



Social Media Prevalence and Usage for Academic Purpose among Student of Delta State University

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Abstract

The study examines social media prevalence and usage for academic purposes among post graduate students of the Delta State University, Abraka. The population of study was the over 6000 registered PG students in the 2020/2021 academic session. Two hundred respondents were purposively selected as the sample size. These respondents were surveyed using a structured questionnaire. Uses and gratifications theory was the anchor of the study. The study found that the postgraduate students of the Delta State University, Abraka used social media for academic purposes as well as personal reasons. The study discovered that postgraduate students of DELSU Abraka were able to benefit from the use of social media platforms as they relate with their contemporaries, faculty members and staff of the PG School. Recommendations include the need to enhance the use of social media platforms in the University by increasing access and making the ICT unit of the University more functional and accessible via wifi.

Keywords: Social media, Academic purposes, Gratifications, SNSs

1. Introduction

Social media is the application that allows users to converse and interact with one another. It is an online space that is used by people to connect, share, communicate, establish or maintain connection with others for various purposes. Social media is an online platform which enables people to build social networks or relations with other people who share similar personal or career interests, activities, backgrounds or real-life connections. Social media is therefore the interaction among bodies in which they create and share information and ideas in networks.

However, social media relies on many electronic devices like tablets, i-pads, laptops, and Internet-based technologies for connecting people. Thus, social media can be described as technologies that facilitate social interaction, make collaboration possible, and enable deliberation among people at the global level, (Boateng & Amankwaa, 2016). According to Ali, Iqbal & Iqbal (2016), social media is the collection of applications such as Facebook, Twitter, WhatsApp, LinkedIn and YouTube, among others, that link people together as they share information through social networking. Social media usage has become a way of life among students in particular and youngsters in general. Social media and platforms, including social networking sites can be very useful as educational tools to complement



their curriculum. This is in tandem with Agwi & Ogwueleka (2018) who opine that the use of social media have exploded and evolved into online platforms where people create content, share it, book mark it and network at a prodigious rate. Ogwueleka adds that the prominent users of social media are students. Mowafy (2018) corroborates this by stating that social media usage is one of the most trending among...adolescents and young adults nowadays. Students are now' prosumers- they produce and consume content on social media platforms. Aggressive use and adoption of social media by students at various levels could be attributed to their up to date knowledge of and comfort within the latest technology and convenient accessibility to these social media tools (Vorderer, 2016). The reason for this attraction and appeal of the social media includes the use of social media by university administrators, students' affairs units of universities and faculty members who use social media platforms as means of communication with the students (Junco, 2012). Human communication, through the use of the social media platforms has become a way of life among students as well as adults.

Social media is increasingly becoming popular among Nigerian students. As such it is generating concerns among researchers, school authorities and parents. The various purposes for which student use social media have ignited inquiries in academic cycle. It is believed in some quarters that the academic performance of students are facing a lot of neglect and challenges. There is a deviation, distraction and divided attention between social media activities and their academic work. Junco, Merson and Salter (2011) however submitted that excessive use of social media tools by students has led to debate over whether or not it has changed the very shape and structure of student's social behaviour and academic practices this has thus become a source of worry to many leading educators who believe in knowledge and skill acquisition.

Kutu & Kutu (2022) investigated the use of social media for academic purposes by the postgraduate students of University of Kwazulu Nathan and the problems associated with their use as well as the uncertainties related to their use in the South African context. The cultural background is different and the learning environment is more conducive. Studies on the impacts social media have on the academic performance of postgraduate students in Nigerian universities are yet to be given adequate attention in the literature. A recent study by Aghaunor and Ekuobase (2015) focused on ICT tools rather than any specific social media platform. Ezeah, Asogwa and Edogor (2013) could not determine whether a significant difference exists in "social media" habit between male and female students. This study intends to ascertain the pattern of social media usage of postgraduate students; to find out the impact of social media on the academic performance of postgraduate students; and to find out the social media app used mostly by postgraduate students.

