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Social Media Usage Patterns from Dawn to Midnight: Impact on University Students' Library Visits

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ABSTRACT

This study aims to investigate the relationship between social media usage patterns and library visits for reading among university students. A quantitative, cross-sectional survey was conducted with 519 university students. The study employed a structured questionnaire to assess social media usage across seven platforms, daily time investment, common activities performed on social media, and frequency of library visits for reading. Data were analyzed using descriptive statistics and multiple regression analysis. WhatsApp emerged as the most frequently used platform, with 62.8% of students checking it often upon waking and 63.6% using it until midnight. 47.6% of respondents reported using WhatsApp for 5 or more hours daily. Despite high digital engagement, 74.2% of students still visit libraries to read either often (28.1%) or occasionally (46.1%). Multiple regression analysis ($R = .373$, $R^2 = .139$, $p < .001$) revealed that reading news on social media positively predicted library visits ($\beta = .281$, $p < .001$), while viewing pictures showed a negative association ($\beta = -.139$, $p = .022$). This study provides novel insights into the complex interplay between digital and traditional information-seeking behaviors among university students. It highlights how specific social media activities relate to traditional academic practices, offering valuable implications for educational strategies and library services in the digital age.

Keywords: Social media usage, Library visits, Reading habits, University students, WhatsApp, News consumption, Visual content, Time allocation

INTRODUCTION

In the digital age, social media has become an integral part of daily life, particularly for university students. The ubiquitous nature of platforms such as Facebook, WhatsApp, and YouTube has transformed how young adults communicate and consume information (Bashir et al., 2021; Howard et al., 2018). This shift in behavior has profound implications for various aspects of students' lives, including their academic pursuits and reading habits. The pervasiveness of social media usage among university students is well-documented. Studies have shown that a significant majority of students engage with social media platforms multiple times daily, often spending several hours on these platforms (Montag et al., 2015; Owusu-Acheaw, 2016). For instance, Montag et al. (2015) found that university students spent an average of 161.95 minutes per day on

their smartphones, with a substantial portion of this time dedicated to social media applications like WhatsApp.

While social media offers numerous benefits, including enhanced communication and access to information, concerns have been raised about its potential impact on academic behaviors and traditional forms of learning. Of particular interest is the relationship between social media usage and students' engagement with libraries and reading materials. Mushtaq et al. (2020) reported that libraries, both academic and public, were the least preferred places for reading and obtaining reading material among Generation Z students. This trend suggests a potential shift away from traditional library use patterns, possibly influenced by the increasing reliance on digital platforms and social media for information access.

The impact of social media on academic behaviors and performance has been a subject of considerable research. Several studies have found negative associations between excessive social media use and academic performance. Lau (2017) reported that using social media for non-academic purposes, particularly video gaming, and engaging in social media multitasking were significant negative predictors of academic performance as measured by cumulative grade point average (GPA). Similarly, Flanigan and Babchuk (2015) found that students reported using social media during academic activities diminishes achievement, increases the time it takes to complete tasks, and reduces information retention from study and lecture sessions. Idiedo and Eyaufe (2023) further highlighted the negative effects of social media addiction on academic performance, with a majority of students agreeing that the time spent on social media affects their school grades. This underscores the need for universities to develop policies to mitigate the perils of social media addiction.

However, the relationship between social media use and academic behaviors is complex and not uniformly negative. Some research suggests that social media can facilitate academic discussions and peer support. Vivian et al. (2014) observed that students used their personal social networking sites to discuss academic-related topics, particularly sharing experiences about coursework, content, and grades. They noted increased academic activity on social media around key points in the academic calendar, such as when assignments or exams were approaching. Ghosh (2024) also found that social media platforms like Facebook are effective in enhancing information dissemination and engagement within library communities, with 88.47% of respondents indicating regular interaction with library social media posts. This suggests that social media can be a valuable tool for libraries to promote information access and engagement.

Given the potential impact of social media on students' reading habits and library usage, it is crucial to understand the specific patterns of social media usage among university students and how these patterns relate to their engagement with traditional academic resources. This study aims to examine the relationship between social media usage patterns and library visits for reading purposes among university students.

OBJECTIVE OF THE STUDY

The main objective is to examine the relationship between social media usage patterns and library visits for reading purposes among university students. Specifically, the study aim:

1. To assess the frequency of social media usage across different platforms immediately after waking up and before going to sleep among university students.
2. To quantify the daily time investment in various social media platforms by university students.
3. To identify the most common activities performed on social media platforms by university students.
4. To determine the frequency of library visits for reading purposes among university students.
5. To analyze the relationship between specific social media activities and the frequency of library visits for reading among university students.

LITERATURE REVIEW

Social media usage patterns among university students

Social media has become an integral part of daily life for university students, with widespread adoption and frequent usage reported across multiple studies. Research indicates that the majority of students use social media platforms regularly, often multiple times per day (Bashir et al., 2021; Idubor et al., 2015). In terms of specific platforms, several studies have found Facebook, WhatsApp, and YouTube to be among the most popular and frequently used by university students (Bashir et al., 2021; Can & Gökçe, 2019; Howard et al., 2018). For example, Bashir et al. (2021) found that WhatsApp, Facebook and YouTube were the most widely used social media platforms among university students in Pakistan. Similarly, Howard et al. (2018) reported that students at Purdue University primarily used Facebook, YouTube, and Snapchat. Sakhieva et al. (2024) further highlighted that Telegram, YouTube, and WhatsApp are the most commonly used platforms among university students, with 85.9% of students using Telegram and 59.9% using YouTube. These platforms are not only used for socializing but also for educational purposes, with YouTube being the most utilized for learning (68.8%).

