

The impact of social media platforms on the career development of accounting students in business education in Ogun State.

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Abstract

The growing influence of social media platforms has redefined how individuals connect, share information, and explore professional opportunities. This study investigates the impact of social media platforms on the career development of Accounting students of Business Education in Ogun State. A descriptive survey research design was adopted, and data were collected through structured questionnaires administered to selected Accounting students of Business Education. The population of this study comprised all 7471 Business Education (Accounting) students in Ogun State. A sample of 1205 respondents was selected for the study using simple random sampling. Two research questionnaires were used to generate data for the study: the Social Media Platform Questionnaire (SMPQ) and the Career Development Questionnaire (CDQ). The findings revealed that social media platforms significantly contribute to students' awareness of career opportunities, personal branding, and employability skills. Specifically, TikTok had a significant influence on the career development of Accounting Students in Ogun State ($\beta = 6.28$, $t = 2.826$, $p < 0.05$). Also, WhatsApp had a significant effect on the dependent variable ($\beta = 4.71$, $t = 9.734$, $p < 0.05$); Facebook had a moderate effect on the career development of the targeted respondents ($\beta = 3.08$, $t = 2.245$, $p < 0.05$). In the same vein, YouTube predict career development ($\beta = 4.19$, $t = 3.198$, $p < 0.05$). Also, there is a significant composite influence $F(4, 1200) = 615.73$, $p < 0.05$ of TikTok, WhatsApp, Facebook, and YouTube on the career development of Accounting students in Business Education in Ogun State. The study concludes that while social media catalyses career development, its benefits can be maximised only when students are guided toward purposeful and professional use. It recommends that educators and career counsellors should integrate digital literacy and responsible social media usage into the curriculum to help undergraduates harness the full potential of these platforms for their future careers.

Keywords: Career development, Accounting students, WhatsApp, Facebook, YouTube

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1. Background

The rapid advancement of information and communication technology (ICT) in the 21st century has significantly transformed the way people interact, share information, and pursue professional development. Among the most influential outcomes of this technological revolution is the emergence of social media platforms. Initially developed as tools for personal communication and entertainment, platforms such as Facebook, Instagram, LinkedIn, WhatsApp, TikTok, and Twitter have evolved into dynamic spaces where individuals and organisations engage in knowledge exchange, brand promotion, professional networking, and career exploration (Sullivan & Baruch, 2019). In today's digital economy, social media has become a critical driver of opportunities, influencing not only how people socialise but also how they prepare for and navigate their career journeys. In higher education, the role of social media in shaping students' academic and professional lives has become increasingly evident. Business education, in particular, prepares learners for roles in management, administration, entrepreneurship, and teaching, all of which require both technical and interpersonal competencies. Traditionally, business education has emphasised classroom-based training, practical projects, and industrial attachments as key pathways for career development. However, the global shift towards digitalisation has created new avenues for career advancement, with social media platforms emerging as essential tools for enhancing employability (Buettner, 2016). Career development is a lifelong process that involves gaining knowledge, competencies, and experiences that enable individuals to make informed educational, occupational, and entrepreneurial choices. For undergraduates, this process often begins with academic training and extends to exploring employment opportunities, professional networking, and developing relevant skills (Kietzmann & Hermkens, 2021). In Nigeria, where unemployment and underemployment among graduates have become persistent challenges, undergraduates are increasingly encouraged to take proactive steps in building their career prospects. Social media provides them with an opportunity to bridge the gap between classroom learning and real-world career expectations by offering platforms for self-promotion, mentorship, internships, and exposure to global career opportunities.

Meanwhile, Ogun State, located in the South-Western part of Nigeria, hosts several colleges of education and universities, making it an educational hub for students from diverse backgrounds. Business education undergraduates in colleges of education in the state face the dual responsibility of preparing to serve as future educators while also acquiring employable skills that can sustain them in the labour market. The rising youth unemployment rate in Nigeria, estimated at over 30% by the National Bureau of Statistics (2023), makes career development a pressing issue for students. In this context, the effective use of social media platforms may determine whether these undergraduates successfully transition into meaningful employment or entrepreneurial activities after graduation. Hence, Lawrence, Joshua, and Oladeji (2019) argued that social media plays a vital role in expanding career opportunities. They noted that through these platforms, individuals can acquire diverse knowledge and skills online. According to them, any career path a person decides to pursue can be studied virtually, with opportunities even to obtain academic qualifications such as Bachelor's and Master's degrees through online learning. The growing popularity of social media among undergraduates is evident in how students now use smartphones, laptops, and the internet not only for social interactions but also to access professional content. LinkedIn, for example, provides a space where students can build professional profiles, connect with industry experts, and apply for internships. Instagram and TikTok, while popularly associated with entertainment, have also become platforms where entrepreneurs and small business owners showcase products and services, thereby creating income

streams. Twitter (X) serves as a forum for thought leadership, information exchange, and engagement with industry discussions. WhatsApp, being the most widely used messaging platform in Nigeria, is often employed for academic collaborations, networking, and group mentorship programs. These diverse applications highlight the potential of social media in enhancing business education undergraduates' career development.