2. Literature Review

Conceptualization

Social media is a new phenomenon that have generated a lot of interests from various fields and disciplines. And social media research has been developing at a rapid pace. Different



scholars have described social media according to the ‘colour of the lens of their microscope’. In the opinion of Dewing (2012) “social media refer to the wide range of Internet-based and mobile services that allow users to participate in online exchange, contribute user-created content or joining online communities.” According to Ezeah, Asogwa and Edogor (2013) “social media are modern interactive communication channels through which people connect to one another, share ideas.

Technological advancements have brought major changes to the ways and manners people conduct their affairs globally. This technological advancement continues to break communication barriers and replacing them with new methods of connecting global audience. With the enablement of technology, anyone who has access to the Internet can be connected through numerous accessible social media platforms, and mobile telephone and be able to communicate via video calls and electronic conferencing with peers regardless of distance. Sajithra & Patil (2013) express the belief that “social media is an extension and explosion of traditional word of mouth networks. Word of mouth has always been the most effective and trust worthy means of disseminating information”.

Social media have become very popular in recent years, this may be attributed to increasing proliferation and affordability of Internet enabled devices such as personal computers, mobile devices and tablets. This is evidenced by the burgeoning popularity of many online social media that include such social networking platforms as Facebook, collaborative projects such as Wikipedia, content communities like YouTube, blogs like Word Press, virtual games worlds such as World of War craft and virtual social worlds like Second Life. According to statistics by National Bureau of Statistics [NBS] (2016) as at September 2015, there were a total of 150,469,438 mobile subscribers in Nigeria. Of all users, a total of 97,212,364 had Internet subscription. As a result social media are becoming more and more popular especially among students in Nigeria.

Considering that social media are in different categories, Kaplan and Haenlein (2010) tried to classify social media into six distinct categories:

Collaborative Projects - In the most general sense, collaborative projects are a special form of social media application that enable the joint and simultaneous creation of knowledge related content by many end-users. Whereas blog content is authored by a single person or a few editors and may later be commented on by others, collaborative projects are different in that they allow all users to equally post, add, or change content. In this sense they are probably the most democratic form of social media. Collaborative projects allow community of people to add and edit content in a community-based data base. There are different types of collaborative projects and they include:

Wikis- Wiki means “quick” in the Hawaiian language and its originator, Microsoft Encarta described a wiki as a type of server software that enables users to create or alter content on a Web page. Wikis are interlinked web pages based on the hypertext system of storing and modifying information. Each page can store information and is easily viewed, edited, and



commented on by other people using a web browser. Functionally, a wiki is meant to engage individuals to regularly update wiki pages in a collaborative fashion, to add new information, and to create links between pages. There can be benefits to student engagement when a wiki is employed as part of a blended learning approach (Neumann & Hood, 2011). One well known example of wiki is Wikipedia, a free online encyclopaedia that makes use of wiki technology. A wiki enables readers to create and edit encyclopaedia articles. The second type of collaborative project is social bookmarking sites, or collaborative tagging services. They allow users to organize and share links to websites; interact by tagging website and searching through website bookmarked by others that can subsequently be organized in the form of tag clouds: visual representations of tags, the importance of each indicated by its font size or colour. The resulting classification of content is sometimes referred to as folksonomy, a portmanteau of folk and taxonomy. The most widely known representative of this type of collaborative project include Reddit, Stumble Upon, Digg and Delicious. Delicious was founded in 2003 and today has more than 5 million users and 1 billion linked bookmarks (Kaplan & Haenlein, 2014).

Online Forums/Message Boards - The third type of collaborative project is online forums or message boards, via which people can hold conversations in the form of posted messages. As opposed to wikis, forums usually do not allow users to edit content posted by others, but rather only respond to or discuss this content within their own postings. The right of editing is limited to forum administrators or moderators. Also, forums only count as collaborative projects when their focus is on the joint creation of knowledge (Kaplan & Haenlein, 2014).

