Social Media and Information Gathering from Digital Spaces among Students of Plateau State Polytechnic, Jos Campus

Ayuba John Ramadan, PhD
Department of Mass Communication
Plateau State Polytechnic, Barkin Ladi
vonkera@gmail.com

Nangai, Paul Piengah
Department of Mass Communication
Plateau State Polytechnic, Barkin Ladi

Duksuk, Nora
Department of Mass Communication
Plateau State Polytechnic, Barkin Ladi
DOI: https://doi.org/10.63725/zajcom.v11.i1.06

Abstract

Academic research in tertiary institutions today has evolved from traditional methods to digital platforms. Information and knowledge acquisition has transcended geographical boarders in digital spaces today. Ability to carry out academic research on social media by students of tertiary institutions today is often impeded by their inability to verify sources of information on the social media and absence of digital and media literacy skills. The research adopted the quantitative method and was set out to determine the preferred social media platforms for students of Plateau State Polytechnic, Jos Campus, how they verify information on social media and their perceptions of social media for academic research and assignments. The research is anchored on the Connectivism and the Technological Advancement Model (TAM). The research purposively sampled two hundred students who use social media for research and assignments in Plateau State Polytechnic, Jos Campus. Findings revealed that social media platforms and artificial intelligence applications are mostly used by students in Plateau State Polytechnic, Jos Campus for research. Findings further revealed that 78 percent of students in Jos Campus rely on information from single sources related to their academic research. The research recommended that there should be a formalization of social media for academic research in tertiary institutions, and digital/media literacy should be integrated in the curriculum of tertiary institutions in Nigeria.

Keywords: Applications, Digital Space, Information, Perceptions, Social Media

Introduction

Academic scholarship has experienced a drastic evolution in the twenty first century. For the twenty first century student, the traditional repositories of academic

literature like the school library once stood out as the only citadel of knowledge acquisition. This has shifted or taken over by the world of the internet, comprising of a compendium of digital spaces (Tan, 2025). Investigations on social media and its relevance in digital spaces has become compelling for contemporary students of tertiary institutions today for the achievement of academic scholarship. Yang (2025) averred that knowledge acquisition has now moved from hard copy stationaries to digital fields, making it mandatory for students in tertiary institutions to develop digital skills for acquiring and managing information from online sources, especially the social media.

Academic research on social media has advanced in recent times especially on niche platforms. Hitherto, academic inquiries were purely interactive, especially when accessing traditional sources of knowledge like library facilities (Padam, 2025). Today, these interactions have evolved into digital spaces. Radina (2025) posit that the social media is perceived to be an epitome of human connections, in addition to the fact that the social media has also been adjudged to have a predominant influence on student behaviour in tertiary institutions. For most student's today, social media platforms like X (formerly Twitter), LinkedIn, Facebook, WhatsApp, and You Tube serve as alternatives to traditional literature. This change according to Lin (2024) has brought about a preponderance of information overload from a myriad of digital sources from any of the aforementioned social media platforms. This new reality has brought about new challenges that warrants a succinct pedigree of digital literacy among students of tertiary institutions today, for a smooth navigation of information sources on social media applications.

The existence of the ocean of information on digital spaces has also diminished the role of traditional gatekeepers such as editors, and librarians alike to checkmate the activities of students navigating the digital space for scholarly information. This, according to Jolanta and Jaroslaw (2025) has inadvertently led to the assumption of the gatekeeping role to the students themselves. This new reality presents a dire need for students in tertiary institutions today to lay claim to this gatekeeping role themselves. This now infers that for students in tertiary institutions to assume this gatekeeping role effectively, they must be able to acquire the digital skills of knowing how to distinguish reliable information from unreliable ones stemming from misinformation and deep fakes (Melanie & David, 2025). These gatekeeping skills places them at the pinnacle of contemporary digital scholarship.