The frequency and duration of social media use among students is substantial. Owusu-Acheaw (2016) found that 92.72% of polytechnic students in Ghana visited social media sites daily, with most spending between 30 minutes to 3 hours per day on these platforms. Montag et al. (2015) reported that university students spent an average of 161.95 minutes per day on their smartphones, with 32.11 minutes (19.83%) of that time spent on WhatsApp alone. Riaz et al. (2023) also found that university students spend significant time on social media, with many reporting that it disrupts their academic activities and reduces study time. This highlights the dual-edged nature of social media, offering both opportunities for learning and potential distractions.

Motivations for social media use among students include communication with friends, social bonding, and getting news (Idubor et al., 2015; Jung & Sundar, 2016). Jung and Sundar (2016) identified four primary motivations for Facebook use among older adults: social bonding, social bridging, curiosity, and responding to family requests. While this study focused on older adults, it provides insight into potential motivations that may apply to university students as well. Akpojotor and Okonkwo (2024) found that Library and Information Science students primarily use social media for socialization, entertainment, and academic purposes, such as obtaining

information for assignments and project writing. However, challenges like time management and addiction were also noted, indicating the need for better social media literacy among students.

Interestingly, academic purposes are not typically reported as a primary motivation for social media use among students. Kolhar et al. (2021) found that only 1% of female university students in Saudi Arabia reported using social media for academic purposes, while 35% used it for chatting and 43% for passing time. Similarly, Aldhawyan et al. (2020) reported that students who used social media for educational purposes had a lower risk of poor sleep quality, suggesting that educational use may be less common or intense than other forms of engagement. Malekani (2023) also noted that while students use social networks for everyday activities, they often prefer these platforms over traditional libraries, leading to a decline in library use. This trend underscores the need for libraries to adapt and integrate social media into their services to remain relevant.

Impact of social media on academic activities

The impact of social media on students' academic activities and performance is a topic of significant research interest, with studies revealing both positive and negative effects. Several studies have found negative associations between social media use and academic performance. Lau (2017) reported that using social media for non-academic purposes, particularly video gaming, and engaging in social media multitasking were significant negative predictors of academic performance as measured by cumulative GPA. Similarly, Giunchiglia et al. (2018) found negative correlations between social media usage and academic performance, noting that social media can lead to behaviors that hurt students' academic careers. The mechanisms through which social media may negatively impact academic performance include distraction, reduced study time, and procrastination. Flanigan and Babchuk (2015) found that students reported using social media during academic activities diminishes achievement, increases the time it takes to complete tasks, and reduces information retention from study and lecture sessions. Owusu-Acheaw (2016) reported that 66.78% of students indicated that social media use affected their reading habits, with 81.92% not having read a novel or fiction within the last two semesters. Idiedo and Eyaufe (2023) further emphasized that social media addiction is prevalent among students, with a majority agreeing that it negatively impacts their academic performance. This calls for universities to develop policies to address social media addiction and promote healthier usage patterns.

The impact of social media on academic activities may also vary depending on how it is used. Vivian et al. (2014) observed that students used their personal social networking sites to discuss academic-related topics, particularly sharing experiences about coursework, content, and grades. They noted that academic activity on social media increased around key points in the academic calendar, such as when assignments or exams were approaching. Ghosh (2024)s found that social media can enhance information dissemination and engagement within library communities, with students expressing a high likelihood of recommending library social media accounts to others. This suggests that social media can be a valuable tool for academic engagement when used appropriately. It's important to note that the relationship between social media use and academic performance is complex and may be influenced by various factors. Yanti et al. (2020) found that while increased activity on social media was associated with lower levels of reading comprehension among university students, the relationship was not statistically significant.

Factors influencing library visits for reading

Several studies have explored factors that influence students' use of libraries for reading and accessing resources. One notable finding is that physical library visits appear to be declining among many students, with digital resources and social media potentially playing a role in this trend. Mushtaq et al. (2020) found that libraries (both academic and public) were the least preferred place for reading and obtaining reading material among Generation Z students in Pakistan. This suggests a shift away from traditional library use patterns among younger students. The same study noted that while students preferred print formats overall, the advantages associated with e-reading motivated them to use electronic content. Soria et al. (2017) found that first-year undergraduates who used electronic resources had significantly improved odds of graduation over withdrawing from university. Adetayo et al. (2023) also highlighted that off-campus students, particularly working students, engage less frequently with library social media due to busy schedules, indicating the need for libraries to prioritize platforms like Facebook to enhance engagement.

