

## REVIEWER'S REPORT

**Manuscript No.: IJAR-55184**

**Title: Motivations for Academic Social Media Use: A Qualitative Case Study of Université de Goma (Democratic Republic of the Congo)**

### Recommendation:

Accept as it is .....

✓Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

| Rating         | Excel. | Good | Fair | Poor |
|----------------|--------|------|------|------|
| Originality    |        | ✓    |      |      |
| Techn. Quality |        |      | ✓    |      |
| Clarity        |        | ✓    |      |      |
| Significance   |        |      | ✓    |      |

Reviewer Name: **Dr. Touseef Malik**

### Reviewer's Comment for Publication.

The manuscript offers a rich and contextually grounded qualitative examination of why postgraduate students, research staff, and lecturers use social media for academic purposes in a fragile higher-education environment. The integration of UGT, affordance analysis, and contextual constraints such as political instability, library limitations, and data costs creates a compelling empirical narrative. Minor improvements in structural coherence, methodological clarity, and synthesis of findings will further enhance the scholarly rigor of the work.

**Recommendation:** Accept after minor revision.

## Detailed Reviewer's Report

### STRENGTHS

1. The manuscript provides a methodologically rigorous and well-theorized qualitative case study following UGT and affordance frameworks, clearly contextualized within DRC's fragile higher-education ecology.
2. Data richness is strong, with 32 interviews, 4 focus groups, and artefact analysis enabling triangulation and depth.
3. The results section effectively categorizes five motive clusters, information access, immediacy, collaboration, self-regulation, and professional visibility, each supported by empirical examples.
4. The paper sensitively captures contextual constraints such as political instability, data affordability, and governance tensions, supported by detailed participant accounts.
5. Policy and pedagogical recommendations are highly practical, emphasizing low-bandwidth design, moderated course channels, digital-literacy training, and connectivity advocacy.

### WEAKNESSES

# International Journal of Advanced Research

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## **REVIEWER'S REPORT**

1. The introduction and literature review, while comprehensive, are lengthy and would benefit from tighter framing of the specific research gap and contribution.
2. Methodology requires clearer articulation of analytic procedures, especially detailing reflexive thematic steps, codebook development, and inter-coder calibration.
3. Sample composition is fully described, but the limitation of relying on active social-media users should be addressed more critically.
4. Some findings sections contain dense descriptions; a more concise synthesis of themes would strengthen readability.
5. The discussion could benefit from stronger integration of global literature on digital pedagogy in fragile settings, beyond regional comparisons.
6. The conclusion is strong but could offer clearer implications for institutional policy uptake and national-level digital education frameworks.