



Social Media and Type of Reading Materials among Accounting Students

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ABSTRACT

This study determined the effect of social media on type of reading materials by accounting students in University. The population of the study comprised of Nnamdi Azikiwe University, Awka and Chukwuemeka Odumegwu Ojukwu University, Igbaram. A sample of 271 respondents was used from a population of 843 using Taro Yamane sample technique. The hypothesis was tested with Spearman Ranked Order Correlation at 5% level of significance. The study found a significant positive correlation between social media use and the type of reading materials preferred by accounting students. In conclusion, while social media can provide access to a wide range of accounting-related materials, its excessive use can lead to a decrease in the frequency and time spent on reading activities. Based on the findings of the study recommended that to benefit from the positive effects of social media on determining reading materials, students can utilize social media platforms to connect with peers, accounting professionals, and academic resources, but should be mindful of the credibility and quality of the materials they find on social media and ensure they are from reputable sources.

Keywords: Social media, Type of reading materials and Accounting student

Introduction

Social media platforms such as Twitter and LinkedIn give students the opportunity to follow experts, thought leaders, and universities in their field and access high-quality content related to their coursework (Ojo, 2022). Access to relevant information can help students understand their subjects and improve their reading habits. In addition, social media promotes peer learning and collaboration, which can be especially beneficial for struggling readers (Kabir and Jeromes, 2022). Through social media, students communicate with others in their class or major and share notes, summaries, and study materials. This cooperative learning helps students maintain motivation, improve reading comprehension, and develop a strong reading habit. Thus, social media can improve students' reading culture by providing access to information and resources, promoting peer learning and collaboration, and promoting community in reading (Eze, Kaka, & Okon, 2022). Social media provides a platform for students to share their thoughts and ideas about the books they are reading, which can encourage reading. Platforms like Good Reads allow students to track their reading, review books and interact with other readers. This can foster a sense of community around reading and encourage students to develop lifelong reading habits. Additionally, social media promotes reading challenges and contests that can help motivate students to read more (Sadha, Novitri, & Syarfi, 2023). Social media platforms create reading challenges that encourage students to read a certain number of books or a certain type of book and compete against their peers. This creates a friendly competitive environment and encourages students to read more often and widely (Oji and Erubami, 2020). Social media can affect time management as students may spend more time browsing social media than studying. Constant distractions and notifications on social media platforms can make it difficult for students to focus on their academic work (Anyira and Udem, 2020). In addition, social media can negatively affect concentration, as constantly switching between social media and academic work can interfere with concentration on difficult reading. Social media can affect study habits, as students may prefer to consume small amounts of information on social media platforms instead of reading academic material in depth.

Therefore, the impact of social media on the reading culture of accounting students in Anambra State Universities can be both positive and negative (Talaue, AlSaad, AlRushaidan, AlHugail, & AlFahhad, 2018). Although social media can offer many benefits, students must be aware of the potential negative effects and take steps to manage their use of social media and ensure that it does not negatively affect their academic performance (Obiajulu, Anozie, Ezekonwie, & Emmadiole, 2022). Finally, a strong reading culture is a prerequisite for academic success and lifelong learning. In the light of the above background, this study examines the impact of social media on the reading culture of accounting students in Anambra State Universities. Ideally, effective use of social media will increase students' reading habits, especially if students are not morbidly addicted to using social media (Ojo, 2022). Students who do not care about using social media will not find time to read academic material and read for entertainment. Thus, the use of social media reduces the time spent on reading by such students (Anyira and Udem, 2020). Social media platforms are designed to be highly engaging and can become addictive as students spend long periods of time scrolling through their feeds. This can leave less time for reading academic material or for recreational reading, resulting in students spending less time reading (Rafiq, Asim, Khan, & Arif, 2019). This can lead to a preference for easy,

entertaining and visually stimulating reading material over academic texts that require sustained focus and critical thinking. This can have a negative impact on students' reading habits, as they may not engage with difficult or complex material essential to academic success. As a result, excessive use of social media negatively affects students' reading habits by reducing the amount of time spent reading (Njoku and Ofoegbu, 2020), reducing the frequency of reading, and affecting the type of reading material students use. Many related studies have been conducted in the past to investigate a similar issue. However, according to the best of scientific knowledge, studies conducted by Sadha, Novitri and Syarf (2023); Obiajulu, Anozie, Ezekonwie and Emmadiole (2022); Idachaba, Eruvwe and Ureki (2021); Ibrahim, Furfuri and Nasirudeen (2021); Oji and Erubami (2020); Anyira and Udem (2020); Njoku and Ofoegbu (2020); Galadima and Bright (2020); Rafiq, Asim, Khan and Arif (2019); Dukper, Agyekum and Arthur (2018); etc. specifically did not include the Federal and State Universities in Anambra State. The present study is conducted to fill this knowledge. Therefore, this study investigates the extent to which the use of social media determines the type of reading used by accounting students.