However, it's important to note that library use patterns can vary based on academic level and specific needs. Cherkashina et al. (2021) observed that high school students were more likely to use the library for textbooks or when recommended by a teacher, while university library use was more occasional, such as for searching rare publications. The physical environment of libraries may also play a role in students' willingness to visit. Scoulas and Groote (2020) found that students' satisfaction with library quiet study spaces increased from 2016 to 2018, suggesting that improvements in physical library environments can positively influence usage. Sadha et al. (2022) found a positive correlation between social media usage and reading ability among English department students, indicating that social media can enhance reading skills when used wisely. This suggests that libraries could leverage social media to promote reading and information access among students.

Gap in Literature

While extensive research has been conducted on social media usage among university students and its impact on various aspects of academic life, several important gaps in the literature remain. There is a notable lack of comprehensive data on detailed daily usage patterns, particularly from wake-up time to bedtime. Most studies have focused on overall social media usage, but few have examined how university students engage with social media throughout their day, especially during key periods such as immediately after waking and before sleeping.

Additionally, there is limited research comparing usage patterns across different platforms throughout the day. A more nuanced understanding of how students engage with various platforms at different times could provide valuable insights. Furthermore, while research has explored the impact of social media on academic performance and reading habits in general, there is a scarcity of studies directly examining the relationship between social media usage patterns and frequency of library visits for reading purposes.

The literature also lacks in-depth exploration of how specific activities performed on social media (e.g., communication, information seeking, entertainment) relate to academic behaviors such as library visits for reading. Few studies have examined how the timing of social media use throughout the day might differentially impact academic behaviors. Understanding whether social

media use at certain times has a stronger relationship with library visits could provide important insights. By addressing these gaps, the present study aims to provide a more comprehensive and nuanced understanding of the relationship between social media usage patterns and library visits for reading among university students. This research will contribute valuable insights to the existing body of literature and help inform strategies for balancing digital engagement with traditional academic practices in higher education settings.

METHOD

Research Design

This study employed a quantitative, cross-sectional survey design to examine the relationship between social media usage patterns and library visits for reading among university students. The research aimed to assess the frequency of social media usage across different platforms, quantify daily time investment in various social media platforms, identify common activities performed on these platforms, determine the frequency of library visits for reading purposes, and analyze the relationship between specific social media activities and library visits.

Population and Sampling

The study population consisted of all 3,457 students enrolled at {Anonymized} at the time of the research. To obtain a representative sample, we utilized simple random sampling, targeting 20% of the entire population. This approach ensures that every student had an equal chance of being selected, thereby enhancing the representativeness of the sample. The sample size was calculated as 20% of the total population, resulting in 691 students. A random number generator was used to select these students from the total population, ensuring equal probability of inclusion and maintaining the randomness and representativeness of the sample.

Instrumentation and Measures

A structured questionnaire was developed through an extensive review of pertinent literature and refined to align with the study's objectives. The instrument comprised sections on demographic information, frequency of social media usage across seven major platforms (WhatsApp, YouTube, Facebook, Instagram, Snapchat, Telegram, and Twitter), daily time investment in these platforms, common activities performed on social media, and frequency of library visits for reading purposes. For this study, we defined social media as internet-based applications that allow for the creation and exchange of user-generated content, facilitate social networking, and enable communication among users. Our selection of platforms was based on:

1. Popularity among the target demographic in [anonymized].
2. Diversity of platform types (e.g., messaging, content sharing, networking).
3. Accessibility and prevalence of use within our specific university context.

To ensure precise measurement, Likert-type scales were employed. The frequency of social media usage immediately after waking up and during late evening hours till midnight (12:00 AM) was assessed on a 4-point scale ranging from 1 (Never) to 4 (Often). Time investment in social media platforms was measured on a 4-point scale: 1 (Less than 1 hour), 2 (1-2 hours), 3 (3-4 hours),

and 4 (5 hours & above). Eight common social media activities were evaluated: watching videos, viewing pictures, chatting, reading news, making social media calls, posting contents, making comments on posts, and sharing people's contents with friends. The frequency of engaging in these activities was measured on a 4-point scale from 1 (Never) to 4 (Often). The frequency of library visits for reading purposes was also assessed using the same 4-point scale from 1 (Never) to 4 (Often). For this study, 'using the library for reading purposes' was defined as any visit to the physical library space where the primary intent was engaging with written materials. This includes, but is not limited to:

- Studying course materials
- Conducting literature reviews
- Reading books or journals from the library collection
- Using the library space for focused reading of personal or digital materials

This definition was provided to participants at the beginning of the survey to ensure consistent interpretation.

Instrument Validation and Reliability

To ensure content validity, the initial draft of the questionnaire was reviewed by a panel of experts in social media research and library science. Their feedback was incorporated to refine the instrument. A pretest was conducted with 50 students from a neighboring university to test the clarity, comprehensibility, and reliability of the instrument. These students were not included in the final study. Based on the pretest feedback, minor adjustments were made to improve question clarity and reduce ambiguity. The reliability of the instrument was assessed using Cronbach's alpha, yielding reliability coefficients ranging from 0.85 to 0.80 for different sections of the questionnaire, indicating good internal consistency.

