

ORIGINAL ARTICLE

A Study on Humanities Students' Literacy Skills at Alagappa University in Using Social Media to Bridge the Digital Divide

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ABSTRACT

This study explores the use of social media for educational purposes among postgraduate students at Alagappa University, focusing on how demographic factors such as gender and age influence usage patterns and proficiency. Utilising quantitative methods, including Chi-square tests, Pearson correlation, and linear regression, the research examines students' frequency of use, self-reported proficiency, and their perceptions of social media's academic benefits. The findings indicate no significant association between gender or age and the frequency or proficiency of social media use. However, a significant positive correlation was found between students' perceptions of social media as a tool for enhancing course understanding and its other academic benefits, such as collaboration, access to resources, and improved performance. The study concludes that while demographic factors do not significantly affect social media usage, students view it as a supportive educational tool. The paper recommends that institutions integrate social media more effectively into academic settings and support this with library-led digital literacy programs to maximise its educational potential.

KEYWORDS

• Digital Divide • Higher Education • Literacy Skills • Social Media and e-resources

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INTRODUCTION

In the contemporary digital era, social media has become an essential tool for communication, information dissemination, and education. However, the digital divide, characterised by disparities in access to technology and digital literacy, poses significant challenges for students, particularly those studying languages at Alagappa University. This study investigates the literacy skills necessary for leveraging social media to bridge this divide among humanities students. By examining their engagement with social media for educational purposes, the research aims to identify key competencies that enable effective use of these platforms and to propose strategies for enhancing digital literacy. Ultimately, the study seeks to highlight the role of social media in mitigating the digital divide and improving academic performance in humanities education.

REVIEW OF LITERATURE

The digital divide has evolved from being solely about access to technology to a broader understanding of digital literacy, effective use, and socio-economic outcomes. Vassilakopoulou & Hustad (2023) emphasize that Information Systems research has shifted focus from access to use and now to understanding the impact of use, particularly within technologically advanced organizations. Rogers (2016) also highlights the difference between access and meaningful engagement with digital tools, especially for economically and culturally marginalized learners.

Across global contexts, various factors such as income, education, urbanization, and infrastructure shape the digital divide. Maji & Laha (2022) identify these determinants in the Asia-Pacific region, while Chetty *et al.*, (2018) argue for G20 - wide digital skills strategy to empower the poor. Studies from Nigeria (Arikpo *et al.*, 2009; Edet *et al.*, 2007) and Sri Lanka (Gamage & Halpin, 2007) show that inadequate power supply, training and infrastructure limit ICT effectiveness in rural areas, despite their potential to enable development.

Regional studies reveal localized barriers and initiatives to bridge the gap. In Australia, Broadbent & Papadopoulos (2013) show how community-based internet transformed

disadvantaged lives. Similarly, Wong *et al.*, (2009) assess digital inclusion efforts in East Asian counties, suggesting grassroots organizing and content adaptation as key strategies. Mutula (2005) further underlines that Sub-Saharan Africa needs tailored approaches due to its unique socio-cultural and economic challenges.

Libraires have emerged as central players in bridging the digital divide by providing access, training, and digital literacy programs. Singh & Gangopdhyay (2017) highlight the role of academic libraries in higher education, While Shuva & Akter (2011) and Russel & Huang (2009) document how public and school libraries support underserved communities. Libraries in developing countries, as shown by Obeidat & Genoni (2010) and Omekwu (2006), play an evolving role in democratising information and promoting inclusion through digital means.

Overall, literature points to a multi-layered and dynamic digital divide that cannot be addressed by access alone. Bridging efforts must incorporate education, localized support, cultural sensitivity, and sustained infrastructure. Libraries, as knowledge centres and community anchors, are well-positioned to contribute to digital equity by fostering both access and capacity building in diverse populations.

Objectives

- To evaluate the current digital literacy levels of humanities students at Alagappa University.
- To identify the key competencies and skills required for effectively using social media as a tool for bridging digital divide in the context of humanities learning.
- To analyse how humanities students engage with social media for academic activities.
- To assess the impact of social media literacy on the academic performance and learning outcomes of humanities students.
- To propose strategy and interventions aimed at enhancing digital literacy among humanities students.
- To identify the challenges and barriers faced by humanities students in accessing and using social media.

- To document and promote best practices in integrating social media into humanities education.