Information generated from digital spaces are often not without bias. This is because they are guided by certain algorithms that were created to attract digital

traffic in most cases and not necessarily for scholarship purposes (Shazia, & Aslam 2025). This presents a challenge of confirmation bias that can potentially impact on students' research investigations in a negative way. Gleaning of academic information from digital spaces also denotes the intricacies of ethical issues. Lara and Dominik (2025) emphasized that this presents most students in tertiary institutions with an enormous task of determining the nuances of academic driven research centred information and ensuring that data gathered from these digital spaces from social media platforms are properly cited to ensure academic integrity.

Gleaning information from the social media digital space intrinsically differs from traditional research methods. This is largely owing to the fact that on the social media digital space, the student is the final gatekeeper and not the librarians of tertiary institutions (Sotnyk, 2025). Information on the social media digital space is more often than not designed to attract digital traffic and not necessarily to provide academic scholarship. The research sets out to comprehend the synthesis between social media interaction by students in tertiary institutions and the consequent information acquired by same for academic enhancement especially among the student demographic of Plateau State Polytechnic, Jos Campus.

Statement of the Problem

Sequel to the prevalence of the imposing nature of the social media among students of tertiary institutions today, there appears to be a lacuna between the digital proficiency of such students and their ability to generate reliable information from the social media digital space, especially for academic purposes. Investigations have revealed that the ability of students in tertiary institutions today to use social media digital spaces for the acquisition of knowledge is mostly impeded by their innate bias towards certain sources of information on the social media, their ability to distinguish genuine information from misinformation and deep fakes, and their limitations in the acquisition of digital literacy skills (El-Saman, 2025).

These aforementioned issues could determine their proficiency in gleaning information from digital spaces and the integration of same in academic scholarship. This could also lead to their inability to take advantage of the potential of social media platforms and the plethora of academic literature they possess for students in tertiary institutions to be able to broaden the scope of their intellectual horizon (Sambitory, 2025). This presents a dire need for an investigation of how students in tertiary institutions can take advantage of the social media digital space to consolidate on their academic prowess and gravitate them towards a more enhanced and effective intellectual community within the social media digital space.

Objectives of the Research

The aim of the research was to determine the correlational phenomena of social media interaction by students in tertiary institutions and the consequent information acquired by same for academic enhancement especially among the student demographic of Plateau State Polytechnic, Jos Campus. This could be streamlined into the following objectives:

1. To determine the preferred digital social media platforms used by students of Plateau State Polytechnic, Jos Campus for scholarly purposes and the motive for the selection of such digital social media platforms.
2. To examine how students in Plateau State Polytechnic, Jos Campus determine the veracity of information in terms of reliability and validity on their preferred social media digital platforms.
3. To determine how students in Plateau State Polytechnic, Jos Campus perceive the digital space of the social media and the way it shapes the information they come across on same.

Conceptual Clarifications

Social Media

Social media is commonly referred to as a digital application that is built on the technological foundation for personal and interactive communication (Afolabi, 2025). It comprises of videos, posts, comments, and data that are generated by users and not professionals such as editors, journalists or bloggers. Vuyokazi (2025) stressed that the social media is anchored on the ability of users who take advantage of same by active engagement via the projection of messages that serve as a catalyst for online user engagements.

For the purpose of the research study, social media is limited to the online application for interaction used by students of Plateau State Polytechnic, Jos Campus for the purpose of academic knowledge acquisition, interaction and information retrieval for academic purposes in order to enhance students' scholarly research investigations.

Digital Space

A digital space has been more often than not referred to as a virtual space or community where interactions such as personal, group and community occur. Luis and Behzad (2025) aver that these interactions are often enhanced by technologies such as computer applications and internet connections and other computer hard-wares. These aforementioned infrastructures pave the way for such technologies to be able to translate into a digital community that enables individuals to be able to

interact, connect and create information and source for other relevant data that fits into the niche of their academic endeavour (Kleopatra, 2024).