Data Collection Procedure

Trained researchers administered the questionnaires to the selected participants, providing a thorough briefing on the study's purpose, the nature of the questions, and the importance of candid responses. This approach was designed to enhance participant engagement and data quality, particularly for sensitive questions about social media usage patterns and library visit frequency. Of the 691 students that the questionnaire was administered to, only 519 responded making it 75.11% response rate.

Data Analysis

Data analysis was conducted using SPSS (Statistical Package for Social Sciences). Descriptive statistics, including frequencies, percentages, means, and standard deviations, were computed to summarize the social media usage patterns, and library visit frequency of the sample. To address the study's primary objective, a multiple regression analysis was performed to examine the relationship between social media activities and the frequency of library visits for reading. This analytical approach allowed for the identification of significant predictors and the quantification of their relative influence on library visit behavior.

Ethical Considerations

The study adhered rigorously to ethical research principles. Participation was entirely voluntary. To protect participant privacy and encourage honest responses, anonymity was guaranteed, and no personally identifiable information was collected. Participants were informed of their right to withdraw from the study at any time without consequences, ensuring adherence to the principles of ethical research conduct.

FINDINGS

This section presents the results of the survey investigating the relationship between the types of relationships sought by university students and their social media status update checking behaviors.

Table 1: Frequency of Checking Social Media Platforms Immediately After Waking Up

Social Media Platform	Often	Occasionally	Rarely	Never	Mean	Std. Deviation
WhatsApp	326 (62.8%)	139 (26.8%)	43 (8.3%)	11 (2.1%)	3.50	0.738
Instagram	105 (20.2%)	150 (28.9%)	171 (32.9%)	93 (17.9%)	2.51	1.007
Snapchat	108 (20.8%)	142 (27.4%)	158 (30.4%)	111 (21.4%)	2.48	1.047
YouTube	82 (15.8%)	166 (32.0%)	183 (35.3%)	88 (17.0%)	2.47	0.952
Facebook	105 (20.2%)	114 (22.0%)	153 (29.5%)	147 (28.3%)	2.34	1.095
Twitter	84 (16.2%)	113 (21.8%)	153 (29.5%)	169 (32.6%)	2.22	1.071
Telegram	66 (12.7%)	96 (18.5%)	192 (37.0%)	165 (31.8%)	2.12	0.999

Table 1 presents data on the frequency with which respondents check various social media platforms immediately after waking up. WhatsApp emerges as the most frequently checked platform upon waking, with a mean score of 3.50 (SD = 0.738). This falls within the "Often" category, indicating that a significant majority of respondents (62.8%) often check WhatsApp as their first social media interaction of the day. Instagram and Snapchat follow, with mean scores of 2.51 (SD = 1.007) and 2.48 (SD = 1.047) respectively. These suggesting moderate usage upon waking. YouTube shows a similar pattern with a mean of 2.47 (SD = 0.952). Facebook, Twitter, and Telegram are checked less frequently first thing in the morning. Facebook's mean score of 2.34 (SD = 1.095) and Twitter's 2.22 (SD = 1.071) both fall within the "Rarely" category. Telegram

is checked least frequently, with a mean of 2.12 (SD = 0.999), also in the "Rarely" range. It's noteworthy that while WhatsApp is overwhelmingly the most checked platform upon waking, there is a considerable gap between its usage and that of other platforms. This suggests that instant messaging may take priority over other forms of social media interaction in the early morning routine for many respondents. The standard deviations across all platforms indicate a moderate to high degree of variability in respondents' behaviors, with Facebook showing the highest variability (SD = 1.095) and WhatsApp the lowest (SD = 0.738).

Table 2: Frequency of Engaging with Social Media Platforms until (12AM) Midnight

Social Media Platform	Often	Occasionally	Rarely	Never	Mean	Std. Deviation
WhatsApp	330 (63.6%)	123 (23.7%)	55 (10.6%)	11 (2.1%)	3.49	0.768
YouTube	106 (20.4%)	167 (32.2%)	169 (32.6%)	77 (14.8%)	2.58	0.975
Instagram	100 (19.3%)	170 (32.8%)	153 (29.5%)	96 (18.5%)	2.53	1.003
Snapchat	103 (19.8%)	151 (29.1%)	147 (28.3%)	118 (22.7%)	2.46	1.05
Facebook	93 (17.9%)	126 (24.3%)	158 (30.4%)	142 (27.4%)	2.33	1.062
Twitter	75 (14.5%)	116 (22.4%)	157 (30.3%)	171 (32.9%)	2.18	1.049
Telegram	51 (9.8%)	116 (22.4%)	184 (35.5%)	168 (32.4%)	2.10	0.966

The results from Table 2 reveal patterns of social media usage in the late evening, providing insight into which platforms tend to keep users engaged until midnight. WhatsApp again emerges as the most frequently used platform late at night, with a mean score of 3.49 (SD = 0.768). This score falls just shy of the "Often" category, indicating that a substantial majority of respondents (63.6%) frequently use WhatsApp until midnight. This aligns closely with the morning usage patterns observed in Table 1, suggesting WhatsApp maintains high engagement throughout the day. Instagram and YouTube show moderate late-night usage, with mean scores of 2.53 (SD = 1.003) and 2.58 (SD = 0.975) respectively. These scores fall into the "Occasionally" category, indicating that a notable portion of users engage with these platforms until midnight on a semi-regular basis. Snapchat follows closely with a mean of 2.46 (SD = 1.050), just barely in the "Rarely" category, but close enough to "Occasionally" to suggest similar usage patterns to Instagram and YouTube for many users. Facebook, Twitter, and Telegram show lower levels of late-night engagement. Facebook's mean score of 2.33 (SD = 1.062) and Twitter's 2.18 (SD = 1.049) both fall within the "Rarely" category. Telegram again shows the lowest engagement, with a mean of 2.10 (SD =