Review of Related Literature

Social media facilitates the development of online social networks by linking a user's profile to the profiles of other individuals or groups (Obiajulu, Anozie, Ezekonwie, & Emmadiole, 2022). Technologies used in social media include blogs, business networks, corporate social networks, micro blogging, photo sharing, social bookmarking, social gaming, social networking, video sharing, and virtual worlds (Anyira and Udem, 2020). Social media are interactive digitally mediated technologies that facilitate the creation or sharing/exchange of information, ideas, career interests, and other forms of expression through virtual communities and networks. Okedigba, Tihamiyu and Omowon (2021) presented some characteristics of social media. First, social media are interactive online applications, often called "apps." Second, they contain user-generated content such as text messages or comments, digital photos or videos, etc. However, the data generated by every online communication is the life blood of social media. Third, users create service-based profiles on websites or applications created and maintained by social media organizations. Fourth, social media facilitates the development of online social networks by linking a user's profile to the profiles of other individuals or groups (Okedigba, Tihamiyu, & Omowon, 2021).

Social Media Addiction

Social media addiction is an increasingly common phenomenon in today's society (Obiajulu, Anozie, Ezekonwie, & Emmadiole, 2022). Social media addiction can have a negative impact on a person's physical, emotional and mental health. One of the main characteristics of social media addiction is the compulsive need to check social media platforms. This can lead to people spending too much time in channel surfing even when they have other commitments or obligations (Mbamalu and Onyido, 2019). This can have a detrimental effect on a person's productivity and ability to focus and complete tasks on time. In addition to productivity, social media addiction can also affect a person's emotional and mental health. Social media platforms can be a source of stress, anxiety and depression, especially when people interact negatively or compare others. Constant exposure to social media can also lead to feelings of loneliness and isolation, as people may prioritize their online relationships over real relationships. Additionally, the addiction to social media can have physical consequences, such as sleep disturbances and eye strain. A late-night shift can disrupt a person's circadian rhythm, making it difficult to fall asleep or stay asleep. In addition, staring at a screen for long periods of time can cause eye strain, headaches and other physical ailments. Thus, social media addiction is a serious problem that can have negative consequences on a person's physical, emotional and mental health. It is important for people to be aware of their use of social media and take steps to minimize its impact on their lives (Ajayi and Busuyi, 2018). This can include setting limits on social media, engaging in alternative activities that promote well-being, and seeking professional help when needed.

Type of Reading Material

Type of reading material refers to the category or genre of the reading material, such as textbooks, academic papers, and fiction, non-fiction, or news articles. Types of materials read also play a significant role in reading culture. These can include a wide variety of genres, formats, and styles, ranging from fiction and non-fiction books to newspapers, magazines, and online articles. The choice of reading materials often reflects personal interests, educational or professional needs, and cultural or social norms.

Type of reading material refers to the particular category or genre of written material that an individual is engaging with. There are several different types of reading materials, each with its own characteristics and purposes. One common type of reading material is textbooks, which are written primarily for educational purposes and are used as a tool for learning in schools and universities (Ibrahim, Furfuri & Nasirudeen, 2021). Textbooks typically provide comprehensive information on a specific subject or topic and are designed to be used as a reference for students to learn from. Another type of reading material is academic papers, which are written by scholars and researchers and are intended for an academic audience. These papers are often published in scholarly journals and contain research findings, theories, and other scholarly discussions.

Fiction is a type of reading material that includes stories that are not based on real events or people. It includes a wide range of genres, such as romance, mystery, science fiction, and fantasy. Fiction is often written to entertain and engage readers with characters and plots that can be imaginary or based on real-life experiences. Non-fiction, on the other hand, is a type of reading material that is based on real events, people, and topics. Non-fiction can include a wide range of genres, such as biographies, history, self-help, and reference books. It is often written to inform and educate readers on specific topics and can be used as a source of knowledge and reference.

News articles are a type of reading material that provides information on current events and news stories. They can be found in newspapers, magazines, and online sources and are intended to inform readers about what is happening in the world around them. Summarily, the type of reading material refers

to the specific category or genre of written material, such as textbooks, academic papers, fiction, non-fiction, or news articles (Ibrahim, Furfuri & Nasirudeen, 2021). Each type of reading material has its own unique characteristics and purposes, and individuals may choose to engage with different types depending on their interests and needs.