Contemporary research reveals that most students in tertiary institutions today have established a heavy presence in this virtual community and depend on same for their academic information to boost their academic research. This presents the imperatives of information gathering on digital spaces to become critical in today's tertiary institutions, of which Plateau State Polytechnic, Jos Campus is not an exception.

Theoretical Framework

The research is anchored on the theory of Connectivism and the Technological Acceptance Model (TAM). The theory was developed by George Siemens and Stephen Downes in the year 2000. The theory came about as a result of the inability of other extant theories that arose, following the emergence of the internet and social media to explain connectivity. Svitlana and Anastasiia (2023) posit that the theory proffers that information available on the internet has the ability to impose on communities where there is available connectivity of the internet. The theory posits that knowledge can be found in a multiplicity of sources by interacting with diverse perspectives on social media applications like Facebook, You Tube, X, Tik Tok and Instagram. It avers that individuals can acquire knowledge in a more comprehensive perspective from social media platforms than they could from traditional stationaries such as textbooks (Ahmad, 2025). The theory substantiates that the ability to acquire more knowledge is very important in the twenty first century and the thirst for more knowledge can only be quenched via a technical solution on digital technologies and applications (Olga & Maria, 2023).

The relevance of the theory to the research study is anchored on the fact that students in Plateau State Polytechnic, Jos Campus can key into technological provisions via social media platforms on digital spaces to acquire more knowledge from a multiplicity of sources that will serve to boost their academic research endeavours.

Technological Acceptance Model (TAM) on the other hand, was brought to being by Fred Davis in 1989 to serve as a framework for information and academic research. The model posits that when individuals are confronted with new technology, there are some basic conditions such as the relevance of such a technology to individuals in solving information needs and the user friendliness of such a technology (Yurder, 2025). These aforementioned core assumptions of the model signify the tenets that makes the theory relevant to the twenty first century

information age, especially as it relates to gleaning of information from digital platforms such as the social media.

The model relates to the research owing to the fact that the deployment of technological means for acquisition of academic knowledge and information is not just enough, especially for the demographic student population of Plateau State Polytechnic, Jos Campus. The technological means must be readily available, and it must also be easily accessible and easy to use to surf through the social media for academic research.

Literature Review

The Need for Available Social Media Platforms for Scholastic Research

Prior to the development of social media platforms, research was heavily anchored on traditional methods of accessing information via libraries with hard copy stationaries for research. Anil (2024) emphasized that while reliance on books, journals and other traditional literature sources remains the foundation of academic research, the fast-paced retrieval of information from social media platforms in the twenty first century has made information to be available in real time on professional social media networks such as LinkedIn and You Tube. These and many more other social media technologies have revolutionized academic research. Benedicto (2023) avers that the social media has become a vital tool for academic knowledge acquisition. One of the vital arguments proffered on the advantages of the social media for scholarly research is that the social media serves as an enormous repository of unlimited knowledge when used in a responsible and ethical manner (Bhawna, 2018). This enables a lot of students to be able to meet up with time and manage same when compared to traditional methods of research.

The emergence of social media platforms has blurred geographical boundaries especially on platforms like Research Gate, Academia and Google Scholar. Students, like those in the Plateau State Polytechnic Jos Campus have the competitive advantage of taking advantage of these academic social media platforms to connect with scholars around the world and retrieve latest information from scholarly journals and e-books available on these platforms when online. In addition, while traditional research is mostly text based, social media research combines the advantages of text, audio and visual abilities to enhance knowledge acquisition and information retrieval that can serve to enhance student comprehension better than traditional methods (Barcenas, 2025). With the current movement towards multi-disciplinary research across most tertiary institutions of learning across the world today, the social media offers an array of opportunities for multi-disciplinary research and collaborations (Mark & Shayne, 2025).

