit social media use and hold each other accountable.	2.99	0.80	Agree
10.	Students can set consequence for themselves for social media use.	3.13	0.71	Agree
11.	Students should seek out offline communities by joining clubs, groups and attend events that don't involve social media.	3.01	0.85	Agree
12.	Students can create a social media free study space and designate an area of social media free to minimize distractions.	3.40	0.59	Agree
13.	Institutions should create awareness on the negative effects of social media on academic performance.	3.36	0.69	Agree
14.	Lecture notes and creative task should be uploaded online to make students busy with studies.	3.25	0.76	Agree
15.	Students should be proactive and be self-reflective regularly on impact of social media on mental and physical health as this will help limit use of social media.	3.35	0.63	Agree
16.	Students should replace visiting social media space with reading books, articles or news instead of scrolling through social media.	3.33	0.76	Agree
	Cluster Mean	3.19	0.71	Agree

Source: *Field Trip*

Data in research question 3 shows that apart from item 7 mean rating which is 1.78 "strongly disagree, all other items presented for the study have mean score that ranges from 2.99-3.61. The cluster mean of 3.19 indicates that respondents agreed with items presented with regards to strategies to be adopted to reduce addictive use of social media by students in tertiary institutions in Delta State. More so, the standard deviation which ranges from 0.59-0.85 with its cluster of 0.71 shows that respondents are homogeneous in their ratings.

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean ratings of male and female students on the likely reasons students visit and use social media daily in tertiary institutions in Delta State.

Table 4: *Summary of z-test analysis on the mean responses of male and female students on the likely reasons students visit and use social media daily in tertiary institutions in Delta State.*

Variables	N	X	SD	df	z-cal	z-crit	Level of sig.	Remarks
Male	84	3.24	0.52	202	0.51	1.96	0.05	N.S.
Female	120	3.31	0.42					

Key: NS = Not significant

Table 4 shows that there is no significant difference between the mean responses of male and female students on the likely reasons students' visit and use social media daily in tertiary institutions in Delta State. The z-calculated value of 0.51 is less than the critical table value of 1.96 at 0.05 levels of significance and 202 degree of freedom. Therefore the null hypothesis was accepted.

Hypothesis 2: There is no significant difference between the mean ratings of University students and Polytechnic students on the effect of social media engagement on academic performance of students in tertiary institutions in Delta State.

Table 5: *Summary of z-test analysis on the mean ratings of Universities and Polytechnics students on the effect of social media engagement on academic performances of students in tertiary institutions in Delta State.*

Variables	N	X	SD	df	z-cal	z-crit	Level of sig	Remarks
University Students	88	3.19	0.49	202	1.13	1.96	0.05	N.S.
Polytechnic students	116	3.31	0.42					

Key: NS = Not significant

Table 5 above revealed a z-calculated value of 1.13 which is less than the standard z-critical value of 1.96 with a 202 degree of freedom at 0.05 levels of significance. Thus, the null hypothesis was accepted. This means that there is no significant difference between the mean responses of university and polytechnic students on the effect of social media engagement on academic performance of students in tertiary institutions in Delta State.

Hypothesis 3: There is no significant difference between the mean ratings of graduating students and non-graduating students on strategies to reduce addictive use of social media by students of tertiary institutions in Delta State.

Table 6: *Summary of z-test analysis on the mean ratings of graduating and non-graduating students on strategies to reduce addictive use of social media by students of tertiary institutions in Delta State.*

Variables	N	X	SD	df	z-cal	z-crit	Level of sig	Remarks
Graduating students	133	3.31	0.44	202	0.62	1.96	0.05	N.S.
Non-graduating students	71	3.27	0.49					

Key: NS = Not significant

Table 6 reveals that a z-calculated value of 0.62, which is less than the standard z-critical table value of 1.96, with 202 degree of freedom and 0.05 levels of significance, indicates that the null hypothesis is not significant. Therefore, there is no significant difference in the mean ratings of graduating and non-graduating students on strategies to reduce addictive use of social media by students of tertiary institutions in Delta State, the hypothesis is therefore accepted.

Discussion of Findings

The findings in research question 1 showed that all the respondents visit and use social media platforms daily at a high extent. This finding is in agreement with a study conducted by Aku and Omale (2020), which indicated that students of Kaduna Polytechnic use social media such as Instagram, Facebook, WhatsApp, X, Linkedin, Skype daily. Also the study is in line with similar study conducted in Ghana by Dzandza and Kolan (2018), which revealed that social media is in use highly and that most respondents agreed that they were addicted to social media. Hypothesis one which was tested at 0.05 levels of significance indicated that male and female students do not differ significantly on the likely reasons students visit and use social media daily in tertiary institutions in Delta State.

The result of the study in respect of research question 2 revealed that the cluster mean of 2.67, indicates that respondents agreed that social media engagement affects academic performance of students negatively in tertiary institutions in Delta State. However, items number 1,6,8 and 9 presented for the study disagree with the general notion but this did not in anyway invalidate the general position of respondents. Hypothesis two which is on mean rating of university and polytechnic students and tested at 0.05 level of significance showed that both universities and polytechnics students do not differ significantly in their mean ratings on the effect of social media engagement on academic performance of students in tertiary institutions in Delta State. This study is therefore in agreement with the study of Khan et al, (2024) in their study, they concluded that excessive social media usage have negative impact on academic performance. Again, the study corroborate the report of Johnson's (2023), whose study identified a significant positive correlation between time spent on social networks and mental health. This assertion when compared to the current study where students agreed that they feel anxious or stressed when they cannot access social media is a direct negative setback on students' performance.