Review Sites - Review sites are websites that focus on exchanging feedback regarding anything of relevance in human life. Here interaction is by voting for articles and commenting on them. Prime examples in this category include Propello, Trip Advisor and Epinions.com. Review sites usually employ some form of reputation system that allows them to compute reliability scores based on ratings received within user reviews. These systems are designed to avoid strategic manipulation of the content posted (Kaplan & Haenlein, 2014).

Blogs - Blogs are Web information sharing technology (Boulos, Maramba, & Wheeler, 2011). According to Kaplan and Haenlein (2011), blogs are the social media equivalent of personal web pages and can come in a multitude of different variations, from personal diaries describing the author's life to summaries of all relevant information in one specific content area. Popular blogs include Word press, Blogger, Movable, Live Journal, and Xanga. Although blogs did not originate in education sectors, they have become useful in various educational levels and settings, and as an authoring tool. According to Kist (2013) Blogs offer students the chance to keep multimedia records, incorporating video and sound files, as well as images into their written record. The ability for students to comment on each other's blogs allows classroom discussions to continue around the clock. Åkerlund (2011) remarked that the assignment to the students in traditional teaching is often based on



production of written texts that are submitted to the teacher and/or presented to the class. With blogging from and the use of cameras inside or outside the classroom, the mission can be to tell a factual story in words and pictures. Thus engaging in dialogues in the form of blog comments are associated with positive attitudes towards online peer interaction and academic achievements, as well as positive motivation to learn from peers (Yang & Chang, 2011).

Content Communities - Content communities according Dewing (2012) allow users to share photos or videos and commenting on other users' submission. They allow users to organize, share and comment on different types of contents such as images, videos. Content communities exist for a wide range of different media types, including text (e.g., BookCrossing), photos (e.g., Flickr), videos (e.g., YouTube), and PowerPoint presentations (e.g., Slideshare). YouTube footages enable direct access to a vast array of performance techniques, interpretative decisions and visual cues that can be replayed and reviewed at will, thus affording a learning tool of great potential thus it may be used as a tool.

Social Networking Sites - This category of social media allow users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending messages between each other. According to Statista 1.4 billion people used social networking sites around the globe in 2012; by 2016, this number will grow to an estimated 2.13 billion. While Facebook remains the dominant platform with just over 1.5 billion registered users many other platforms and apps have considerable audiences. Created in 2004, Facebook according to NOIPolls (2016) is the most popular SNS in Nigeria. To join Facebook, a user had to have a harvard.edu email address. Beginning in September 2005, Facebook expanded to include high school students, professionals inside corporate networks, and, eventually, everyone.

Virtual Game Worlds - The virtual game worlds have the features of choices, the framing of the game world through a set of rules of how to interact with it, and the possibility of interacting with the game environment. In virtual game worlds users are usually required to follow strict rules that govern their behaviour (Kaplan & Haenlein, 2011).

Social Media Usage among Students - Research on the reason student embrace social media is still limited. Nevertheless the purpose for which social media are deployed appear to be expanding. A handful of studies addressed some specific category of social media rather than the generality of social media. In investigating the purpose students of the university of Nigeria Nsukka use social media site. Eke, Omekwu and Odoh (2014) surveyed 150 students and found that student use SNS to communicate with friends, watch movies ,discuss national issue like politics , economy and religious matter and for academic purposes which is particularly relevant to their academic pursuit . Citing the National School Board Association. Klopfer, Osterwell, Groff and Hass (2011) reported that the topic of most conversation on SNS is education. 60 percent of the student Surveyed said that they use the site to talk about education topic and more than 50 percent use it to talk about specific school work. In a similar study to ascertain how university students