Verification of Reliable and Credible Information on Social Media Platforms

The emergence of the social media in the twenty first century has brought about a plethora of information sources for students' research. The social media has become a salient source of information for a lot of students in tertiary institutions today. Consequently, the availability of social media platforms has its potential risks due to the non-availability of gatekeepers such as librarians (Prosper, 2025). While the social media has revolutionized research in tertiary institutions to a large extent, the social media also serves as a source of fake news, misinformation, deep fakes and bias. Ipek (2025) submits that this brings to bear the fact that an average student in today's tertiary institution should take cognizance of the fact that the desire to acquire knowledge via social media platforms should not overshadow the need to verify information before usage. Every scholarly research is anchored on the premise of verified truth, therefore when unverified and unreliable information from social media is adopted and integrated into research investigations by students, it poses the question of academic integrity and propagates the infusion of falsehood in research (Indranil & Mugdha 2025).

Most social media platforms were created for engagement and not for accuracy, therefore the need for cross examination and intensive investigation of information sources on the digital space of the social media becomes imperative. Muchamad (2025) stressed that this can be done by the cross referencing of information from several other reputable sources on the social media via a technique known as lateral reading, to be able to determine the veracity of an information before adopting same for academic research. To be able to succinctly address these challenges arising from source verification on the social media, Yi and Shengtai (2025) suggested that a CRAAP test is often recommended for most students in tertiary institutions today. CRAAP stands for Currency, Relevance, Authority, Accuracy and Purpose. Currency stands for the relevance of the information, while relevance stands for an answer to the research question. Authority stands for the credentials of the author of the information, while Accuracy stands for the authenticity of the information as compared to other sources of information. Finally, Purpose stands for the intention behind the information being sent, whether it was sent with an intention of informing, products sales or engagements.

Perception of Social Media Platforms by Students in Tertiary Institutions and how it shapes their Perceptions

The issue of perception by most students in tertiary institutions today appears to be complicated. This is due to the fact that students do not view social media platforms from the same dimensions. Tapiwa (2025) infers that these multiplicity of dimensions are further complicated by issues arising from cost and affordability of

data, technical prowess and areas of discipline in school. Some research investigations denote that perceptions of social media platforms also vary depending on relevance of same for academic research purposes. Some might perceive applications like LinkedIn, You Tube and WhatsApp as salient tools for knowledge acquisitions while others might view same as an open space for social interaction (Zheng, 2025). Others might perceive the social media as a distraction due to the potential it possess to distract them from retrieving information for academic purposes into social engagements.

The perception of students of social media platforms determines the type of credibility they ascribe to same for academic enhancement. Coincidentally, some of these perceptions can also be amplified when the social identity of such a student (s) constantly gravitates towards a particular direction on the social media (Yi, 2025). Social media algorithms can easily detect these activities and reinforce same by positioning of memes that depict social identities that fits into the bias of students. Cornell (2025) believes that these perceptions could revolve times without number for a single user on the social media by algorithms that detect a user's experience, perception and online behaviour. The amplification of negative behavioural patterns by social media algorithms can only be surmounted by strict academic discipline of students (Yildrim & Rukiye, 2025). This off course can be practiced by students who wish to take advantage of the social media for the enhancement of their academic research endeavours. This can only be realized from digital and media literacy skills that can be acquired from tertiary institutions that are deliberate in entrenching responsible social media usage and perceptions among their students.

Methodology

The research was anchored on the quantitative method and the respondents were purposively sampled from the student population of Plateau State Polytechnic, Jos Campus. Two hundred (200) students were purposively sampled who use the social media for assignments and research purposes on campus. The instrument used was a structured questionnaire developed from the research objectives on a five-point likert scale. The questionnaire for the study was distributed between the 24th to 28th November 2025 within the premises of Jos Campus of the Plateau State Polytechnic. A hundred and eighty-nine (189) questionnaires were retrieved from the distribution.

