

Accessibility and Usability of Social Network for Career Guidance Among Secondary School Student of Ilorin Metropolis

Elizabeth Ronke Ehindero^{1*}, Hameed Olamilekan Bolaji², Habibat Bolanle Abdulkareem³

Department of Educational Management and Counselling, Faculty of Education, Al-Hikmah University, Ilorin, Kwara State

Corresponding Author: Habibat Bolanle Abdulkareem

abdulkareemhabibat001@gmail.com

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ABSTRACT

The research investigates the evolving nature of career guidance, analyzing the impact of social networks on students' exposure to diverse career opportunities and information sources. It underscores the shift from traditional, limited career information sources within schools and immediate environments to the vast array of resources available through social networking platforms. The study employs a comprehensive analysis of survey data, exploring respondents' perceptions and acceptance levels regarding the utilization of social networks for career guidance. Statistical analysis reveals an insignificant relationship between social network usage and career guidance among secondary students, prompting a deeper understanding of the complexities surrounding the efficacy of these platforms in guiding career decisions. It was recommended that advocate for enhancing online career guidance resources, fostering collaboration among stakeholders, strengthening digital literacy programs, bridging gaps between social networks and formal career guidance, and encouraging continued research to comprehend the dynamic relationship between social networks and career choices among secondary students.

INTRODUCTION

The emergence of social networks has significantly transformed how quickly information is accessed and utilized. Social networks serve as platforms facilitating connections between individuals and providing diverse opportunities for brands to engage with people. Users can freely express thoughts, create interest-based groups, generate content, share photos and videos, and engage in group conversations. This shift has influenced some students in redefining their career paths and behaviors. Before social networks, students relied on limited information from schools and their surroundings when making career decisions. However, these platforms now offer a broad spectrum of opportunities for exposure. In Nigeria, social networking sites have gained immense popularity as channels for both interpersonal and public communication. These platforms serve as contemporary interactive communication mediums enabling people to connect, exchange ideas, share experiences, pictures, messages, and information. Chu et al (2020) describe social networking sites as web-based services that enable individuals to create public or semi-public profiles within a defined system, establish connections with other users, and navigate through their connections and those formed by others within the system.

These interactive networks are a product of modern society's access to information and communication technology (ICTs) via the internet and telecommunication devices. The internet's reach enables the expansion of these networks, facilitating communication with global audiences. The engaging nature of this new media has led to an unparalleled level of popularity. The rapid proliferation of social networking sites in a relatively short span stands as a unique feat in the media industry. Greenhow and Galvin (2020) underline the immense popularity of social networking, highlighting that while radio and television took 38 and 13 years, respectively, to reach 50 million users each, the internet achieved this milestone in just 4 years. Notably, Facebook amassed 200 million users in a mere 12 months. Maxwell and Hussaini (2020) observe that across Africa, the proliferation of social media networking sites is more widespread than ever, illustrating diverse viewpoints regarding this technology within the populace. These platforms offer diverse interactive opportunities, catering to social, political, academic, business, sports, romantic, and religious interests, inherently possessing the ability to both entertain and inform audiences (Mbegani, 2022).

The effectiveness of utilizing social networks for career guidance hinges largely on how accessible and user-friendly the learning resources are in meeting users' needs and preferences. A comprehensive study on social media apps and their prospective role in geospatial research by Owuor & Hochmair (2020) sheds light on this aspect. Usability, defined as the achievement of learning objectives with specified resources in a particular environment, and accessibility, which involves adapting the learning environment to suit all learners' needs, are closely interrelated (Morales-Vargas et al., 2022). Romero Martínez et al. (2022) previously highlighted that under optimal conditions, information and communication technologies have the potential to expedite, enrich, and deepen

knowledge acquisition. Web 2.0 technologies encompass social networking sites, blogs, wikis, video sharing platforms, and hosted service web applications. Social network media stands out as an unparalleled and vital channel through which substantial knowledge, skills, and ideas can be imparted or transmitted to learners (Onojah, 2020).