Result in research question 3 indicates that all items presented for the study except item 4 were rated agreed as strategies that could be adopted to reduce addictive use of social media by students in tertiary institutions in Delta State. Hypothesis three which was tested on graduating and non-graduating students at 0.05 level of significance indicates that there is no significant difference in the mean ratings of graduating and non-graduating students and the hypothesis was accepted. The present study is supported by Brevers and Tumel (2019), when

in their study reported that self-control strategies for social media can mitigate addiction and therefore assist individuals in accomplishing other tasks.

Conclusion

The study concluded that most students visit social media platforms daily at a high extent and that excessive use of social media platforms by students of higher institutions affects academic performance. Also, social media engagement affects academic performance since most students visit social media for irrelevant engagement that do not contribute to academic success. It was also concluded that addictive use of social media can be reduce if students stay organize, use website blockers, and implement social media detox where a day or two weekends is used to abstain from social media.

Recommendations

Based on the findings, the following recommendations were made;

1. Tertiary institutions should make it deliberate talk during orientation of newly admitted students to enlighten students on the effect of excessive use of social media.
2. Faculties/schools should organize seminars where students can be sensitize on the effective use of social media engagement.
3. Lecturers should engage students education blogs by giving them assignment that will engage them more of the time.
4. Students should set specific limits for use of social media, this will help to reduce interrupting their lectures and also reduce distracting them while reading.
5. Students should honestly desist from carrying phones and other electronic media to examination halls so as not to be tempted to use them for cheating

Acknowledgement

Funding source: This research was funded by TetFund.

Reference

Aku, C.A. & Omale, B. (2020). Effects of social media on academic performance of Office Technology and Management students of Kaduna Polytechnic, Nigeria. *Nigeria Journal of Business Education,* 7(2), 185-196.

Brevers, D. & Tunel, O. (2019). Strategies for self-controlling social media use: classification and role of preventing social media addiction symptoms. *Journal of Behavioral Addiction,* 8(3), 553-563. doi.101556/2006.8.2019.49

Dzandza, P.E. & Kolan, B.J. (2018). Effect of social media on academic performance of students in Ghanaian universities: A case study of Ghana, Legon. Library Philosophy and practice.Researchgate.net/publishing, 2-4.

Faijun, V.M.,, Mohammed, A.I. & Gowranga, K.P. (2018). Impact of the use of social media on students academic performance and behavior change. *International journal of statistics and applied mathematics,* 3(1), 299-302.

Ikelegbe, S. (2021). Business education students utilization of social software technologies for self-regulated learning in south-south, Nigeria. *International Journal of Research in Education and Sustainable* Development, 1(3), 1-8.

Johnson, M. (2023). Exploring the relationship between social media addiction and academic productivity in University students. Cyber psychology, behavior, and social networking, 26(5), 345-352.

Khan, S., Ullah, S., Abbas, M.M., Akhtar, M., Kaleem, M.F. and Ali, R. (2024). Effect of social media usage pattern on academic performance and psychological well-being of undergraduate students. Migration letters. www.migration.com, 21(53), 1261-1274.

Meta A.I. Assisted (2026). Academic performance.

Mohammed, I., Musa, A.D., Abubakar, I.M., Samaila, K.A., Ahmed, M.G. & Adamu, A. (2023). The impact of social media usage patterns on academic performance and well-being among students of tertiary institutions in Katsina State. *International Journal of Assessment and Evaluation in Education*, 2(1), 59-70.

Obiajulu-Anyia, E.C. & Iwelu, A.O. (2024).Utilization of social media and its impact on academic achievement of social studies undergraduates in higher education institutions in Delta State. *Journal of African Social Studies (JASS)*, 5(2), 15-27.

Qureshi, M.A., Khashell, A., Qureshi, J.A., Raza, S.A. & Yousufi, S.Q. (2023). Factors affecting students learning through collaborative learning and engagement. *Interactive environment*, 3(4), 2371-2391. https://doi.org/10.1080/10494820.2021.1884886.

Sadia, K., Saeed, U., Mohammed, M.A., Mohammed, A., Mohammed, F.K. & Rashid, A. (2024). Effect of social media usage patterns on academic performance and psychological well-being of undergraduate studies. Migration letters, 21(53), 1261-1274

Siman, M.J. (2023). Effects of social media on students academic performance in Nigeria universities: A case study of university of Jos. University of Nebruska-Lincom. https://digitalcommon.uni.edu/libphilprac/765/

Sivakumar, R. (2020). Effects of social media on academic performance of the students. *The online journal of distance education and e-learning (TOJDEL)*, 8(2), 90-97.

Yunus, M.M. &Salehi, H. (2012). The effectiveness of facebook groups on teaching and improving writing: students perceptions. *Journal of education and information technologies, scientific research.* An academic publisher. Scirp.org, 1, 87-96.