Hypotheses

There is no significant difference between genders in frequency of using social media platforms for educational purposes.

- There is no significant difference in genders in the proficiency of using social media.
- There is no significant difference in genders in their opinions about the role of social media in supporting academic activities.
- There is no significant difference in the frequency of using social media platforms for educational purposes across different departments.
- There is not significant difference in the proficiency of using social media across different departments.
- There is no significant difference in opinions about social media across different departments.
- There is no significant difference in opinion about social media based on gender.
- There is no significant difference in the frequency of using social media platforms for educational purposes based on gender.
- There is no significant difference in proficiency of using social media for educational purposes based on gender.
- There is no significant relationship between student's opinion on various aspects of social media use for educational purposes.
- There is no significant relationship between age and the frequency of using social media platforms for educational purposes.
- There is no significant relationship between age and proficiency of using social media for educational purposes.

METHODOLOGY

The methodology for this study uses stratified random sampling to select humanities

students from Alagappa University for data collection. The target population consist of 137 humanities students, and a sample size of 102 students are randomly chosen based on department-wise strata to participate. A total of 108 questionnaires were distributed to ensure sufficient participation; 104 were completed and deemed valid for analysis. Data are collected through a structured questionnaire designed to assess students' digital literacy levels, social media usage patterns and their impact on academic performance. This approach ensures a representative and unbiased sample, providing reliable insights into the literacy skills required to overcome the digital divide through social media. Collected data are entered into Microsoft Excel 2007 and imported into the Statistical Package for the Social Sciences (SPSS) for analysis.

Data Analysis and Interpretation

Data analysis uncovers hidden patterns and transforms raw data into meaningful insights to support smarter decisions and future predictions.

Table 1: Demographical Information

Distribution		Frequency	%
Gender	Male	22	21.2
	Female	82	78.8
Age	17-20	23	22.1
	18-25	80	76.9
	26 above	1	1.0
Department	Social Work	35	33.7
	Economics	34	32.7
	English	35	33.7

According to Table 1, 104 respondents were classified by demographic factors such as gender, age, and department. The majority of respondents were female (78.8%), while males accounted for 21.2%. Most respondents (76.9%) were aged between 18 and 25, with 22.1% in the 17-20 age group and only 1% representing those aged 26 and above, indicating a predominantly youthful demographic. The respondents were evenly distributed across departments, with Social Work and English each at 33.7%, and Economics at 32.7%. This distribution reflects a balanced academic representation.

Table 2: Frequency of using social media for educational purposes

Frequency		%	Mean	3.64
Always	21	20.2	Median	3.50
Often	31	29.8	Mode	3
Sometimes	47	45.2	SD	0.880
Rarely	4	3.8	Variance	0.775
Never	1	1.0	Range	4

According to Table 2, social media is used moderately for educational purposes. Specifically, 45.2% of respondents indicated that they use it sometimes, while 29.8% reported using it often. A smaller portion (20.2%) said they use it always, and a smaller percentage (3.8%) said they use it rarely or never. The mean usage score is 3.64, suggesting a tendency toward frequent use, while the median (3.50) and mode (3) indicate that “sometimes” is the most common response. The standard deviation of 0.880 and the variance of 0.775 show low variability in responses, suggesting consistent patterns among participants. A score of 4 indicates that while most participants engage with social media moderately, some outliers either rely heavily on it or avoid it entirely for educational purposes.

Table 3: Frequency of using social media platforms for educational purposes

Social media		Frequency	%
Facebook	Yes	9	8.7
	No	95	91.3
Twitter	Yes	5	4.8
	No	99	95.2
Instagram	Yes	44	42.3
	No	60	57.7
WhatsApp	Yes	90	86.5
	No	14	13.5
You Tube	Yes	97	93.3
	No	7	6.7
LinkedIn	Yes	16	15.4
	No	88	84.6

Table 3 highlights the prominent role of various social media platforms as educational tools. YouTube emerges as the leading platform with a significant 93.3% usage rate, closely followed by Whatsapp at 86.5%. This indicates a strong preference among users for multimedia learning experiences and peer collaboration. Instagram is also gaining traction, with 42.3% of respondents noting it supports a trend towards visual micro-learning. In contrast,

professional platforms like LinkedIn show limited engagement, with only 15.4% of users utilizing this network for educational purposes. Traditional social networks, such as Facebook and Twitter, have even lower usage rates at 8.7% and 4.8%, respectively. This shift away from these general social platforms suggests a changing landscape in how social media is leveraged for academic endeavours. The data underscores the evolving nature of digital literacy and the increasing importance of targeted social media platforms in education.