Despite these benefits, concerns have been raised about the negative implications of excessive or unproductive use of social media among students. Many undergraduates spend long hours engaging in leisure-oriented activities such as chatting, watching videos, and entertainment consumption, often at the expense of academic or professional development (Utoware & Amiaya, 2018). This raises the question of whether the time invested in these platforms translates into meaningful career growth. Additionally, the spread of misinformation, cyberbullying, addiction, and distractions linked to social media usage may hinder rather than promote students' career aspirations (Purcell, Buchanan & Friedrich, 2023). For business education students, whose training emphasises professional conduct, entrepreneurship, and productivity, the balance between entertainment and career-oriented use of social media is therefore crucial. Globally, several studies have demonstrated that social media platforms can contribute to students' employability and career readiness when used strategically. They enable access to virtual communities of practice, foster peer-to-peer learning, and provide exposure to global career opportunities. In the Nigerian context, however, the extent to which undergraduates use these platforms for career development, especially within colleges of education, remains underexplored (Ugwoke, 2017). Much of the existing research on social media in Nigeria has focused on its impact on academic performance, communication patterns, and youth culture, with relatively limited attention given to its role in career development. This gap creates a need to investigate how business education undergraduates at universities in Ogun State are engaging with social media platforms for career-related purposes. This study, therefore, seeks to investigate the extent, nature, and implications of social media use among this group of students to provide insights to inform educational policy, curriculum design, and student career support programs. This study aims to investigate the influence of social media platforms on the career development of Accounting students of Business Education in Ogun State, while the objectives are to examine the relative influence of social media platforms (TikTok, WhatsApp, Facebook and YouTube) on the career development of Accounting students of Business Education in Ogun State, and to investigate the composite influence of social media platforms (TikTok, WhatsApp, Facebook and YouTube) on the career development of Accounting students of Business Education in Ogun State. The study tested two hypotheses. The first hypothesis stated that there is no significant relative influence of social media platforms (TikTok, WhatsApp, Facebook and YouTube) on the career development of Accounting students of business education in Ogun State. In contrast, the second hypothesis stated that there is no significant composite influence of social media platforms (TikTok, WhatsApp, Facebook and YouTube) on the career development of Accounting students of Business Education in Ogun State.

2. Literature Review

Several related studies covering diverse areas of social media studies were reviewed in this work. In particular, Efunwole and Sijuwade (2023) investigated how social media influences students' career choices at Ajayi Crowther University, Oyo, emphasising its implications for instructional design, communication, and guidance and counselling. Using a descriptive survey design, the researchers distributed 150 questionnaires (37 online and 113 in person) covering nine faculties of the university. Results revealed that most students (75.9%) primarily used social media for

academic purposes, while 24.1% used it for entertainment. Furthermore, 67.2% of the respondents admitted that social media shaped their career decisions. The study concluded that students' engagement with social media contributed significantly to their academic development and career choices. Although the study provided adequate descriptive evidence on social media use and career choices, it was limited to a single private university, limiting generalizability. Moreover, the analysis relied solely on descriptive statistics, without exploring causal or mediating factors that influence career decisions. The lack of theoretical grounding also weakens its explanatory power. Therefore, there remains a need for broader, theory-driven research that critically examines how and why social media affects students' academic and career-related outcomes. Omokaro and Ikpere (2022) examined social media usage among undergraduates of Delta State Polytechnic, Otefe-Oghara, focusing on its relationship with study time. A questionnaire was administered to randomly selected students, and data were analysed using percentages, means, charts, and a Z-test. Findings indicated that 92% of respondents used social media daily for at least an hour, primarily for chatting and socialising (55%). The study found no significant relationship between time spent on social media and time devoted to study activities, although a larger proportion of students' daily schedules was devoted to social media. This study offered insights into students' time management patterns regarding social media, yet it failed to link social media engagement with learning outcomes or behavioural implications. The authors measured "usage" only in terms of time, not purpose or content type. Hence, it did not clarify whether educational or career-oriented use of social media differs from purely social engagement. This research, therefore, moves beyond frequency measures to examine the quantitative impact of social media on students' development and productivity.