0.966), also in the "Rarely" range. Interestingly, the order of platform usage frequency at midnight closely mirrors that of early morning usage, with WhatsApp dominating, followed by visual and video-based platforms, and then text-based social networks. The standard deviations across platforms indicate considerable variability in user behavior, with Facebook showing the highest variability ($SD = 1.062$) and Telegram the lowest ($SD = 0.966$) among the less frequently used platforms. These findings suggest that while WhatsApp remains the primary tool for late-night social media engagement, visual and video-based platforms like Instagram and YouTube also maintain a significant level of user attention until midnight.

Table 3: Time Spent on Social Media Platforms in a Day

Social Media Platform	5 hours & above	3-4 hours	1-2 hours	Less than 1 hour	Mean	Std. Deviation
WhatsApp	247 (47.6%)	145 (27.9%)	94 (18.1%)	33 (6.4%)	3.17	0.941
YouTube	52 (10.0%)	85 (16.4%)	139 (26.8%)	243 (46.8%)	1.90	1.012
Instagram	52 (10.0%)	76 (14.6%)	141 (27.2%)	250 (48.2%)	1.87	1.006
Snapchat	60 (11.6%)	77 (14.8%)	111 (21.4%)	271 (52.2%)	1.86	1.056
Facebook	40 (7.7%)	68 (13.1%)	96 (18.5%)	315 (60.7%)	1.68	0.972
Twitter	42 (8.1%)	66 (12.7%)	76 (14.6%)	335 (64.5%)	1.64	0.985
Telegram	26 (5.0%)	46 (8.9%)	84 (16.2%)	363 (69.9%)	1.49	0.854

Table 3 provides crucial insights into the daily time investment users make across different social media platforms. This table uses a different Likert scale, categorizing usage into time ranges. WhatsApp stands out significantly as the platform commanding the most user time. With a mean score of 3.17 ($SD = 0.941$), it falls between the "3-4 hours" and "5 hours & above" categories. Notably, 47.6% of respondents report using WhatsApp for 5 hours or more daily, indicating its central role in users' daily communication and potentially reflecting its integration into both personal and professional life. YouTube emerges as the second most time-consuming platform, with a mean of 1.90 ($SD = 1.012$), placing it close to the "1-2 hours" category. This suggests that while YouTube engagement is significant, it's substantially less than WhatsApp in terms of daily time investment. Instagram and Snapchat show similar usage patterns, with means of 1.87 ($SD = 1.006$) and 1.86 ($SD = 1.056$) respectively, also approaching the "1-2 hours" range. This indicates that these visual-centric platforms occupy a moderate amount of users' daily social media time. Facebook, despite its lower ranking in morning and late-night usage (as seen in Tables 1 and 2),

still commands a notable amount of daily time with a mean of 1.68 (SD = 0.972), falling between "Less than 1 hour" and "1-2 hours". Twitter follows with a mean of 1.64 (SD = 0.985), suggesting slightly less daily time investment than Facebook but still a significant presence in users' routines. Telegram shows the lowest daily time investment with a mean of 1.49 (SD = 0.854), indicating that most users spend less than an hour on this platform daily. The standard deviations across all platforms are relatively high, particularly for Snapchat (SD = 1.056) and YouTube (SD = 1.012), indicating considerable variability in usage patterns among respondents. These findings reveal a clear hierarchy in daily time investment across social media platforms, with WhatsApp dominating users' time to a degree that far outstrips other platforms. The data also highlights the significant cumulative time users spend across multiple platforms daily, with several platforms consistently engaging users for one to two hours or more. This pattern of usage suggests that social media, particularly messaging and visual content platforms, occupies a substantial portion of users' daily activities, potentially influencing various aspects of their personal and professional lives.

Table 4: Activities Most Often Spent Time Doing on Social Media

Activity	Often	Occasionally	Rarely	Never	Mean	Std. Deviation
Chat	328 (63.2%)	144 (27.7%)	41 (7.9%)	6 (1.2%)	3.53	0.691
Watch videos	307 (59.2%)	146 (28.1%)	54 (10.4%)	12 (2.3%)	3.44	0.771
View pictures	298 (57.4%)	153 (29.5%)	57 (11.0%)	11 (2.1%)	3.42	0.769
Read news feeds	176 (33.9%)	180 (34.7%)	136 (26.2%)	27 (5.2%)	2.97	0.9
Make social media calls	157 (30.3%)	187 (36.0%)	144 (27.7%)	31 (6.0%)	2.91	0.901
Post contents	145 (27.9%)	171 (32.9%)	154 (29.7%)	49 (9.4%)	2.79	0.956
Make comments on posts	108 (20.8%)	193 (37.2%)	164 (31.6%)	54 (10.4%)	2.68	0.918