Social Media and Reading Culture

Social media has both positive and negative effects on students' reading habits. On the other hand, social media can provide access to a large amount of reading, including books, articles, blogs and news. Students can easily find and share reading resources on social media such as Twitter, Facebook, and Reddit (Rafiq, Asim, Khan, & Arif, 2019). Social media can also facilitate the creation of online reading communities where students can interact with others with similar interests and participate in discussions and debates about their reading (Talaue, AlSaad, AlRushaidan, AlHugail, & AlFahhad, 2018). Additionally, social media can encourage reading for fun by promoting reading as a social and enjoyable activity (Sadha, Novitri, & Syarfi, 2023). Book recommendations, reviews and reading challenges can be shared on social media, which can encourage students to read more and learn about different genres and authors (Ojo, 2022). However, excessive and inappropriate use of social media can have a detrimental effect on students' reading habits (Anyira and Udem, 2020). Frequent distractions from social media notifications can reduce students' concentration and make it difficult to focus on complex texts. Shallow reading habits can develop as students become accustomed to reading short, easily digestible information on social media. As a result, critical thinking skills may decline and students may struggle with complex texts that require sustained attention and analysis. Additionally, students who spend too much time on social media may lose interest in reading because they are used to instant gratification and engagement with superficial information (Chris, 2015). Although social media has the potential to promote reading among students, it is important to use it responsibly and in moderation to avoid negative consequences.

Empirical Review

Sadha, Novitri, and Syarfi (2023) investigated the relationship between social media use and reading skills among students in the English Department of Riau University. The research population was the third-year students of the Department of English, where 73 students were included as research samples. The purpose of the questionnaire was to obtain information about students' use of social media, while the test was about students' reading comprehension. Data analysis was performed using correlation analysis. The results revealed that students' use of social media has a mean score of 53.29, which is interpreted as "average", while students' reading has a mean score of 66.75, which is interpreted as "good". A correlation test then showed that there is a high positive correlation between social media and reading ability. Eze, Kaka and Okon (2022) investigated students' Internet use as a correlate of reading culture in the College of Health Technology, Calabar, Cross River State. The study introduced the research design of a correlational study, which allows the researcher to relate variables to each other. Simple random sampling and stratified random sampling were used in the study. A structured questionnaire was used as an instrument, which was distributed to 913 respondents for data collection, and the data were analyzed using Chi-square statistical analysis and Pearson's product moment correlation coefficient. The results of the study showed that; The use of the Internet has a significant impact on the reading culture of students. The study notes, among other things, that the use of the Internet in education and leisure also plays an important role in influencing the academic success of students. Fagbola, Olajide and Ahmad (2022) assessed the trend of social media addiction among students in Kwara State. This study used a descriptive research design using a survey method. A simple random sampling population was used for sampling, resulting in 233 female students in two selected universities in Kwara State, Nigeria. This study was based on four objectives. The results of correlation analysis showed that there was no significant relationship between age and social media, while there is a strong positive significant relationship between course and social media. Idachaba, Eruvwe and Ureki (2021) investigated the decline of reading culture in some university libraries in South East Nigeria. A descriptive survey design was used. The study community consists of professional librarians and paraprofessionals in Nnamdi Azikiwe Library, University of Nsukka, Enugu State (109) and Nnamdi Azikiwe University, Awka, Anambra State (102). A total of 211 questionnaires were distributed and only 198 questionnaires were requested, which was approximately a 94% response rate. Data were analyzed using the midpoint method. The main conclusions showed that a sufficient reading culture improves academic success, education and provides citizens with the knowledge, skills and attitudes necessary for economic survival, poverty reduction and sustainable development. The study also revealed the reasons behind the decline of reading culture in real-time chatting, watching movies, listening to music and social media. Galadima and Bright (2020) investigated the impact of social media on the reading habits of students in Bauchi State. Descriptive research design was adopted in the study. A structured questionnaire was used to collect responses from two hundred and twenty NCE students randomly selected from Aminu Saleh College of Education Azare, Bauchi State, Nigeria. Data collected for this study were analyzed using frequency distributions and percentages. Based on the results, students spent more hours on social media than they did reading their books. The study suggests that students should be encouraged to join a literature club to increase their interest in reading, and the college administration should organize reading competitions in every academic session to encourage students' reading habit. Rafiq, Asim, Khan, and Arif (2019) conducted a quantitative study to investigate the impact of social media on the reading habits of Pakistani students. The study investigated social media usage habits and statistically analyzed the effect of social media on reading habits using descriptive and independent sample t-test. A structured questionnaire was developed and a reliability test (Cronbach's alpha) showed that the data collection instrument was stable enough to measure the phenomenon. Data were collected from a sample of 430 students. The results of the study revealed a positive effect of social media on reading habits. Men's and women's views differed significantly on certain effects. The study mentioned that students used Facebook, WhatsApp, Google and YouTube on a daily basis. Most of the students used social media technologies through cell phones. Obuezie, Wagwu and Ndubuiwu (2019) investigated the extent of social media use in social perspectives of education and national development students at Madonna University, Okija campus, Anambra State, Nigeria. The study was based on two objectives: to investigate the extent of social media use by students of Okija University, Madonna University, Nigeria and