LITERATURE REVIEW

Career Guidance

Career guidance refers to a comprehensive program designed to aid individuals in making informed educational and job-related decisions and implementing them. Essentially, it's a developmental journey where individuals mature and make well-informed choices. Students rely on career guidance to explore and plan their future careers based on their interests, skills, and values. Engaging in career guidance activities strengthens the connection between academics and career experiences, leading to better preparation and management of careers. The emergence of the internet has significantly impacted Nigeria's economic landscape, shifting the determinant of economic power from traditional factors like production means, capital, and natural resources to the inherent knowledge possessed by individuals (Druker-Ibáñez & Cáceres-Jensen, 2022). This evolving environment demands a new approach to work. In the past, careers in the workplace were stable and easily understood, often allowing individuals to pursue a lifelong career. However, contemporary shifts and trends in work have led to constantly changing directions, resulting in unstable and variable career paths. This has led to jobs becoming more temporary, causing workers to move between different jobs based on their strengths and expertise (González et al., 2020).

The shifting job market presents challenges in obtaining and maintaining employment, emphasizing the need for individuals to remain employable through creativity and innovation. Hence, the Organization for Economic Cooperation and Development (OECD, 2020) recognizes the importance of integrating career guidance into society, offering assistance in this process. According to OECD (2020), as highlighted by Romero et al. (2020), career guidance aids individuals in reflecting on their life ambitions, interests, qualifications, and abilities. It helps them comprehend the labor market and educational systems, aligning these with their self-awareness. Comprehensive career guidance aims to teach individuals how to plan and decide on work and learning opportunities. As society leans towards individualism, personal identity becomes less influenced by traditional social contexts like churches and neighborhoods.

In secondary school vocational education, career identity is viewed as a network of meaning where individuals consciously connect their motives, interests, and capabilities to suitable professional roles (Luken, 2020). Luken suggests that a strong career identity empowers students to navigate their careers independently, fostering more self-direction in achieving their desired career paths. Monteiro (2022) highlights the role of networking and social media tools during job searches, noting that young individuals gather diverse information from network contacts, beneficial for various job search tasks. Actively

networking both offline and on social media is associated with positive job search outcomes. Social networking primarily aims to connect individuals and businesses, facilitating the sharing of information, ideas, and messages. Companies utilize these platforms to enhance brand recognition, promote products/services, and address customer queries. The prevalent social media platforms in Nigeria include Facebook, Facebook Messenger, Instagram, and Twitter, along with others like Pinterest, Tumblr, Snapchat, TikTok, YouTube, and LinkedIn, which is instrumental in connecting professionals with colleagues, business contacts, and employees. This research adopts a theoretical framework based on social network theory, emphasizing the role of social relationships in transmitting information, influencing attitudes and behaviors, and studying relationships between individuals, groups, organizations, and society within the realm of social networking.

You can connect to other people

You can share content

Anyone can join

You can make profile

It is easy to find people with similar interest

They can create a niche

You can create relationship

There are several types of social network sites

Social networking site: most of us are familiar with social networking sites like facebook, twitter, linkedin, Instagram etc.

Image sharing sites

Video hosting sites

Community blog

Discussion sites

Sharing economic network

Social networks have brought about significant positive changes in human behavior, fostering an environment where individuals feel empowered to challenge entrenched beliefs and exhibit mutual respect. Borgatti and Halgin (2011) mention that the concept of 'social networking' has expanded to include various entities, spanning from exclusive clubs to online platforms, creating possible confusion due to this broad spectrum. They define a network as "a collection of individuals or nodes linked by specific ties of a particular type." These ties interconnect nodes through shared points, linking individuals who may not have direct connections themselves. These nodes represent individuals or actors within the network. Unlike groups, networks lack boundaries and aren't necessarily internally connected. Over time, disconnected segments of a network can interconnect, making networks fluid and constantly changing. Early research conducted by Granovetter (1973) showed that individuals were more likely to learn about new job opportunities through acquaintances (weak ties) rather than close friends (strong ties) because acquaintances often possess information not already known to an individual or their close friends. The theory of weak ties, initially explored in the context of job searching, extends within the broader

social network theory to describe not only job finding but also the spread of diseases, proliferation of ideas, and evolutionary processes in species. Consequently, it permeates various organic structures (Borgatti & Hagin, 2021).