Similarly, Muhammad et al. (2023) explored the relationship between social media use and career development among university students using a structured, expert-validated questionnaire. The reliability coefficients (Cronbach's $\alpha = 0.821$ and 0.826) confirmed internal consistency. Findings demonstrated a significant positive correlation between social media use for networking, job searches, personal branding, and skill acquisition, and students' career advancement. The authors concluded that effective utilisation of social media can enhance professional opportunities and support talent development. This study established a strong association between social media engagement and career advancement, which might shape the relationship. The study was also correlational, limiting its capacity to infer causation. Thus, the current study focused on the predictive influence of each social media platform on the career development of accounting students in the business education programme in Ogun State. Subair et al. (2019) investigated how undergraduates at Obafemi Awolowo University, Ile-Ife, Nigeria, use the internet and its implications for their academic work. Employing a descriptive survey design, 850 students were sampled from five randomly selected faculties using a combination of random and convenience sampling techniques. Data were collected using a researcher-developed questionnaire titled the Social Media Usage and Influence Questionnaire (SMUI-Q). Findings indicated that WhatsApp (97%), Facebook (85%), Instagram (65%), and YouTube (62%) were the most frequently used platforms, while Twitter, LinkedIn, and Snapchat recorded lower usage. Students spent an average of 2 to 3 hours daily on social media, mainly for socialisation, information gathering, academic activities, business, and entertainment. Adverse consequences included addiction (45%), distraction (32%), and declining writing skills (24%). The study concluded that social media plays a central role in students' academic and social lives, but excessive usage can lead to adverse behavioural outcomes. This study provided a broad understanding of undergraduates' engagement with social media but was primarily descriptive and limited to a single institution. It did not explore

how specific platforms predict academic or career outcomes. Furthermore, no inferential statistics, such as regression analysis, were used to examine the relative influence of each platform. These methodological gaps justify the present study's use of multiple regression analysis to determine the predictive effects of TikTok, WhatsApp, Facebook, and YouTube on the career development of Accounting students in Ogun State.

Nguyen (2024) explored the role of social media in shaping the career paths of Asian American students, especially those in non-STEM disciplines. Using qualitative data from 12 participants, the study revealed that social media had both positive and negative influences on students' career decisions. Benefits included exposure to diverse career options, networking, and community support, while drawbacks stemmed from unrealistic portrayals of success. The study concluded that social media could enhance self-efficacy but may also reinforce social pressures. Although Nguyen's study contributed valuable insights into how social media affects career awareness, its small qualitative sample and cultural context limit generalizability. Moreover, it did not statistically quantify the impact of social media on career development. Hence, there is a need for quantitative, context-specific studies such as the current research to empirically examine how different social media platforms influence career development among Nigerian undergraduates. Chen and Xiao (2022) analysed the effects of social media on students' emotional development. Their findings indicated that while social media fosters social connection, it also contributes to stress, depression, and anxiety due to social comparison. Similarly, Elsayed (2021) examined the adverse effects of social media on adolescents' social identity from a social work perspective and emphasised the importance of family and institutional interventions. Likewise, Kolhar, Kazi, and Alameen (2021) reported that excessive social media use among university students is associated with poor academic performance, reduced social interaction, and inadequate sleep. These studies collectively highlight the psychological and behavioural consequences of excessive social media use. However, they focus mainly on emotional or social outcomes rather than professional or career-related implications. This gap underscores the relevance of the current study, which extends the discourse by assessing how specific social media platforms influence students' career development rather than their emotional well-being. Mosharrafa, Akther, and Siddique (2024) conducted a cross-sectional study in Bangladesh to assess how social media affects students' academic performance, emphasising the mediating role of mental health. Using confirmatory factor analysis (CFA) and structural equation modelling (SEM), they validated their scale and used the Bergen Social Media Addiction Scale as the measurement instrument. Results showed a strong positive relationship between social media use, mental well-being, and academic performance, with model fit indices of CFI = 0.921 and RMSEA = 0.06. The authors concluded that responsible social media use could improve psychological well-being and academic achievement. This study stands out methodologically for its use of advanced statistical tools such as SEM, but it concentrated on academic rather than career outcomes. It also did not consider platform-specific effects. The current study builds on this strength by applying an inferential technique, multiple regression analysis, to explore the predictive effects of four distinct social media platforms on students' career development within the Nigerian context.