from a range of European countries (Lithuania, Romania, Ukraine, Czech republic , Turkey) use social networking website Lamanauskas, Sleklene and Ragullene (2013) found that most important function of social media use by respondent from all countries they surveyed were communicating , learning and exchanging information . Another study by Unal and Koroglu (2013) found that prospective teachers (students) use social media for social interaction, communication, identification, recognition and education. Similar study by Mehmood and Taswir (2013) found that of the 80 percent students who reported that they use a social networking site on phone and that the smart features available on social networking like reading , Rss feeds, location , tagging and status updates were popular uses of social network on mobile phone. These were not directly related to their educational pursuit.. Other studies have delimit their attention to some popular platform of the major categories of social media.

Their findings show that students use it to keep in touch with their friends to let others know what is happening in their lives, communicate with friends in classroom, sharing of news and other issue and these do not relate to their academic goal. Similarly Ezeah, Asogwa and Edogor (2013) sampled 300 students from selected universities in South East Nigeria and found that students in South East Nigeria use the social media partly because of the pleasure and fun they derive from watching movies. In another survey of 93 student of the University of Benin, Agbanor and Ekuobase found that 75% of activities carried out with the aid of ICT tools do not have any direct link to students curricular. Implying that students use social media in pursuing activities that do not have bearing with their academic. Evidence emanating from a polytechnic setting provided by an insight from a study by Buari and Ashara (2014) who surveyed 932 students of Kaduna Polytechnic Nigeria found that students use social media to connect, interact ,share information and chat with friends constituting activities that are meaning less to their academic goal.

Empirical Studies

Teenagers and young adults have especially embraced these tools as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007). As a result, a lot of students happily make use of these opportunities by spending a substantial amount of their time to use various social media platforms. However, the question remains that whether social media have any impact on student's academic performance. Daluba and Maxwell (2013) posit that “millions of people are using social media tools as part of their everyday lives for work, studies and play because of its ubiquity”.

The purpose students use media and the implication the activity has on academic performance has recently become the fore of academic discuss. Similarly, Aghaunor and Ekuobase (2015) remarked that “[social media] seem to have a profound impact on the process of learning in higher education by offering new possibilities for learners and teachers. However, with the recent proliferation of ICT tools and services, students are finding it difficult to curtail its negative appeal”. Others worry that the social media



phenomenon in Nigeria is making students spend less study time on their books which resulted in dwindled academic performance.

According to Tech City (Ijaz 2015), in 2015, 93 million Nigerians surfed the Internet through their phones out of which 44 percent used it on social networking sites. In a survey by NOI Polls (2016) the study shows that almost two-third (63 percent) of Nigerians among the respondents stated that they are on one form of social media or the other. Analysis of age-group revealed that 74 percent were aged between 18–25 years, a typical undergraduate ages. The survey also revealed that due to the unique features of various social media platforms, most Nigerians use more than one, depending on preferences. Similarly, a survey by QZ (Larson, 2015) found that 91 percent of respondents mentioned Facebook as the most used social media platform in Nigeria. And that Nigeria has about 7.2 million daily active users with 97 percent of them accessing the platform via mobile to “like”, “share” and “upload” content on the social network. This is followed by WhatsApp (73 percent), BlackBerry Messenger (BBM) (20 percent) and Twitter (17 percent) among other social media platforms. A number of prior studies that have examined this issue have come up with mixed results. Some studies like Hasnain, Nasreen and Ijaz (2015); Owusu-Acheaw and Larson (2015) pointed to a negative relationship. Whereas, other studies like Othman Haseena and Rasith (2016) pointed to a positive relationship. Yet, some couldn't establish any direction.

Similarly, Buhari, Ahmad and Ashara (2014) in “Use of Social Media among Students of Nigerian Polytechnic” also conspicuously omitted the same factor. And no attempt was made to establish a significant difference that exists in “social media” habit as it relates to age. Thus, the need to make up for these gaps in knowledge in area of education in Nigeria makes the current study very significant. Its findings would further reveal the purposes students use social media, and whether usage of social media affect academic performance or not, the interaction of gender difference, and the interaction of age. Hence, the main objective of this study is to investigate whether there is a positive impact of the social media use on academic performance of undergraduate students in the University of Benin.