Table 1: Demographic Data of Respondents;

Sex	**Frequency**	**%**
Males	87	46
Females	102	54
Total	**189**	**100**
Marital Status	**Frequency**	%
Married	62	33
Single	111	59
Divorced	0	0
Widowed	12	6
Prefer not to say	4	2
Total	**189**	**100**
Age Range	**Frequency**	**%**
Under 18	0	0
18-25	113	60
26-35	45	24
36-45	18	9
46 and above	13	7
Total	**189**	**100**

Source: Field Survey 2025

The table above reveals that 87 of the respondents were male while 102 of the respondents were female. The table also revealed that 62 of the respondents were married, while 111 of the respondents indicated they were single, while 12 were divorced and 4 preferred not to say. The demographic table above also revealed that 113 of the respondents were between the ages of 18 to 25, while 45 of the respondents were between the ages of 26 to 35, and 18 of the respondents were between the ages of 36 to 45. Consequently, 13 of the respondents indicated that they were 46 and above in age.

Table 2: Determination of preferred digital social media platforms used by students of Plateau State Polytechnic, Jos Campus for scholastic purposes and the motive for the selection of such digital social media platforms.

No.	**Statement**	**SA**	**A**	**N**	**D**	**SD**
1	I use social media for assignments and research purposes	49	57	13	38	32
2	I prefer interactive social media platforms for research such as Facebook, Tik Tok, WhatsApp, X and Instagram	52	61	18	39	19
3	I prefer academic social media artificial intelligence platforms for research such as Meta AI, Grok AI and ChatGPT	37	49	28	31	44

Source: Field Survey 2025

The table above revealed that 49 of the respondents strongly agree that they use the social media for assignments and research purposes, while 57 of the respondents agreed, 13 of the respondents chose to remain neutral while 38 of the respondents disagreed and 32 of the respondents strongly disagreed. The table above also revealed that 52 of the respondents strongly agree that they use either Facebook, Tik Tok, WhattsApp, X or Instagram for research and assignment purposes while 61 of the respondents agree, 18 chose to remain neutral, while 39 disagreed and 19 strongly disagreed. Consequently, 37 of the respondents strongly agreed that they use social media Artificial Intelligence (AI) platforms for research and assignment purposes, while 49 of the respondents agreed, 28 chose to remain neutral while 31 of the respondents disagreed and 44 of the respondents strongly disagreed respectively.

Table 3: To examine how students in Plateau State Polytechnic, Jos Campus determine the veracity of information in terms of reliability and validity on their preferred social media digital platforms.

No.	Statement	SA	A	N	D	SD
1	I cross check information I use for research and assignment purposes from multiple authoritative sources on social media platforms before using same.	32	48	15	45	49
2	I rely only on information from single authoritative sources on social media platforms before adopting the information for research and assignment purposes.	52	59	10	33	35
3	I accept any information I get from the social media for research and assignment purposes as long as it is related to my course.	49	61	8	31	40

Source: Field Survey 2025

The table above reveals that 32 of the respondents strongly agree that they cross check the information they use for research and assignment purposes from multiple authoritative sources on social media platforms before using same, 48 of the respondents agreed, 15 chose to remain neutral, while 45 disagreed and 49 of the respondents strongly disagreed. To determine whether the respondents rely on information they get from a single source on social media platforms before using same for research and assignment purposes, 52 of the respondents strongly agreed, 59 of the respondents agreed, 10 of the respondents remained neutral, while 33 of the respondents disagreed and 35 of the respondents strongly disagreed. To determine whether the respondents accept any information they get on the social media as long as same is related to their course of study, 49 of the respondents strongly agree, while 61 of the respondents agree, 8 of the respondents chose to

remain neutral, while 31 of the respondents disagreed and 40 of the respondents strongly disagreed.

Table 4: To determine how students in Plateau State Polytechnic, Jos Campus perceive the digital space of the social media and the way it shapes the information they come across on same.