Granovetter examines the scenario where person 'A' possesses a robust network of close friends, most of whom are interconnected, as does person 'B'. In these networks, there's a high level of redundancy and very little novelty. Information swiftly spreads within 'A's network due to the interconnectedness; what 'A' shares with a few friends rapidly circulates among them as everyone is closely linked. However, this leads to redundancy as the information becomes widespread among individuals who are already interconnected, resulting in most people already being aware of it. The same situation applies within 'B's network. When 'A' and 'B' interact, they not only share their individual knowledge, skills, or access, but they also create a bridge between their separate but closely connected networks. 'A' and 'B' represent weak ties; acquaintances who have minimal overlap between their networks and knowledge (Agbo et al., 2021). Their interaction has the potential to introduce new ideas, information, and individuals to their respective networks, thereby adding value to others and fostering connections between networks (Borgatti and Hagin, 2021).

Fuhse et al. (2020) argue that individuals face social disadvantages if they lack weak tie networks that extend beyond their immediate circle of close friends and family. Such individuals may miss out on external information and knowledge, impacting their ability to learn about job opportunities (Liu et al., 2021). This isolation from diverse information also affects their access to solutions for problems and opportunities for innovations (Frank, 2020). Supardi et al. (2021) suggest that social networks have the potential to facilitate effective learning, enabling users to engage in learning and communication in new dimensions. They note that conventional Virtual Learning Environments (VLEs) often face barriers due to constraints like time, skills, and financial resources. Al Jahromi (2020) proposes that students' reliance on social networking sites for education might stem from their familiarity with internet-centric lifestyles. Selwyn emphasizes that incoming students have grown up in an era heavily reliant on the internet. Consequently, the internet holds significant importance in their career pursuits.

Borgatti and Hagin (2021) suggest that social networks are rapidly gaining popularity in education across all levels, with many universities in the Western world incorporating social networking sites into their platforms for interactions, research, and partnerships among stakeholders. They believe that the social communication and collaboration features inherent in Social Networking Sites (SNS) are advantageous for supporting teaching and learning, features often lacking in traditional university settings. Neelakandan et al. (2020) describe social media networks as catalysts for effective learning, especially platforms like Facebook, which facilitate online discussions and collaborations among students and between students and their instructors. These platforms offer opportunities for sharing ideas, educational materials, and improved communication among stakeholders. They emphasize that the current generation of students, being

internet-driven, relies on these technologies, which drive learning in a socially and digitally-oriented manner.

Hassan et al. (2023) assert that considering the extensive use of social networking by many people, its application in education has significant untapped potential, offering advantages like learner-centered approaches, collaboration, and active participation. They highlight a preference for online interaction over face-to-face communication. Jamiu et al. (2023) argue that contemporary young adults engage in learning and interaction beyond the traditional school boundaries, perceiving communication through social networking sites as a form of literacy practice that contributes to learning. Adewole and Fakorede (2018) suggest that social networking sites provide tools for students to gather, synthesize, and remix content, thereby acquiring skills and knowledge through content appropriation. While studies have explored aspects like accessibility, usability, and lecturers' attitudes towards social networks in education (Apata Funke Susan, 2014), there's a dearth of research on the accessibility and usability of social networks specifically for career guidance among secondary school students in Nigeria. Given the extensive time secondary students spend on social networking, there's a need for comprehensive insight into the accessibility and usability of these platforms among them. Hence, this study delved into investigating the accessibility and usability of social networks for career guidance among secondary school students in Ilorin metropolis.