Table 4 provides valuable insights into the specific activities that users engage in most frequently across social media platforms, offering a more nuanced understanding of user behavior beyond simple platform preferences. Chatting emerges as the most frequent activity, with a mean score of 3.53 (SD = 0.691). This falls into the "Often" category, with 63.2% of respondents reporting that

they often engage in chat activities. This aligns with the high usage of WhatsApp seen in previous tables and underscores the primacy of direct communication in social media use. Watching videos is the second most frequent activity, with a mean of 3.44 (SD = 0.771). 59.2% of respondents report often watching videos, highlighting the significant role of video content in social media engagement. Viewing pictures closely follows with a mean of 3.42 (SD = 0.769). 57.4% of users report often viewing pictures, further emphasizing the importance of visual content in social media interactions. Reading news feeds shows moderate engagement with a mean of 2.97 (SD = 0.900), falling into the "Occasionally" category. This suggests that while not as dominant as chat or visual content, news consumption is still a significant aspect of social media use for many. Making social media calls (mean = 2.91, SD = 0.901) and posting content (mean = 2.79, SD = 0.956) both fall into the "Occasionally" category, indicating these are regular but not dominant activities for most users. Sharing people's content with friends (mean = 2.69, SD = 0.951) and making comments on posts (mean = 2.68, SD = 0.918) are the least frequent activities among those listed, though still falling within the "Occasionally" category. This suggests that while users engage in these activities, they do so less often than other forms of interaction. The standard deviations across all activities indicate some variability in user behavior, with posting content showing the highest variability (SD = 0.956) and chatting the lowest (SD = 0.691). These findings paint a picture of social media use dominated by direct communication (chatting), passive consumption of visual content (watching videos and viewing pictures), and to a lesser extent, active engagement through posting, sharing, and commenting. The data suggests that users are more likely to consume content than to create or interact with it, with the exception of direct messaging.

Table 5: Frequency of Visiting the Library to Read

Activity	Often	Occasionally	Rarely	Never	Mean	Std. Deviation
Visit the library to read	146 (28.1%)	239 (46.1%)	105 (20.2%)	29 (5.6%)	2.97	0.841

Table 5 provides insight into the frequency of library visits for reading purposes. The data shows that visiting the library to read has a mean score of 2.97 (SD = 0.841). This indicates that on average, respondents visit the library to read Occasionally. The standard deviation of 0.841 indicates a moderate level of variability in responses, suggesting some consistency in behavior across the sample, but also notable differences between individuals. This finding is particularly interesting in the context of the previous tables on social media usage. Despite the high levels of engagement with digital platforms, a substantial portion of respondents still engage in traditional reading practices at libraries. This suggests that digital and traditional forms of information consumption and leisure reading may coexist rather than being mutually exclusive.

Table 6: Influence of Social Media Activities on Library Visits for Reading

R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
.373	.139	.126	.786	10.323	.000

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.695	.208		8.135	.000
Watch videos	.081	.058	.074	1.398	.163
View pictures	-.152	.066	-.139	-2.297	.022
chat	.075	.062	.061	1.199	.231
Read news	.263	.044	.281	6.011	.000
Make social media calls	.062	.051	.066	1.222	.222
Post contents	.074	.050	.084	1.468	.143
make comments on posts	.044	.055	.048	.799	.425
Share peoples contents with friends	-.013	.053	-.014	-.241	.810
a. Predictors: (Constant), Share peoples contents with friends, Watch videos, Read news fields, chat, Make social media calls, Post contents, make comments on posts, View pictures b. Dependent Variable: Visit the library to read					

Table 6 presents a multiple regression analysis examining the influence of various social media activities on the frequency of library visits for reading. The regression model shows a moderate relationship between social media activities and library visits, with $R = .373$. The R Square value of .139 indicates that approximately 13.9% of the variance in library visit frequency can be explained by the social media activities included in the model. While this suggests a significant relationship, it also implies that other factors not included in this model likely play substantial roles in determining library visit frequency. The model is statistically significant ($F = 10.323$, $p < .001$), confirming that the combination of social media activities does have a meaningful relationship with library visit frequency. Reading news fields ($\beta = .281$, $p < .001$) emerges as the strongest and most significant predictor of library visits. This positive relationship suggests that those who more frequently read news on social media are also more likely to visit libraries for reading. Viewing pictures ($\beta = -.139$, $p = .022$) shows a significant negative relationship with library visits. This indicates that those who spend more time viewing pictures on social media tend to visit libraries less frequently for reading. Other social media activities, including watching videos, chatting, making social media calls, posting content, making comments on posts, and sharing people's content, did not show statistically significant relationships with library visit frequency (all $p > .05$).