No.	Statement	SA	A	N	D	SD
1	I believe the social media is only for social interactions and engagements.	43	51	2	68	25
2	I believe that the social media can be used for social interactions and academic research.	50	63	9	28	39
3	I easily get distracted when using the social media for research and assignment purposes.	44	59	22	38	26

Source: Field Survey 2025

The table above depicts that 43 of the respondents believe that the social media is only suitable for social interactions and engagements, 51 of the respondents agreed, 2 of the respondents remained neutral, while 68 of the respondents disagreed and 25 of the respondents strongly disagreed. To determine whether the social media can be used for both social interactions and academic purposes, 50 of the respondents strongly agreed, while 63 of the respondents agreed, 9 of the respondents chose to remain neutral, while 28 of the respondents disagreed and 39 of the respondents strongly disagreed. In a bid to determine whether the social media serves as a distraction from academic activities, 44 of the respondents strongly agreed, 59 of the respondents agreed, while 22 of the respondents chose to remain neutral, while 38 of the respondents disagreed and 26 of the respondents strongly disagreed.

Discussion of Findings

The first objective of the study was set to determine the preferred digital social media platforms used by students of Plateau State Polytechnic, Jos Campus for scholastic purposes and the motive for the selection of such digital social media platforms. Findings revealed that most students of Plateau State Polytechnic, Jos Campus us the social media for research purposes and that most of them use social media platforms like Facebook, Tik Tok, WhatsApp, X and Instagram ,while some of them make use of Meta Artificial Intelligence, Grok AI and Chat GPT AI for research purposes. This aligns with the theory of Connectivism which assumes that knowledge can be found in a multiplicity of sources by interacting with diverse perspectives on social media applications. The implication is that when digital

technological spaces are deployed for research purposes in an ethical manner, they can serve to boost the research potentials of students in tertiary institutions.

The second objective of the research was set to examine how students of Plateau State Polytechnic, Jos Campus determine the veracity of information in terms of reliability and validity on their preferred social media platforms for research purposes. Findings revealed that most of the students seldom cross check information from multiple authoritative sources on social media platforms before using same. Findings also revealed that most students of Plateau State Polytechnic, Jos Campus rely on information they get from a single source before adopting same for research purposes. Findings further revealed that Plateau State Polytechnic, Jos Campus students accept any information they get from social media platforms for research purposes as long as it relates to their course without source verification. This aligns with the core assumption of the Technological Acceptance Model (TAM) which stipulates that when individuals are confronted with new technology, there are some basic conditions such as the relevance of such a technology to individuals in solving information needs and the user friendliness of such a technology. The implication of the above finding is that the integrity of students' research in tertiary institutions is in jeopardy, owing to the fact that most students in tertiary institutions seldom carryout integrity checks on information sources before integrating same into their research works.

The third objective of the study was set to determine how students in Plateau State Polytechnic, Jos Campus perceive the digital space of the social media and the way it shapes the information they come across on same. Findings of the research revealed that most of the students of Plateau State Polytechnic, Jos Campus do not believe that the social media is limited to just social interactions and engagements. The findings of the research also revealed that the students of Plateau State Polytechnic, Jos Campus believe that the social media can be used for both social interactions and academic research. The findings of the study also revealed that most students of Plateau State Polytechnic, Jos Campus believe that they can easily get distracted when using social media applications for academic research. This also aligns with the assumptions of the theory of Connectivism that succinctly states that knowledge can be found in a multiplicity of sources by interacting with diverse perspectives on social media applications. The implication of the above findings is that when discipline is not exercised in the use of social media applications for academic research purposes, precious time could be wasted handling other mundane activities that are not in congruence to academic research.

Conclusion

The synchronization of social media into the research drive of students of Plateau State Polytechnic, Jos Campus presents a multifaceted perspective. In cognizance to the fact that digital spaces have become indispensable sources of information for students, especially social media applications, the perceptions for usage could vary among students. The transformation of traditional information sources like libraries into digital spaces especially on campuses of tertiary institutions today brings to bear the imperatives of digital and media literacy skills development in the twenty first century academic environment. This suggests that digital inclusion for tertiary institutions especially in a developing nation like Nigeria is no longer an option. This can empower students with the basic skills to navigate the social media for academic research and know how to verify credible sources of information before adopting same for academic research.