Finally, Zubairu (2021) examined the role of social media among tertiary students in Dutse, Jigawa State, Nigeria, using a mixed-methods approach that combined online questionnaires analysed through SPSS with qualitative content analysis. The results revealed that most students frequently used Facebook, WhatsApp, and Twitter, often at the expense of academic activities. Excessive use was found to affect academic performance negatively. The study recommended that

institutions encourage students to use social media productively for research and learning. Zubairu's work offered relevant local insights but focused primarily on academic performance and general social media use without differentiating among platforms or considering professional development outcomes. Furthermore, the study did not target specific disciplines or use predictive statistical models. These limitations highlight the need for the current investigation, which focuses on Accounting students in Business Education in Ogun State and examines how various social media platforms, both jointly and individually, predict their career development.

3. Methodology

The research design used for this study was a descriptive, survey-type design. This research design was chosen because the study involves collecting information from a large population using a selected portion, known as the sample. It describes it without any manipulation. The population of this study comprised all 7471 Business Education Students in Ogun State (*Source: Admission Office of Various universities Offering Business Education Accounting option in Ogun State*). The study used a simple random sampling technique, with a sample size of 1225. Of the 1225 questionnaires sent, only 1205 respondents correctly completed and returned the questionnaire; these 1205 respondents comprise the original sample used in this study. Two research instruments were used to generate data for this study. The instruments were: *Social Media platform Questionnaire (SMPQ)* which was adopted from (Chen and Xiao (2022), it comprised five (5) items on each of the social media platform - TikTok, Whatsapp, Facebook and YouTube structured on a four-point Likert scale with options ranging from Strongly agreed (SA), Agreed (A), Disagree (D), and strongly disagreed (SD). As well as *Career Development Questionnaire (CDQ)* was adopted by the researcher from (Ogunleye & Ogundola, 2025) and comprised ten (10) items on the influence of social media networks on career development of business education undergraduates in college of education, structured on a four-point Likert scale with options ranging from Strongly agreed (SA), Agreed (A), Disagree (D), and strongly disagreed (SD). The questionnaire was subjected to content validity by three experts among the academic staff of the Business Education Department at Tai Solarin Federal University of Education (TASFUED). All corrections made were duly effected before the final administration of the questionnaire. The instrument's reliability was established using the test-retest method. Reliability coefficients of 0.76 and 0.73 were generated, respectively. The data were collected from the respondents using three research assistants. This was done over a period of four weeks. The completed and returned copies of the instrument (questionnaire) were coded for analysis. Hypotheses 1 and 2 were analysed using multiple regression. The analysis was conducted using SPSS version 25 at a 0.05 level of significance.

4. Results and Discussion

Table 4.1 above shows a significant relative influence of social media on the career development of accounting students in Business Education in Ogun State. Specifically, there is significant influence of TikTok ($\beta = 6.28$, $t = 2.826$, $p < 0.05$), Whatsapp ($\beta = 4.71$, $t = 9.734$, $p < 0.05$), facebook ($\beta = 3.08$, $t = 2.245$, $p < 0.05$) and YouTube ($\beta = 4.19$, $t = 3.198$, $p < 0.05$) on the career development of Accounting students of Business Education in Ogun State. Thus, the null hypothesis was rejected. Hence, there is a significant relative influence of TikTok, WhatsApp, Facebook and YouTube on the career development of Accounting students of Business Education in Ogun State. This study corroborates Efunwole and Sijuwade's (2023) study, which explored how social media influences students' career choices. The study found that students' heavy reliance on social media (TikTok) had significantly contributed to their academic growth and career decision-making. In negation, Omokaro and Ikperere (2022) assessed social media (TikTok) usage

among undergraduates. The study found no significant relationship between time spent on social media and time devoted to studies, although participants typically spent more time on social media than on academics. The outcomes of this study align with those of Muhammad et al. (2023), which assessed the relationship between social media use and career development among university students. The results revealed a significant positive correlation between students' use of social media (WhatsApp) for networking, job searches, personal branding, and skill development, and their career advancement. While that of Subair et al. (2019) negates the current finding. They investigated how undergraduates at Obafemi Awolowo University, Ile-Ife, Nigeria, make use of the internet. The implications for their academic work. Findings revealed that WhatsApp usage was (97%). Their results showed adverse effects with addiction (45%), distraction (32%), decline in writing and spelling skills (24%), anti-social tendencies (6%), and cyberbullying (4%). The study by Kolhar, Kazi, and Alameen (2021) contradicts the current study's findings. They found that excessive social media (YouTube) use among university students was associated with adverse outcomes, including reduced academic performance, disrupted social interactions, and poor sleep patterns.