Statement of the Problem

The accessibility and usability of social networks for career guidance among secondary school students in the Ilorin metropolis pose significant challenges. Despite the prevalence of social media platforms, there exists a gap in leveraging these networks effectively for career guidance purposes among students. This issue encompasses several key concerns. Many students face barriers in accessing comprehensive and reliable career guidance resources on social networks due to inadequate availability, unclear information, or restricted access to relevant platforms. The usability of existing career guidance resources on social networks might be hindered by complex interfaces, insufficient interactivity, or a lack of tailored content, which hampers students' engagement and understanding. The credibility and accuracy of career-related information available on social networks remain questionable, leading to confusion and uncertainty among students regarding the authenticity of guidance provided. Disparities in technological access and proficiency among students from different socio-economic backgrounds might further exacerbate the unequal distribution of career guidance resources available on social networks. Addressing these challenges is crucial for enabling secondary school students in Ilorin to make informed career choices and navigate their professional pathways effectively.

Purpose of the study

The study examined accessibility and usability of social network for career guidance among secondary school students in Ilorin metropolis. Specifically, the study seeks to investigate the extent of accessibility and usability of social network on career guidance among the students of secondary schools.

The following research questions were raised to guide the conduct of the study.

What's the perception on the accessibility and usability of social network for career guidance among secondary students in Ilorin metropolis?

To what extent are the secondary school students of Ilorin metropolis using social network to access career guidance?

What are the attitudes of secondary students in Ilorin metropolis towards social network?

What ways can social network are deployed to enhance career guidance among secondary students in Ilorin metropolis?

Research Hypothesis

A null hypothesis was formulated for the study

H01 : There is no significant relationship between Accessibility and usability of social network and career guidance among secondary school students in Ilorin metropolis.

METHODOLOGY

The research design adopted for this study was descriptive correlational survey to determine the accessibility and usability of social network among secondary school students in Ilorin metropolis. A research design is a blue print or specific structure and strategy that is used by researcher to investigate the relationships that exist among variables of the study. In view of this the population of this study comprised of all secondary student in Ilorin metropolis. A sample size of 210 respondents was selected for the study. Proportional and stratified sampling technique was used to select 210 students that serve as the respondents for the study. The instrument used in collecting data is questionnaire. Questionnaire was used to elicit useful information from the respondents. The questionnaire was tagged "Accessibility and Usability of Social Network Questionnaire (AUSNQ)." To appraise the research instrument, researchers ascertain the validity and reliability of the questionnaire. The questionnaire was given to experts in the field of measurement and evaluation for face and content validity. Twenty copies of the validated questionnaire were administered to secondary school students in Offa. A test re-test procedure was employed; the two sets of scores were correlated using Pearson product Moment Correlation Coefficient (PPMCC). The correlation coefficient obtain was 0.75 at 0.05 alpha levels. The questionnaires were analysed using descriptive and inferential statistics. However, the demographic data and the research question was analysed using frequency count, percentage, mean and standard deviation and the hypothesis was analysed using Pearson Moment Correlational Coefficient (PPMC) at 0.05 level of significant.

RESEARCH RESULT

Data Presentation and Analysis

Out of 210 copies of questionnaires administered, 196 copies of the questionnaires were valid for the study.

Answering the Research Questions

Research Question 1: What is the perception of secondary school students in Ilorin metropolis on accessibility and usability of social network on career guidance?

Table 1: Students on Accessibility and Usability of Social Network among Secondary school Students

S/N	Variables	Frequency	Percentage %
1	High cost of internet data	36	18.3%
2	The problem of poor network reception	30	15.3%
3	Lack of access to internet enable gadget	22	11.22%
4	Misconception of social network as only for entertainment	12	6.12%
5	Parental negative attitude	18	9.18%
6	Students negative attitude	14	7.14%
7	Lack of adequate information on career guidance platforms on social network	16	8.16%
8	Lack of prerequisite facilities in most schools to undertake internet based career guidance	48	24.49%
	TOTAL	196	100

The data in table 1 shows that the secondary school students perception on accessibility and usability of social network as lack of pre-requisite facilities in most secondary school to undertake career guidance services to the student (24.49%), followed by high cost of internet data (18.3%) ,the problem of poor network reception (15.3%). Lack of access to internet enable gadget (11.22%), Parental negative attitude (9.18%), Lack of adequate information on career guidance program platform on Social network (8.16%).Student negative attitude (7.14%), misconception of social network as mainly for entertainment purpose (6.12%).This however, shows that lack of adequate pre-requisite facilities in many secondary school has been the primary perception among the secondary school students in Ilorin metropolis to the accessibility and usability of social network for career guidance.