Table 4: Participation in training or workshops on using social media for educational purposes

	Frequency	%
Yes	43	41.3
No	61	58.7

Table 4 provides a comprehensive overview of the participation rates among respondents in training or workshops on using social media for educational purposes. Of the 104 participants surveyed, 43 (41.3%) reported having participated in such training sessions. In contrast, a substantial majority of respondents (61, 58.7%) indicated that they had not participated in any training related to this subject. This disparity highlights a significant gap in formal training on how to effectively leverage social media tools in academic settings. The finding underscores the need for targeted institutional support and capacity-building initiatives to enhance educators' skills and knowledge in this area. By addressing this deficiency, institutions can empower educators to integrate social media more effectively into their teaching practices, ultimately enriching the educational experience for their students.

Table 5: Challenges in using social media for educational purposes

Challenges		Frequency	%
Lack of access to reliable internet	Yes	48	46.2
	No	56	53.8
Difficulty in navigating social media platforms	Yes	20	19.2
	No	84	80.8
Distractions from non-educational content	Yes	62	59.6
	No	42	40.4
Lack of awareness of how to use social media for education	Yes	46	44.2
	No	58	55.8

Table 5 shows the main challenges respondents face when using social media for educational purposes. The most frequently reported issue is distraction from non-educational content, with 62 respondents (59.6%) acknowledging this as a challenge. A significant number of participants, 48 (46.2%), also reported a lack of access to reliable internet as a problem. Furthermore, 46 respondents (44.2%) reported a lack of awareness of how to use social

media effectively for educational purposes. In contrast, only 20 respondents (19.2%) reported difficulty navigating social media platforms, indicating that technical usability is less of a concern than issues of access, awareness, and content-related distractions. These findings highlight the need for targeted interventions to improve digital literacy and internet access, and to promote the focused educational use of social media.

Table 6: (Independent Sample t-test) Frequency of using social media platforms for educational purposes

Gender	N	Mean	Standard Deviation	f	t	df	Sig (2-tailed)	Hypothesis
Male	22	3.68	0.716	2.830	0.224	102	0.823	Null Hypothesis accepted
Female	82	3.63	0.923					

Table 6 presents that male (N=22, M=3.68, SD=0.716) and female (N=82, M=3.63, SD=0.923) postgraduate students use social media for educational purposes at similar rates. The independent-samples t-test results

($t=0.224$, $p=0.823$) indicate that the p-value is greater than 0.05, so the null hypothesis is accepted, indicating no significant gender difference in the use of social media for educational purposes.

Table 7: (Independent Sample t-test) Proficiency in using social media

Gender	N	Mean	Standard Deviation	f	t	df	Sig (2-tailed)	Hypothesis
Male	22	4.14	0.710	1.833	0.130	102	0.261	Null Hypothesis accepted
Female	82	3.96	0.618					

An independent samples t-test was conducted in Table 7 to investigate gender differences in social media proficiency among postgraduate students. Male students (N=22, M=4.14, SD=0.710) exhibited slightly higher proficiency than female students (N=82, M=3.96, SD=0.618). However, this difference

was not statistically significant, $t(102) = 0.130$, $p = 0.261$. Since the p-value exceeds the 0.05 threshold, we accept the null hypothesis, indicating that there is no significant difference in social media proficiency between male and female students.

Table 8: (Independent Sample t-test) Opinion about social media

Statement about social media	Gender	N	Mean	SD	f	T	df	Sig (2-tailed)	H ₀
Social media helps understand my course better	Male	22	4.18	0.733	1.124	0.147	102	0.883	H ₀ accep-ted
	Female	82	4.16	0.638					
I use social media to collaborate with classmates on academic projects	Male	22	3.73	0.827	0.519	-0.536	102	0.593	H ₀ accep-ted
	Female	82	3.83	0.783					
Social media provides me with additional resources and information for my studies	Male	22	4.32	0.716	0.257	0.564	102	0.574	H ₀ accep-ted
	Female	82	4.21	0.842					
My academic performance has improved due to social media	Male	22	3.91	0.811	2.742	1.325	102	0.188	H ₀ accep-ted
	Female	82	3.62	0.925					