Table 4.1: Regression analysis on the influence of social media platforms on the career development of Accounting students of Business Education in Ogun State

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.696	1.086		10.129	.023
TikTok	.307	.085	.628	2.826	.005
Facebook	.333	.148	.308	2.245	.029
Whatsapp	1.101	.113	.471	9.734	.026
YouTube	.408	.128	.419	3.198	.032

- a. Dependent variable: career development, b. Predictors: Social media platforms (TikTok, WhatsApp, Facebook and YouTube). Source: Authors' analysis, 2025

As shown in Table 4.2, significant composite influence of TikTok, WhatsApp, Facebook and YouTube on the career development of Accounting students of Business Education in Ogun State based on the analysis and the result generated ($F(4,1200) = 615.73$, $p < 0.05$), F-value of (615.73) has the probability level of (p-value= 0.00) which is less 0.05, this is interpreted to be statistically significant at degree of freedom of 4 and 115. Therefore, the null hypothesis, which states that there is no significant composite influence of TikTok, WhatsApp, Facebook, and

YouTube on the career development of Accounting students in Business Education in Ogun State, is rejected. This can be interpreted as a significant composite influence of TikTok, WhatsApp, Facebook and YouTube on the career development of Accounting students of Business Education in Ogun State. The findings of Mosharrafa and Akther align with this study's outcomes, whereas those of Siddique (2024) and Zubairu (2021) are in opposition. Both studies' findings indicated that excessive use of social media negatively affected students' academic performance.

Table 4.2: Regression analysis on the composite influence of TikTok, WhatsApp, Facebook and YouTube on the career development of Accounting students of Business Education in Ogun State

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	23428.212	4	6496.273	615.373	.000 ^b
Residual	5115.502	1200	23.275		
Total	36643.480	1204			

a. Dependent variable: career development of business education undergraduates

b. Predictor: TikTok, WhatsApp, Facebook and YouTube

Source: Authors' analysis, 2025

5. Conclusion

Social networking has undoubtedly become a vital tool in both education and everyday life, particularly for communication. It has dramatically enhanced different forms of learning, including distance education, online classes, and real-time instruction, making them more accessible and widely embraced. Nevertheless, when not used responsibly, it can undermine its intended purpose and become a harmful distraction, a challenge many undergraduates face due to misuse. From the findings, it was concluded that social media platforms such as TikTok, WhatsApp, Facebook, and YouTube have a significant influence on the career development of Accounting students in Business Education in Ogun State, both individually and collectively. Hence, the role of social media as a tool and instructional medium in tertiary institutions is important for raising the standard of education and enhancing the career development of Accounting students in Business Education in Ogun State.

6. Recommendations and Policy Implications

It was recommended that workshops and training be organised to equip lecturers and students with the skills needed to effectively use social media for academic and professional development, rather than solely for leisure. Also, tertiary institutions should formally integrate platforms such as TikTok, WhatsApp, Facebook, and YouTube into instructional delivery. This can be achieved by

developing course-related content that aligns with students' career goals, thereby making learning more interactive and relevant. Hence, institutions should establish clear guidelines on the academic use of social media. This will help reduce misuse while ensuring that students make the most of the platforms for career advancement. While students should be encouraged to create academic discussion groups and professional networks on social media platforms. Such collaborations can enhance knowledge sharing, peer learning, and exposure to career opportunities. The recommendations of this study carry significant implications for higher education policy, curriculum development, and institutional governance. The call for workshops and digital training underscores the need for policymakers and university administrators to institutionalise regular capacity-building programs. This would ensure that both lecturers and students acquire and sustain the skills needed to leverage social media as a tool for academic and professional growth, aligning higher education outcomes with digital-era competencies. Also, the recommendation to integrate social media platforms into instructional delivery suggests the need for curriculum reforms by educational regulatory agencies such as the National Universities Commission (NUC). Integrating social media-based pedagogies into business and teacher education curricula would foster digital literacy and enhance students' career readiness. Also, establishing clear guidelines for social media use underscores the importance of developing institutional policies that promote responsible digital engagement. Such policies would help minimise misuse, prevent cyber distractions, and ensure that online interactions support academic integrity and career development.

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