Social Media Use for Academic Purposes

Students' academic life have moved to a different dimension since the introduction of social media networks and several studies have affirmed that social media plays an important role for students in higher education including the study conducted by Wheeler , Yeoman's and Wheeler (2008). In their study, they recognized four major advantages of social media usage by students in higher education which includes enhancing relationship, improving learning, motivation, offering personalized course material and developing collaborative abilities. Indeed social media has contributed greatly to facilitating learning in the 21st century. It is shown that a greater percentage of students including those at the postgraduate level commonly used social media to improve their studies for instance ,the study conducted by Jain, Verma, Verma and Tiwari (2012) titled the impact of social networking in promoting education found that students benefit from chatting with other



students and external sources to acquire knowledge . Also Yunus and Salehi (2012) argued in the same direction that students gain more vocabulary, improve their writing skills and reduce their spelling mistake through social media usage.

In fact as an educational tool, social media enriches learning by giving both students and teachers the opportunity to connect in new and very exciting way thereby encouraging flexible mode of learning .it is stated that flexible learning expands the choice on what ,when and how people learn.it support different style of learning including eLearning which is highly patronized across the globe (Pappas, 2013) O'Keefe and Clake Pearson (2011) ,in their study found that social media benefits students by connecting them to one another on assignment and projects. It is furthered buttress in the study of Arquens and Esteban (2013) whose conclusion was that social media undoubtedly generates new opportunities to engage students in higher education as they become remarkably effective at connecting people and facilitating the exchange of information it is a clear and indisputable from these studies that social media usage in the educational sector cannot be underestimated.

Theoretical Framework

Uses and Gratification Theory - The uses and gratification theory was developed in 1974 by Katz, Blumler and Gurevitch. Basically the theory places more emphasis on what people do with the media rather than what the media do to people (Katz 1959). Uses and Gratification is the study of the gratification or benefit that attract hold audience to various type of media and the types of content that satisfy their social and psychological needs. It was adopted in this study because it shows how students make use of social media to satisfy their academic needs. Social media as a new communication tool also lend itself to use and gratification approach

3. Methodology

The study covers students of Delta State University. Rather than treading on the same path done by some researchers who had conducted similar studies in the past. The Students selected for the study are limited to only Postgraduates students that are running their Second and third degree programs. The study focus on social media prevalence and usage among students. This study is significant because a clearer understanding of the usage of social media enhances digital literacy such as network literacy, media literacy, computer literacy which will certainly increase academic performance of postgraduate students of DELSU. The proper use of social media that will accrue from a clearer understanding of the process of usage or steps will aid collaborative learning and communication amongst postgraduate students of DELSU. The findings of this study will contribute to the existing body of knowledge on digital literacy and knowledge distribution and acquisition. The outcome of this study will engender and foster communication and life-long learning and enhance access to e-learning resources and e-libraries as envisaged by the DELSU PG School. The lecturers of PG programme courses will also benefit from the findings of this study because the more, the merrier especially about the immense possibilities of the social



media and its numerous platforms. The study will certainly benefit both lecturers and the postgraduate students since more facts and insights will be available from the study which will engender rapid interactions between postgraduate students, the ICT library of DELSU and other universities' libraries.