An independent-samples t-test was conducted in Table 8 to evaluate gender differences in postgraduate students' opinions on the impact of social media on their academic experiences. The result indicated

no significant gender difference across all statements. Both male (M=4.18, SD=0.733) and female (M=4.16, SD=0.638) participants agreed that social media helps them understand their courses better, $t(102)=0.147$, $p=0.883$. In terms

of collaboration on academic projects, males ($M=3.73$, $SD=0.827$) and females ($M=3.83$, $SD=0.783$) did not differ significantly, $t(102) = -0.536$, $p = 0.593$. Both genders also reported comparable perceptions of social media providing additional study resources, with males ($M=4.32$, $SD=0.716$) and females ($M=4.21$, $SD=0.842$), $t(102) = 0.564$, $p=0.574$.

Lastly, while male students ($M=3.91$, $SD=0.811$) rated the impact of social media on academic performance slightly higher than females ($M=3.62$, $SD=0.925$), this difference was not statistically significant, $t(102) = 1.325$, $p=0.188$. In all cases, the null hypothesis was accepted, indicating no significant gender differences in perception of social media's academic impact.

Table 9: (Anova test) Frequency of using social media platform for educational purposes across departments

	Sum of squares	df	Mean square	F	Sig
Between Groups	6.624	2	3.312	4.569	0.013
Within groups	73.213	101	0.725		
Total	79.837	103			

Table 9 presents the results of an ANOVA test that evaluates the frequency of social media platform usage for educational purposes across distinct demographic groups. The analysis reveals that the between-groups sum of squares is 6.624, derived from 2 degrees of freedom, yielding a mean square of 3.312. In contrast, the within-groups sum of squares is 73.213, yielding a mean square of 0.725. The calculated F-value is 4.569, with a significance level (p-value) of 0.013. This p-value, which is less than the commonly used threshold of 0.05, indicates a statistically significant

difference in the frequency of social media use for educational activities across the groups. Such results suggest that the groups exhibit meaningful differences in their utilisation of social media platforms for academic purposes, highlighting the potential influence of various demographic factors on social media engagement in educational contexts. This finding emphasises the importance of understanding how different groups engage with social media for learning, which could inform future educational strategies and tool development.

Table 10: (Anova test) Proficiency of using social media across departments

	Sum of squares	df	Mean square	f	sig
Between Groups	3.002	2	1.501	3.887	0.024
Within groups	38.998	101	0.386		
Total	42.000	103			

The results of the ANOVA test presented in Table 10 analyze the proficiency of social media use among different groups. The sum of squares between the groups is 3.002 with 2 degrees of freedom, yielding a mean square of 1.501. The sum of squares within the groups is 38.998 with 101 degrees of freedom, which results in a mean square of 0.386. The calculated

F-value is 3.887, and the significance level is 0.024. These findings indicate a statistically significant difference in social media proficiency across the groups, as the p-value is lower than the conventional threshold of 0.05. This suggests that the proficiency levels vary substantially among the groups studied.

Table 11: (Anova test) Opinion about social media across departments

Statement about social media		Sum of squares	Df	Mean square	F	sig
Social media helps understand my course better	Between Groups	2.423	2	1.211	2.927	0.058
	Within groups	41.798	101	0.414		
	Total	44.221	103			
I use social media to collaborate with classmates on academic projects	Between Groups	1.814	2	0.907	1.470	0.235
	Within groups	62.339	101	0.617		
	Total	64.154	103			

Social media provides me with additional resources and information for my studies	Between Groups	6.468	2	3.234	5.269	0.007
	Within groups	61.993	101	0.614		
	Total	68.462	103			
My academic performance has improved due to social media	Between Groups	10.468	2	5.234	7.138	0.001
	Within groups	74.061	101	0.733		
	Total	84.529	103			

Table 11 presents the results of an ANOVA test evaluating opinions on the impact of social media on academic activities. The statement "social media helps me understand my course better" has a p-value of 0.058, which is slightly above the 0.05 threshold, indicating no statistically significant difference among groups, although it is marginally significant. For the statement "I use social media to collaborate with classmates on academic projects," the p-value of 0.235 indicates no significant variation in responses across groups. In contrast, the statement "social media provides me with additional resources

and information for my studies" yields a p-value of 0.007, indicating a significant difference among groups in recognising social media as a resource. Moreover, the statement "my academic performance has improved due to social media" shows a highly significant p-value of 0.001, suggesting that perceptions of academic improvement due to social media use vary considerably across groups. Overall, while collaboration shows no significant variation, the perceived impact of social media on resource accessibility and academic performance differs notably among groups.