to determine whether social media use affects students' academic performance. Descriptive research design was adopted in the study. Questionnaire method was used to collect data from the respondents and simple percentage was used to analyze the data. The results revealed that most of the admitted students use social media a lot and their academic success is affected by the use of social media. Ngonso, Egielewa and Temiloluwa (2018) investigated the impact of Twitter on the cognitive development of Nigerian youth. The study used an online survey research method. The sample for the study was drawn using the Morgan formula with a representative sample size of 384 out of 64,000,000 youths which is the Nigerian youth population. Usability sampling technique was adopted to administer the questionnaire to the respondents. Two research questions and one hypothesis were formulated to adequately investigate the study. Quantitative data collected from the survey was analyzed using the Chi-square test. The results showed that Twitter is very attractive and useful, leading to its daily use; The use of Twitter increases the knowledge of the respondents, which contributed to their cognitive development. The researchers concluded that there is a significant positive relationship between the influence of Twitter and the cognitive development of young people. Simbiat (2014) studied the contribution of social media to the educational development of Nigerian youths in the National Open University of Nigeria. In this study, survey method research was adopted. Three hundred students were selected from the National Open University of Nigeria. A questionnaire was used to collect information from the respondents. Data analysis was performed using frequency lists and percentages. Time spent on social media has been found to affect the academic performance of Nigerian tertiary students; and social media can enhance the academic performance of students in the National Open University of Nigeria. Tayseer, Zoghieb, Alcheikh, and Awadallah (2014) investigated the effect of social networking use on student engagement in both academic and social aspects. The sample includes 30 first-year students of the petroleum institute. The survey method was used as the main data collection tool. A questionnaire was used to collect quantitative data. The results of the correlation analysis showed that students with a high GPA spend more time using social networks, while students with a low GPA spend less time, more than two-thirds of respondents do not share information about lectures and homework, and in addition, more than half of the respondents do not even search for university information on social networks. The study found that there is a relationship between students' GPA and social media use.

METHODOLOGY

The study design adopted for the study is a cross-sectional study design. The design was used to collect information about the population at one point in time. The study population consisted of 843 (200 level, 300 level and 400 level) undergraduate accounting students who were conveniently selected from Nnamdi Azikiwe University, Awka and Chukwuemeka Odumegwu Ojukwu University, Igbariam. A sample of 271 respondents from a population of 843 people was used using Yaro Yamane's sampling technique.

Data collection method

The researcher distributed some copies physically and some online to the students of the study area. During the administration of the questionnaires, the lecture halls where the classes were scheduled were visited, and the researcher explained the purpose of the study and invited participation. After that, the questionnaires were handed over to the respondents. They were given time to complete it and return it to the researcher. Completion and return of the questionnaires was guaranteed. The questionnaire was created using a five-point Likert-based scale system that ranged from Strongly Agree, Agree, Neutral, Disagree and Disagree. **Data analysis method**

Regarding variables, Statistical Package for Social Sciences (SPSS) was used to analyze the collected statistical data. All variables were tested for descriptive statistics. Mean values, percentage values and frequency were used to assess the descriptive characteristics of the collected data. The relationship between social media use and reading was assessed using Spearman Ranked Order Correlation at a 5% significance level. Rule of decision

To test the statistical significance of this finding, probability values were compared with a critical value of 0.05. Thus, if the p-value of the statistic is less than 0.05, the null hypothesis is rejected, while the alternative hypothesis is accepted; otherwise, the null hypothesis is accepted while the alternative hypothesis is rejected.

Data presentation and analysis

A total of 271 questionnaires were distributed, but only 228 (84.1%) were filled out and returned correctly. 27 (9.9%) questionnaires were incorrectly completed or incomplete, while 16 (6.0%) questionnaires were not returned. This information was used to evaluate the effectiveness of the study and determine the representativeness of the sample.