Research Question 2: what is the attitude of the secondary school students in Ilorin metropolis towards social network?

Table 2. Students Attitude Towards the Usage Of Social Network

Option	Frequently	percentage
Every time	59	30.10%
Often	48	24.48%
Rarely	38	19.38%
Never	51	26.02%
Total	196	100%

Table 2: A large percentage of respondents (30.1%) thought every time, representing the highest choice, ranking 1st on the table, follow by never that has 51 respondents, representing (26.02%) ranking 2nd in the choice order, Often is the 3rd choice on the table with 48 respondents, (24.48%), while the least has 38 respondents, (19.38%) which is the lowest choice.

Research Question 3: What is the attitude of secondary school students of Ilorin metropolis towards utilization of social network to access career guidance?

Table 3. Students Attitude Towards Utilization of Social Network

Options	Frequency	Percentage
Highly utilized	36	18.36%
Strongly utilized	38	19.38%
Slightly utilized	60	30%
Never utilized	62	31.63%
Total	196	100%

The result of this findings shows that most of the respondents never utilized social network to seek career guidance at high level. This is known as a result of 62(31.63%), 60 of the respondents slightly utilized representing (30%), strongly utilized with 38 respondents representing (19.38%), highly utilized, with 36 respondents representing (18.36%).

Table 4. Ways Social Network Platform Can be Deployed for Career Guidance Among Secondary Students

S/N	ITEMS	SA	A	D	SD	X	DECISION
1.	The school should organize training on how to get information on career guidance online for students.	86	78	18	14	3.1	Accepted
2.	There are more information on carrier guidance on social network, than other source	43	29	98	26	2.4	Rejected
3	Information on entry requirement of different career should be made available to students.	87	72	16	21	3.1	Accepted
4	Counsellors should conduct aptitude test on students for career placement.	32	30	115	19	3.1	Accepted
5	The school should create platform for feedback on career guidance.	100	71	13	12	2.1	Rejected
6	Parent should be sensitized on the importance of social network on career guidance.	48	39	84	25	3.5	Accepted
7.	The school counsellor should organize career day for student.	65	25	10	96	3.2	Accepted

8	The school should organize computer training for the students.	26	35	89	46	2.2	Rejected
9	Cost of internet data should be subsidized to encourage more access	80	71	29	16	3.1	Accepted
10	The network providers should improve on their network.	65	80	41	10	3.0	Accepted

With a Likert scale of 4 points and an average mean of 2.5 for acceptance and below for rejection, the data above shows that organizing training on how to source information on social networks for career guidance, information on entry requirement on different job should be made available, the network provider should improve on their reception ,the school counselor should conduct aptitudes test on all student for better placement, should be sensitized on the importance of social networks on career guidance, day should be part of the schools calendar, lastly the cost of internet data should be subsidize in schools to encouraged more access to the internet among the secondary school students.

Hypothesis Testing

Hypothesis One: There is no significant relationship between Social network and Career guidance among secondary school students in Ilorin Metropolis.

Table 5. Relationship Between Social Network and Career Guidance Among Secondary School Students

Variables	N.	Mean	S.D.	df	r-value	sig	Decision
Social	196.		9.29	194	0.022*	0.000	Rejected
Network	51.30						

*Significant p 0.05

Accepted Proposals

The majority of respondents supported the idea of organizing training sessions to help students navigate online resources for career guidance. This signifies an acknowledgment of the importance of online information. Respondents favoured the availability of entry requirement information for various careers, suggesting a need for accessible information for students to plan their career paths. There was some dissent; a notable number of respondents supported the idea of counselors conducting aptitude tests for better career placement decisions. Although not overwhelmingly supported, a considerable portion of respondents agreed that parents should understand the role of social networks in career guidance. There was significant support for school counselors organizing career days, indicating a belief in their effectiveness for student career awareness. Respondents strongly supported the idea of reducing internet costs to enhance students' access to online career resources. A notable number of respondents agreed that network providers should enhance their services for better access to career guidance resources.