Table 12: (Chi-square test) Opinion about social media

Statement about social media	Gender	SA	A	N	DA	SDA	X ²	df	p
Social media helps understand my course better	Male	8	10	4	0	0	1.002 ^a	2	0.606
	Female	24	47	11	0	0			
I use social media to collaborate with classmates on academic projects	Male	3	12	5	2	0	1.112 ^a	4	0.892
	Female	12	50	15	4	1			
Social media provides me with additional resources and information for my studies	Male	10	9	3	0	0	1.135 ^a	3	0.769
	Female	35	33	10	4	0			
My academic performance has improved due to social media	Male	5	11	5	1	0	1.961 ^a	3	0.581
	Female	14	34	23	11	0			

Table 12 presents the results of a Chi-square test examining gender-based differences in opinions on the academic role of social media. The p-values for all statements exceed 0.05, indicating no statistically significant differences between the responses of male and female students. This suggests that both genders share similar views on the role of social media in understanding their courses, collaborating on academic projects, accessing

additional resources, and improving academic performance. The Chi-square values further confirm that these variations are not significant enough to support a gender-based distinction. The findings indicate that both male and female students recognise the academic benefits of social media in a similar manner, reinforcing the idea that gender does not play a decisive role in shaping their opinions on this topic.

Table 13: (Chi-square test) Frequency of using social media platform for educational purposes

Gender	Always	Often	Sometimes	Rarely	Never	X ²	df	p
Male	3	9	10	0	0	3.089 ^a	4	0.543
Female	18	22	37	4	1			

Table 13 shows that both male and female students use social media for educational purposes with similar frequency. Among 104 respondents, the majority selected “sometimes” or “often” for their frequency of use. Among the male respondents, 10 reported using social media “sometimes” and 9 reported using it “often.” In contrast, among female respondents, 37 reported using social

media “sometimes” and 22 reported using it “often.” Although more females reported more frequent use, the Chi-square test ($X^2 = 3.089$, $df = 4$, $p = 0.543$) indicates no significant association between gender and the frequency of social media use for educational purposes. Therefore, gender does not significantly influence how often students use social media for their studies.

Table 14: (Chi- square test) Proficiency of using social media for educational purposes

Gender	Excellent	Good	Average	Poor	Very Poor	X^2	df	p
Male	7	11	4	0	0	2.356 ^a	2	0.308
Female	14	51	17	0	0			

Table 14 shows that both male and female students generally rate their proficiency in using social media for educational purposes as “good” or “excellent.” Among male students, 11 rated themselves as “good” and 7 as “excellent.” In contrast, among female students, 51 selected “good” and 14 chose “excellent.” Notably, no respondents rated

their proficiency as “poor” or “very poor.” The chi-square test results ($X^2 = 2.356$, $df = 2$, $p = 0.308$) indicate no significant association between gender and proficiency level. Since the p-value is greater than 0.05, we can conclude that gender does not significantly affect students’ self-reported proficiency in using social media for educational purposes.

Table 15: (Pearson Correlation) Opinion about social media

		Social media helps understand my course better	I use social media to collaborate with classmates on academic projects	Social media provides me with additional resources and information for my studies	My academic performance has improved due to social media
Social media helps understand my course better	Pearson correlation	1	0.493**	0.438**	0.432**
	P		0.000	0.000	0.000
	N	104	104	104	104
I use social media to collaborate with classmates on academic projects	Pearson correlation	0.493**	1	0.356**	0.199*
	p	0.000		0.000	0.043
	N	104	104	104	104
Social media provides me with additional resources and information for my studies	Pearson correlation	0.438**	0.356**	1	0.179
	p	0.000	0.000		0.069
	N	104	104	104	104
My academic performance has improved due to social media	Pearson correlation	0.432**	0.199*	0.179	1
	p	0.000	0.043	0.069	
	N	104	104	104	104