Recommendations:

The research hereby makes the following recommendations:

1. Management of tertiary institutions should formalize the use of social media for academic research by teaching students how to use same responsibly and ethically.
2. Digital and media literacy should be included in curriculum of tertiary institutions in Nigeria to help students verify sources of information on the social media before adopting same for research purposes.
3. Managements of tertiary institutions in Nigeria today should make more investments on digital infrastructure to enable students meet up with contemporary global demand for digital inclusion.

References

Afolabi, R. A. (2025). Exploring the impact of social media on political movements. Journal of humanities and social science, 13 (4). https://www.doi.org/10.70382/bjhss.v8i6.025

Ahmad, K. (2025). An exploration of types of online group presence using Connectivism theory. International journal of research and innovation in social science, 8 (1). https://www.doi.org/10.47772/IJRISS.2025.908000608

Anil, K. (2024). A study of the impact of social media on the scholastic achievement of adolescent students in secondary school. International journal of emerging knowledge studies, 6 (3). https://www.doi.org/10.70333/ijeks-03-09-027

Barcenas, L. D. (2025). Exploring the moderating role of collegial support on the relationship between scholastic environment and teacher creativity in Panabo

North District. International journal of environmental economics, commerce and educational management. https://www.doi.org/10.36713/epra25100

Benedicto, M. (2023). Impact of social media addiction on the scholastic performance of high school students in science. European journal of education studies 17(9). https://www.doi.org/10.46827/ejes.v10i1.4625

Bhawna, S. (2018). Influence of social media on the scholastic development of students. Trinity journal of management IT & Media, 12 (1). https://www.doi.org/10.48165/tjmitm.2018.0908

Cornell, S. (2025). The influence of social media on outdoor risk-taking behaviours: Understanding the role of social norms, intentions, and perceptions among Australians. Journal of Australian Association of health promotion professionals. https://www.doi.org/10.1002/hpja.70133

El-Saman, A. (2025). Integrating media literacy and psychological literacy through critical thinking: A scoping review of social media research. Transcultural journal of humanities and social science, 18 (4). https://www.doi.org/10.21608/tjhss.2025.416939.1338

Ipek, T. (2025). Combating fake news in the post-truth era: A study on the news verification practices of university students. https://www.doi.org/10.31123/akil.1704664

Indranil, R. & Mugdha, S. (2025). Trust in news sources and news verification patterns among college students in West Bengal. International journal for research, trends and innovation. https://www.doi.org/10.56975/ijrti.v10i8.205950

Jolanta, K. & Jaroslaw, K. (2025). Psychological well-being and social media during the pandemic: evidence, research gaps, and future research directions. Journal of central European economics 15 (3). https://www.doi.org/10.2478/ceej-2025-0023

Kleopatra, N. (2024). Children in the digital space: Issues researched and suggestions for future research. Journal of creative education 17 (1). https://www.doi.org/10.4236/ce.2024.155049

Lara, N. W. & Dominik, N. (2025). What do you mean by social media? Introducing reporting items for social media research. Annals of international communication association journal, 12 (8). https://www.doi.org/10.1093/anncom/wlaf009

Lin, C. Y. (2024). A multidisciplinary perspective on social media research. Journal of social media research 17 (1). https://www.doi.org/10.29329/jsomer.16

Luis, J. P. H. & Behzad, M. (2025). The emotional landscape of applied linguistics in digital spaces. Australian journal of applied linguistics, 10 (2). https://www.doi.org/10.29140/ajal.v8n2.103417

Mark, R. G. & Shayne, M. B. G. (2025). The relationship between academic integrity and scholastic performance of senior high school students in Pindasan National High School. International journal of research and innovation science, 13 (10). https://www.doi.org/10.4772/IJRISS.2025.903SEDU0688