A survey research design was used for the study. This design enables the researcher to generate data through the standardized collection procedures based on highly structured research instrument and well defined study concepts and related variables. The population for this study therefore comprised all postgraduate students of the Faculty of the Social Sciences of Delta State University enrolled for the 2020/2021 academic session. Sample is a subset of the population selected in place of studying entire population. The population for the study is 6000 and the sample size is 200. Purposive sampling technique was used to select respondents that are most likely to yield appropriate and useful information to achieve the objectives of the study (Kelly, 2010). This agrees with Senam & Akpan (2018) who aver that purposive is a non-probability sampling in which the investigator uses to predetermine criteria as the rationale for selecting the actual sample for examination. The respondents are selected from the population of study based on their ability to meet certain specified characteristics or quality. The respondents were selected because they were postgraduate students of the DELSU PG School. It is immaterial whether or not the selection is an accurate representation of the population of study. In carrying out this research, a well-constructed and self-developed questionnaire was used to get the desired information from the students. The questionnaire was divided into two sections (A and B). Section A was for collection of information on personal data of respondents while Section B consisted of questions that elicited responses from the respondent about the objectives of the study. To ensure that the questionnaire is free from error, the questionnaire used for this study was thoroughly scrutinized by the colleagues in the Faculty of the Social Sciences, DELSU, Abraka for clarity, precision and comprehension. Data was collected using the questionnaire which the researchers administered on a face to face basis to the respondents. The questions were close ended questions and it was self-administered to the respondents. Quantitative method of analysis was employed in analyzing data. Frequency tables and explanation building were used.

4. Results

This section is primarily to give a presentation and analysis of data collected from the field through the use of research instrument which is the questionnaire. A hundred copy of the questionnaire was administered. Ninety eight was retrieved and found usable. There is a return rate of 98%. therefore, the 196 copies retrieved were analyzed for the study.



Table 1: Social Media Usage

Respondents	No. of Respondents	Percentage
Gender		
<i>Male</i>	80	41%
<i>Female</i>	116	59%
Age Bracket		
<i>21-26 years</i>	40	20%
<i>27-32 years</i>	60	31%
<i>33-38years</i>	50	26%
<i>39-44years</i>	46	23%
Access to Social Media		
<i>Yes</i>	180	92%
<i>No</i>	16	8%
Hours Spent on Social Media		
<i>1-3 Hours</i>	30	15%
<i>4-6 Hours</i>	40	20%
<i>7-9 Hours</i>	60	31%
<i>10 hrs. & above</i>	66	34%
Use of Social Media for Academic Purposes		
<i>Yes</i>	180	92%
<i>No</i>	16	8%
Use of Social Media for Exchange of Academic Materials		
<i>Yes</i>	160	82%
<i>No</i>	36	18%
Most Used Social Media Platforms		
<i>Google</i>	80	41%
<i>Facebook</i>	40	20%
<i>WhatsApp</i>	76	39%
Frequency of Social Media Use		
<i>Yes</i>	180	92%
<i>No</i>	16	8%
Total	196	100

Source: Field Work

The result in the Table shows the gender distribution of the respondents 80 were males, while 116 were females. The age shows that 40 respondents were between the age brackets of 21-26 years, while 60 respondents fell between the age brackets of 27-32 years. 50 respondents fell between the age brackets of 33-38 years. 46 respondents fell between the



age brackets of 39- 44 years. Out of 196, 180 respondents had access to social media while 16 respondents did not have access to social media. From the Table, 30 respondents spent 1-3 hours on social media, 40 respondents spent 4-6 hours, 60 respondents spent 7-9 hours on social media, 66 respondents spent 10 hours and above on social media. Similarly, 180 respondents made use of social media for academic purposes while 16 respondents did not make use of social media for academic purposes. In terms of using social media for academic purpose, the result shows that 160 respondents made use of social media for exchange of academic materials while 36 respondents did not make use of social media for exchange of academic materials. For used social media, 80 respondents made use of Google, 40 respondents made use of Facebook, 76 respondents made use of WhatsApp. The frequency of social media used shows that 180 respondents made use of social media frequently while 16 respondents did not make use of social media frequently.