Table 15 displays the results of a Pearson correlation analysis that examines students’ opinions regarding the role of social media in academics. The findings indicate a statistically significant positive correlation between the belief that social media enhances

understanding of course material and all other examined variables. Notably, there is a strong positive correlation with collaboration on academic projects ($r = 0.493$, $p < 0.01$), accessing additional resources and information for studies ($r = 0.438$, $p < 0.01$), and improvements

in academic performance ($r = 0.432$, $p < 0.01$). Additionally, the data reveals a significant correlation between collaboration on academic projects and both access to additional resources ($r = 0.356$, $p < 0.01$) and improvements in academic performance ($r = 0.199$, $p < 0.05$). Furthermore, a weak but positive correlation exists between access to resources and academic performance ($r = 0.179$), although it does not reach statistical significance at the 0.05 level ($p = 0.069$). Overall, these findings suggest that students who view social media as beneficial for understanding their coursework are more likely to use it for collaboration and to access academic resources, which is associated with perceived improvements in their academic performance.

Table 16: (Regression) Frequency of using social media platforms for educational purposes across age group

Variable	B	Std. Error	Beta	t	Sig.
Constant	3.906	0.369		10.582	0.000
Age	-0.146	0.201	-0.072	-0.728	0.468
R ²			0.005		
Adjusted R ²			-0.005		
SE Estimate			0.882		
F			0.530		
Sig F			0.468 ^b		

Table 16 presents the results of a regression analysis that examines the relationship between age and the frequency of social media usage for educational purposes. The model indicates that age has a negative, but statistically insignificant, effect on the frequency of social media use for educational purposes ($B = -0.146$, $p = 0.468$). The standardized coefficient ($Beta = -0.072$) suggests a weak negative relationship. The constant value is 3.906, which indicates the expected frequency score when age is zero. However, the overall model fit is poor, with an R^2 value of 0.005 and an adjusted R^2 of -0.005, suggesting that age explains very little of the variance in the dependent variable. The standard error of the estimate is 0.882, and the F-test for overall significance is not statistically significant ($F = 0.530$, $p = 0.468$). These results indicate that age is not a significant predictor of how frequently individuals use social media platforms for educational purposes.

Table 17: (Regression) Proficiency of using social media across age group

Variable	B	Std. Error	Beta	t	Sig.
Constant	4.092	0.268		15.257	0.000
Age	-0.052	0.146	-0.035	-0.355	0.724
R ²			0.001		
Adjusted R ²			-0.009		
SE Estimate			0.641		
F			0.126		
Sig F			0.724 ^b		

Table 17 presents the results of a linear regression analysis that investigates the relationship between age and social media proficiency. The regression model reveals that age is not a significant predictor of social media proficiency, as indicated by a non-significant p-value ($Sig. = 0.724$). The unstandardized coefficient ($B = -0.052$) indicates a slight negative relationship: as age increases, social media proficiency decreases slightly, but the effect is not statistically significant. The standardised beta value (-0.035) and the low t-value (-0.355) further support this conclusion. The model's overall fit is poor, with an R^2 of 0.001, indicating that only 0.1% of the variance in social media proficiency is explained by age. Additionally, the adjusted R^2 is negative (-0.009), suggesting that the model does not provide a better explanation than using the mean as a predictor.

The F-statistic is 0.126, with a corresponding p-value of 0.724, indicating that the model is not statistically significant. In summary, age does not appear to have a meaningful impact on social media proficiency among the respondents.

CONCLUSION AND RECOMMENDATIONS

The study investigated the impact of social media on the academic lives of postgraduate students, focusing on how demographic factors such as gender and age influence the frequency and effectiveness of social media usage for educational purposes. The results showed that both male and female students use social media extensively, with no significant differences in usage frequency or proficiency by gender. Similarly, age did not significantly affect how

often or effectively students used social media for their studies. Students generally view social media as a valuable tool that helps them understand coursework, collaborate with peers, access academic resources, and enhance their academic performance. However, the effectiveness of these outcomes is closely linked to the intentional and meaningful integration of social media into their academic pursuits.

In light of these findings, the study recommends that educational institutions, particularly universities, formally acknowledge the educational potential of social media and incorporate it into their teaching and learning strategies. Faculty members should be encouraged to create assignments and projects that leverage social media tools to foster student collaboration and engagement. Furthermore, libraries can play a vital role by offering digital literacy programs that help students effectively navigate and utilise educational content available on social media platforms. Additionally, institutional policies should promote responsible and constructive use of social media to maximise its academic benefits while minimising distractions. Future research should aim to increase the sample size, explore trends across disciplines, and investigate the long-term effects of social media on academic success and digital equity.

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