DISCUSSIONS

This discussion of findings provides valuable insights into the social media usage patterns of university students. The most striking finding is the overwhelming preference for WhatsApp both in the morning and late at night. With mean scores of 3.50 and 3.49 respectively, WhatsApp clearly stands out as the most frequently used platform at these critical times of the day. This aligns with previous research highlighting the popularity of WhatsApp among university students (Sakhieva et al., 2024). For instance, Bashir et al. (2021) found WhatsApp to be one of the most widely used social media platforms among university students in Pakistan. The high engagement with WhatsApp could be attributed to its instant messaging functionality, which allows for quick and easy communication with peers and family members. This is highlighted in Parhamnia (2023) who found that 243 out of 461 university students used social networks for 4-6 hours daily, with communication being one of the main goals. The dominance of WhatsApp in both morning and night usage suggests that instant messaging is a priority for students at the beginning and end of their day. This finding is consistent with the work of Montag et al. (2015), who reported that university students spent a significant portion of their daily smartphone usage time on WhatsApp. The preference for WhatsApp may reflect a need for immediate connection and communication, which could have implications for students' social interactions and potentially their academic life.

Instagram, Snapchat, and YouTube show moderate usage both in the morning and late at night, with mean scores ranging from 2.46 to 2.58. These platforms, which primarily focus on visual and video content, seem to engage users more than text-based social networks like Facebook and Twitter. This trend aligns with Howard et al.'s (2018) findings, which identified YouTube and Snapchat among the most popular platforms for university students. The moderate engagement with these platforms, especially late at night, raises questions about their potential impact on students' sleep patterns and academic performance. Previous research by Wang et al. (2021) and Hjetland et al. (2021) has shown associations between late-night social media use and poor sleep quality among university students. The current findings suggest that visual and video-based content may be particularly engaging for students during late hours, potentially contributing to delayed sleep onset. The relatively low usage of Facebook and Twitter, both in the morning and late at night, is noteworthy. With mean scores consistently in the "Rarely" category, these platforms appear to be less integral to students' daily social media routines. This trend contrasts with earlier studies that found Facebook to be one of the most popular platforms among students (Pempek et al., 2009). The current findings suggest a shift in preferences, possibly due to the rise of more visually oriented and instant messaging platforms.

An interesting observation is the consistency in the order of platform usage from morning to night. WhatsApp remains the most used, followed by visual platforms, and then text-based social networks. This consistency suggests that students have established routines in their social media usage, which persist throughout the day. This pattern of behavior could have implications for how students structure their day and potentially how they engage with academic activities.

The study reveals a clear hierarchy in daily time investment across social media platforms, with WhatsApp dominating users' time to a significant degree. The mean score of 3.17 for WhatsApp, indicating that a substantial proportion of users spend 5 hours or more daily on the platform, aligns with previous research highlighting the prevalence of WhatsApp among university students. For instance, Montag et al. (2015) found that WhatsApp accounted for a significant

portion of students' daily smartphone usage. This high level of engagement with WhatsApp could be attributed to its versatility in supporting both personal and academic communications. The substantial time investment in YouTube (mean = 1.90) and visual-centric platforms like Instagram (mean = 1.87) and Snapchat (mean = 1.86) corroborates findings by Howard et al. (2018), who identified some of these platforms as popular among university students. The moderate time spent on these platforms suggests that visual and video content play a significant role in students' daily social media consumption. Interestingly, despite lower rankings in morning and late-night usage, Facebook still commands a notable amount of daily time. This finding suggests that while Facebook may not be the first choice for early morning or late-night engagement, it remains a significant part of students' overall social media diet. This observation aligns with Pempek et al.'s (2009) study, which found that students used Facebook as part of their daily routine. The data indicates that students spend significant cumulative time across multiple platforms daily. This high level of engagement raises concerns about the potential impact on academic activities and time management. Previous research by Lau (2017) and Flanigan and Babchuk (2015) has found negative associations between excessive social media use and academic performance. The current findings suggest that the cumulative time spent across platforms could potentially interfere with academic pursuits.

The study provides insights into the most frequent activities students engage in on social media. Chatting emerges as the dominant activity, aligning with the high usage of WhatsApp observed previously. This emphasis on direct communication supports Jung and Sundar's (2016) findings on the importance of social bonding as a motivation for social media use. The high frequency of watching videos and viewing pictures underscores the significance of visual content in students' social media engagement. This preference for visual content aligns with the popularity of platforms like YouTube, Instagram, and Snapchat observed earlier. Interestingly, while reading news feeds shows moderate engagement, it is not as dominant as chat or visual content consumption. This finding suggests that while social media serves as a news source for many students, it is not the primary driver of their engagement. This observation could have implications for how academic libraries approach information literacy and resource sharing on social media platforms. The lower frequency of active engagement activities such as posting content, sharing, and commenting is noteworthy. This pattern suggests that students are more likely to be passive consumers of content rather than active contributors.

The study revealed that students visit the library for reading "Occasionally." This finding is particularly interesting given the high levels of social media engagement reported earlier. It suggests that despite the prevalence of digital media in students' lives, traditional reading practices and library usage still play a role in their academic routines. This result aligns with the findings of Scoulas and Groote (2020), who observed that students' library visits and use of library resources increased from 2016 to 2018. However, it contrasts with Mushtaq et al.'s (2020) study, which found that libraries were the least preferred place for reading among Generation Z students. This discrepancy could be due to differences in cultural context or specific institutional factors.