Rejected Proposals

The majority disagreed that social networks contain more career guidance information compared to other sources, indicating a lack of trust or belief in the supremacy of social networks for career information. Despite some support, a portion of respondents disagreed with creating platforms for feedback on career guidance, suggesting a lack of interest or perceived necessity. A significant number disagreed with organizing computer training for students, indicating a divergence in opinions regarding its relevance to career guidance.

The analysis attempted to establish a correlation between social network usage and career guidance among secondary school students. The result ($r = 0.022$, $p = 0.005$) showed a statistically insignificant relationship. This implies that while there might be some association between social network usage and career guidance, it is not strong enough to be considered significant based on the data collected. In summary, the survey responses showcased varied opinions regarding the utilization of social networks for career guidance. While some strategies were widely accepted, others faced significant dissent. Moreover, the analysis indicated that the relationship between social network usage and career guidance among secondary students, while present, was not statistically significant based on the survey data.

DISCUSSION

Findings shows that lack of internet enable facilities and high cost of data are the primary hindrance to accessibility and usability of social network among secondary school students in Ilorin metropolis. This is in agreement with the submission of Abdulkareem et al. (2023) ; Chu et al (2020) that social networks have all the characteristics and potentials of achieving good learning, as users are now creating, learning, and communicating in new ways. That challenges of ICT infrastructure and cost of internet band with serves as obstacles for the students to access and used the internet, which was intended with findings of (González et al., 2020).title the benefits of social networking in education in Tanzania. Further findings also revealed that the service of a professional counselor is highly need to always conduct aptitude test for the students to know their strength and capabilities to enable them to make right choice and be happy with their choice. The findings also revealed that most respondents have never use social networks for career guidance, but they do for other purposes such as entertainment, socializing with friends and so on. This is in agreement with the work of (Borgatti and Hagin (2021)), stated that networking is the scope to explore, interact and spread the information, which social networking sites provide. The findings also revealed that social networking is important in all aspect of learning irrespective of the stage, this is in agreement with (Neelakandan et al., 2020) that social network is an unmatched and essential channels through which meaningful knowledge, skills and ideas could be imparted and, or transmitted to the learners. Finally the findings revealed that the attitude of students towards the use of social networks in finding solutions to their career goals are very low, therefore student's needs to change their attitude, this is in agreement with what Adewol and Fakorede (2018), Maintain that the belief or attitude about the use of any material or tool may determine the extent

to which the learner is willing to make adjustment. Therefore, the right attitude will make the students to be conversant with educational innovation that the social networking sites can offer.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

From the collected and analyzed data, it can be concluded that secondary school students of Ilorin metropolis are exposed to the usage of social networks for entertainment and socialization at a very high rate. Therefore stakeholders should use social networks to encourage the students to always use the platform for career guidance. Also, there was a significant relationship between social networks and career guidance among secondary students in Ilorin metropolis.

Recommendations

This paper therefore recommended that:

- Stakeholders in education should invest more in ICT infrastructures for the smooth running of internet base education.
- The cost of internet data for schools should be free or highly subsidize to encourage more users.
- The school counselor should be more involved in exposing the students to psychological tests the will bring proper adjustments.
- Further Research and Assessment:
- Encourage further studies and surveys to continually
- Assess the evolving relationship between social network usage and its impact on career guidance among secondary students.
- Conduct longitudinal studies to track the long-term effects of social network usage on students' career choices and their career development.
- Stakeholders should develop comprehensive training sessions focusing on effectively navigating online career guidance resources.
- Encourage and facilitate school counselors to organize engaging career awareness events.
- Explore creating platforms within schools where students can provide feedback on the effectiveness of using social networks for career guidance.

ADVANCED RESEARCH

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

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