Melanie, C. G. & David, S. L. (2025). Social media, artificial intelligence, and digital well-being: research contributions and policy challenges. Journal of social and personality psychology compass, 8 (7). https://www.doi.org/10.1111/spc3.70707

Muchamad, R. C. (2025). Local media verification discipline practices in the era of information overload. https://www.doi.org/10.30996/representamen.v11i01.12076

Olga, D. & Maria, I.G. (2023). Learning and teaching sustainable business in the digital era: A connectivism theory approach. International journal of educational technology in higher education, 15 (6). https://www.doi.org/10.1186/s41239-023-00390-w

Padam, B. L. (2025). Unveiling the landscape of social media marketing research: A comprehensive bibliometric analysis. Nepal journal of multidisciplinary research 14 (1). https://www.doi.org/10.3126/njmr.v8i4.85641

Prosper, K.K. (2025). Analysing the impact of false information on social media: Implications for society. https://www.doi.org/10.61784/jtah3037

Radina, K. N. (2025). Multimodal media communication texts: A research tool for analysing social digital media. Journal of studies in literature and journalism, 10 (6). https://www.doi.org/10.22363/2312-9220-2025-30-1-118-129

Sambitory, P. J. (2025). The influence of social media use and academic perseverance on the research knowledge among grade 12 students. International journal of current sciences research and review. https://www.doi.org/10.4719/ijcsrr/V8-i12-32

Shazia, T. & Aslam, M. O. (2025). Effects of social media platforms on the academic motivation, research skills and academic performance of university students. Journal of knowledge, 11 (9). https://www.doi.org/10.55737/tk/2k25d.44104

Sotnyk, V. (2025). Research on domestic experience in conducting informational events and communication campaigns on social media. Journal of economic finances law 11 (15). https://www.doi.org/10.37634/efp.2025.11.15

Svitlana, G. & Anastasiia, L. (2023). Connectivism theory in safety and health education in classical universities. Journal of educological discourse, 13 (10). https://www.doi.org/10.28925/2312-5829.2023.112

Tan, W. (2025). Research on the causes and coping strategies of the spread of false news in the era of social media. Journal of News Research, 12 (3). https://www.doi.org/10.1177/30497841251404968

Tapiwa, A. N. (2025). Perceptions of high school students on social media usage. International journal of research and innovation in social sciences, 11 (3). https://www.doi.org/10.47772/IJRISS.2025.917PSY0066

Vuyokazi, J. (2025). Applications of social media and web 2.0 for research support in selected African academic institutions. Journal of Balkan libraries union, 7 (3).

Yang, Y. (2025). Research on the challenges and coping strategies of news authenticity in the age of social media. Journal of communications in humanities research 8 (1). https://www.doi.org/10.54254/2753-7064/2025.BJ29585

Yi, S. (2025). Social perceptions of misinformation sources and memory. Journal of memory and cognition. https://www.doi.org/10.3758/s13421-025-01793-y

Yi, Z. & Shengtai, Z. (2025). Research on social media users' disinformation verification intention from the perspective of digital generations. Journal of applied economics and policy studies, 7 (12). https://www.doi.org/10.54254/2977-5701/2025.21118

Yildrim, D. G. & Rukiye, C. (2025). The relationship between perceptions of cosmetic surgery, social media addiction and social desirability and the influencing factors. Journal of current psychology. https://www.doi.org/10.1007/s12144-025-08326-5

Yurder, Y. (2025). Revisiting the Technology Acceptance Model in the age of artificial intelligence: A bibliometric-analysis of TAM in business and marketing literature. Journal of research in business, 10 (3). https://www.doi.org/10.5445/jrb.1615746

Zheng, L. (2025). Internet use and perceptions of social fairness in China: The mediating role of social trust and Urban-Rural heterogeneity. SAGE open journal. https://www.doi.org/10.1177/21582440251406692