The multiple regression analysis reveals a moderate relationship between social media activities and library visit frequency ($R = .373$). The R Square value of .139 indicates that about 13.9% of the variance in library visit frequency can be explained by the social media activities included in the model. While this suggests a significant relationship, it also implies that other factors not included in this model likely play substantial roles in determining library visit

frequency. Interestingly, reading news feeds on social media emerges as the strongest and most significant positive predictor of library visits ($\beta = .281, p < .001$). This finding suggests that students who engage more frequently with news content on social media are also more likely to visit libraries for reading. This positive relationship could indicate that engagement with news on social media might stimulate intellectual curiosity or academic interest, leading to increased use of library resources. The significant negative relationship between viewing pictures on social media and library visit frequency ($\beta = -.139, p = .022$) is noteworthy. This finding suggests that increased engagement with visual content on social media might be associated with reduced frequency of library visits for reading. The negative association between viewing pictures and library visits could be interpreted in several ways. It might indicate that time spent on visual social media content competes with time that could be spent on academic reading. Alternatively, it could suggest that those who prefer visual content on social media may also prefer visual or digital content for academic purposes, potentially reducing their reliance on physical library resources. Interestingly, several social media activities, including watching videos, chatting, making social media calls, posting content, making comments on posts, and sharing people's content, did not show statistically significant relationships with library visit frequency. This lack of significance for these activities is surprising, given the high engagement levels reported for some of these activities earlier. These findings suggest that the relationship between social media use and academic behaviors like library visits is complex and not uniformly negative or positive across all types of social media engagement.

This study offers valuable insights into the relationship between social media usage and library visits among university students, but several limitations should be noted. First, it's important to note that other unexamined factors may influence both behaviors. Additionally, the cross-sectional design captures behavior at a single point in time, leaving out how these patterns might evolve.

CONCLUSION

This study provides valuable insights into the complex relationship between social media usage and traditional reading habits among university students. The dominance of WhatsApp in students' daily routines, with a significant portion using it for five or more hours daily, underscores the central role of instant messaging in contemporary communication. This high engagement extends from early morning to late night, indicating the pervasive nature of digital connectivity in students' lives. Despite this extensive digital engagement, it is noteworthy that a substantial majority of students still visit libraries for reading, either often or occasionally. This suggests that digital and traditional modes of information consumption can coexist and potentially complement each other in the academic environment. The positive association between reading news on social media and library visits is particularly intriguing. It suggests that digital platforms may serve as gateways to more in-depth, traditional forms of reading and research. Conversely, the negative relationship between viewing pictures on social media and library visits highlights potential areas where digital engagement might compete with traditional reading practices. Based on these findings, we recommend:

1. Universities should develop integrated approaches to information literacy that encompass both digital and traditional sources, helping students navigate and balance these complementary resources.

2. Libraries should explore innovative ways to leverage social media platforms to promote their services and encourage physical visits, bridging the digital-traditional divide.

3. Educational institutions should consider incorporating popular social media platforms like WhatsApp into their academic support systems, aligning with students' communication preferences.

Implications for Policies and Practice

The findings of this study have far-reaching implications for policies and practices in higher education. Universities should consider reevaluating their curriculum design to incorporate both digital and traditional research methodologies, teaching students to effectively transition between online and offline information sources. This integrated approach could involve creating assignments that require students to use both social media and library resources. Given the continued importance of library visits, institutions should rethink their library spaces to better accommodate digital-native students. This might involve creating more collaborative workspaces and integrating technology hubs that facilitate the transition between online research and physical book consultation. Comprehensive digital literacy programs should also be implemented, focusing on critical evaluation of online sources and strategies for managing information overload. Universities need to develop nuanced social media policies that recognize both the potential academic benefits and pitfalls of online activities. These policies should guide students and faculty in the appropriate use of social media for academic purposes. Concurrently, faculty development programs should be enhanced to ensure that instructors are equipped to guide students in effectively balancing social media use with traditional academic practices. Information dissemination strategies across university departments, including libraries, should be diversified to reach students on their most active platforms while still encouraging in-person engagement. Given the high usage of social media, universities should also incorporate digital well-being into their mental health policies and services, providing resources on managing screen time and maintaining a healthy balance between online and offline activities. Finally, academic assessment methods should be reviewed to ensure they reflect the changing nature of information consumption. This might involve developing new metrics that evaluate students' ability to synthesize information from both digital and traditional sources, preparing them for the hybrid information landscape they will encounter in their future careers.

Suggestions for Further Study

Further research in this area could take several directions to deepen our understanding of the complex relationship between social media use and traditional academic practices. Conducting a longitudinal study to track how social media usage patterns and library visit frequencies change over the course of a student's academic career, and how these changes correlate with academic performance, would provide valuable insights. Implementing in-depth qualitative studies, such as focus groups or diary studies, could offer deeper insights into students' decision-making processes when choosing between digital and traditional information sources. Additionally, expanding the research to include cross-cultural comparisons would be beneficial, examining how the relationship between social media use and library visits varies across different countries and educational systems. These diverse approaches would contribute to a more comprehensive understanding of the evolving landscape of academic information seeking and utilization.

Conflicts of Interest

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