Data Analysis

Research Questions Analyses

Table 1 Analysis of Responses on Social Media Usage

S/N	Statements	SA	A	N	D	SD	Mean
S1	I missed important academic deadlines because of my use of social media	41	63	56	44	24	3.23
S2	I feel anxious or worried when I can't access social media	91	23	41	22	51	3.36
S3	I don't focus much on my daily tasks as a result of using social media	42	81	39	50	16	3.36
S4	I follow social media regularly throughout the day	40	79	26	35	48	3.12
S5	I find myself spending more time on social media than I intend to	35	63	47	65	18	3.14

Source: Field Survey, 2023

Table 1 shows the analysis of the answers about the use of social media on a 5-point Likert scale. Five statements (1-5) represent different aspects of social media use, and respondents were asked to rate their agreement or disagreement with each statement on a scale ranging from strongly agree (SA) to strongly disagree (SD). Mean scores for each claim were calculated and used to judge claim acceptability. A mean score above 3 indicates agreement, while a mean score below 3 indicates disagreement. On a scale of 1-5, average scores range from 3.12 to 3.36, all above the neutral score of 3. This suggests that the respondents generally agreed with the statements, suggesting a high level of social media use and its possible negative impact on their academic performance. The decision column shows that all five arguments are accepted.

Table 2: Analysis of Responses on Type of Reading Materials

S/N	Statements	SA	A	N	D	SD	Mean
1	Read accounting related materials on social media platforms.	44	81	35	27	41	3.26
2	It is easier to access accounting materials on social networks than in books.	26	98	39	40	25	3.26
3	It is better to read books or academic journals to read material about social media	41	63	56	44	24	3.23
4	We believe that the quality of accounting material is better in books or academic journals than in social media.	54	49	39	55	31	3.18
5	I always choose reading material according to my interests and needs	35	63	47	65	18	3.14

Source: Field Survey, 2023

Table 2 shows the analysis of responses to the type of reading on a 5-point Likert scale. The five statements represent different aspects of the types of reading materials, and respondents were asked to rate their agreement or disagreement with each statement on a scale ranging from strongly agrees (SA) to strongly disagree (SD). Average scores for each statement were calculated and the acceptability of the statement was decided based on them. A mean score above 3 indicates agreement, while a mean score below 3 indicates disagreement. The average score ranges from 3.14 to 3.26, all above the neutral 3. This suggests that respondents generally agreed with the statements, indicating a high interest in different types of reading materials. The decision column shows that all five arguments are accepted.

Test of Hypothesis

H₀₁: The use of social media does not significantly determine the type of reading materials among accounting students.

Table 2 Spearman Correlation Test for Hypothesis

		Social Media Use	Type of Reading Material
Spearman's rho	Social Media Use	1.000	.850**
			.000
		228	228
Type of Reading Material	Social Media Use	.850**	1.000
		.000	.
		228	228

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Analysis Output, 2023 using SPSS Version 22

Table 2 shows the results of the spearman correlation test for hypothesis II, which aims to examine the relationship between social media use and reading. The correlation coefficient between social media use and type of reading is 0.850, indicating a strong positive correlation. This means that as the use of social media increases, so does the popularity of the material read on social media platforms, and vice versa. A p-value of 0.000 indicates that this

correlation is statistically significant at the 0.05 level, meaning it is unlikely to be due to chance. Therefore, the use of social media significantly and positively determines the type of reading material for accounting students (p -value = .000).

Conclusion and recommendations

This study investigated the influence of social media on reading among university accounting students. The hypothesis was tested with Spearman's rank correlation at a significance level of 5%. The study found a significant positive relationship between the use of social media and the preferred reading material of accounting students. This suggests that students who use social media more often prefer to read accounting materials on social media rather than traditional academic sources such as books or academic journals. This finding may be due to the ease of access to information on social media platforms, as found in existing research (Rafiq, Asim, Khan, & Arif, 2019). Students benefit from developing strategies to increase reading frequency and time, such as setting reading goals and prioritizing reading activities. Calculus students who can find a balance between using social media and reading are better able to maximize academic success. The results of the study suggest that the use of social media can have a dual effect on the reading habits of accounting students. In conclusion, although social media can provide access to a wide variety of accounting related materials, its excessive use can lead to a decrease in reading and time. Based on the results of the study, it is recommended that students use social media platforms to connect with peers, accounting professionals, and academic resources to benefit from the positive effects of social media on reading assignments. Students should consider the reliability and quality of material found on social media and ensure that it comes from reliable sources.

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