The discussion of findings of this study is premised on providing answers to the research questions yielded by the objectives of the study. Data analysed show that the pattern of social media usage by the postgraduate students of DELSU was more for academic purposes and exchange of academic materials. There were more postgraduate students (respondents) who spent up to ten hours on social media platforms. This agrees with Tapscott (1998) who had asserted that adolescents' life is characterized by media privatization in a multi-media environment. Put differently, it will be difficult to find a postgraduate student who does not use social media. This is observable in Tables 4, 5 and 6. In Table 4, 66 respondents spent ten hours and above on social media platforms. Table 5 shows that 180 respondents used social media for academic purposes and Table 6 confirms that 160 respondents used social media for the exchange of academic materials. This is a confirmation of Madge, Meek & Hooley's (2009) finding: that the use of social media enhances educational process and interaction. The second objective is to find the impact of social media on the academic performance of the postgraduate students of DELSU. Data analysed in Tables 3, 4, 5, 6, 7, and 8 point to the fact that social media impacted the academic performance of the postgraduate students of DELSU. Respondents had access to social media. Respondents spent hours on social media; they frequently use social media and they used social media for academic purposes. The postgraduate students of DELSU also used social media for the exchange of academic materials. Of note is the fact that the respondents' most used App was the GOOGLE, a search engine for the sourcing (browsing) of academic materials. This is in Table 7 where 80 respondents returned that Google was their most used App. This was closely followed by those who chose WhatsApp. It can be deduced that social media did impact the academic performance of the postgraduate students of DELSU. This is a proof of Hoyle (1986) who had argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. These findings remind one of Mezirow (1991) who had stated that our actions towards things (use of social media) are base on the meanings the things have for us. The third objective of the study is to find out the most used social media APP by the postgraduate



students of the DELSU. The most used APP by the postgraduate students of DELSU was the GOOGLE. This implies that they searched for academic materials, read them, exchanged them with their contemporaries and thus were gratified by the use of social media. This affirms the theoretical anchor of the study, the uses and gratification theory. The uses and gratification theory is in tandem with the main process of analysing human motivation. This corroborates Watson and Hill (2003) who aver that the uses and gratification theory 'explores life to gain information, to keep an eye on the world and to clarify what we think about it'. The study has proven that there is a positive relationship between social media and the level of gratification derived from its use.

Judging from the discussion above, analysis, the respondents used for this study were postgraduate students and it shows that majority of students made use of social media for academic purposes Two hundred questionnaires were administered to the respondents and 196 were retrieved. The male respondents were (40%) while (68%) of the respondents were females. The highest age bracket was between the ages of 27-32years while the lowest was 21-26 years which constituted (20%). The results of the findings show that postgraduate students had access to social media and they made use of these social media platforms for academic purposes. It also show that the respondents spent more time on social media. The respondents also agreed that they made use of social media for exchange of academic materials. The study shows that the number of students who made use of social media for academic purposes is very high.

The findings showed that majority of the postgraduate students of the Delta state University, Abraka had access to social media and made use of social media for academic purposes. Social media platforms were also used for exchange of academic materials.

5. Conclusion and Recommendations

This study concludes that postgraduate students made use of social media platforms for academic purposes. They also made use of social media to improve their academic performances. The most used social media App was Google, a search engine for the browsing of academic materials and course related content. Without the fear of contradiction, the study has shown that the postgraduate students of DELSU were positively impacted by their use of social media to further their academics.

Based on the findings and conclusion of the study, the following recommendations were made. Social media networking sites should be expanded to enhance the postgraduate students' academic performance. Social media platforms should be used for lectures in school to facilitate learning. The University should make access to the Internet easier for the use of students to enhance academic use. The DELSU PG School should have its own website for postgraduate students to use. The DELSU PG School should expeditiously establish its own ICT library such that its postgraduate students can access relevant academic literature from other renowned university libraries. The DELSU PG School should have enough photocopiers for the use of postgraduate students. The DELSU PG School should establish an ICT unit for use by its postgraduate students.



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