



Audrezara Journal of Communication and Social Research (AJCSR), Vol. 2(1), 564-573, 2026.



AUDREZARA JOURNAL OF COMMUNICATION AND SOCIAL RESEARCH (AJCSR)

Vol. 2, Issue 1, pp. 564-573, April, 2026.

DOI: <https://doi.org/10.5281/zenodo.20401433>

E-ISSN: 3121-9721

Predictors of Digital Content Creation among Undergraduate Social Media Users in Lagos State, Nigeria

¹Samuel B. Ogunsanya* & ²Wale Ajayi

^{1,2}Department of Mass Communication, Lagos University of Science and Technology, Ikorodu, Lagos State, Nigeria



ORCID:

¹ <https://orcid.org/0009-0007-9816-9152>

² <https://orcid.org/0009-0004-1647-3854>

***Corresponding Author:** Ogunsanya.sb@lasustech.edu.ng

History: Received: March 28, 2026; Revised: April 25, 2026; Accepted: April 27, 2026.

Abstract

Social media has transformed the way people create and share information, with undergraduates emerging as one of the most active groups of content producers in Nigeria. This paper examines media literacy and motivation factors as predictors of user-generated content (UGC) among undergraduates in Lagos State, Nigeria. The paper argues that the level of media literacy an individual possesses and the nature of motivations driving social media use significantly determine the extent and quality of UGC production. Using Uses and Gratifications Theory, Technological Determinism Theory, and the Technology Acceptance Model as theoretical anchors, the paper establishes that media-literate individuals who are purposively motivated are more likely to produce content that is credible, engaging, and socially valuable. Situated within the Nigerian context, the paper also highlights how extrinsic motivations, when unchecked by critical media competencies, can contribute to the spread of misinformation. Theoretical, practical, and societal implications are discussed, including the need for digital literacy education in Nigerian universities and evidence-based policy frameworks. The paper contributes to the growing body of communication scholarship on digital media participation in Africa.

Keywords: Media Literacy, Motivation Factors, User-Generated Content, Social Media, Undergraduates, Lagos State, Nigeria

Introduction

The rise of social media platforms has redefined how information is produced, shared, and consumed across the globe. Unlike traditional media where content creation was the exclusive preserve of trained professionals and media organisations, platforms such as Facebook, Instagram, X (formerly Twitter), TikTok, and WhatsApp have placed the power of content creation in the hands of ordinary users. This



shift has given rise to the phenomenon of user-generated content (UGC), which refers to any digital material created and published by platform users rather than professional media entities (Kaplan & Haenlein, 2010). The implications of this development for public discourse, culture, and information integrity have been significant and far-reaching.

In Nigeria, and Lagos State in particular, social media adoption has grown at a remarkable pace. Lagos State is the commercial and cultural capital of the country and home to one of the largest concentrations of internet users in Africa. According to the Nigerian Communications Commission (NCC, 2024), Lagos State had approximately 18.8 million active internet subscribers in the first quarter of 2024. Within this environment, undergraduate students represent one of the most digitally active demographic groups. Their engagement with social media is wide-ranging, spanning academic, social, creative, and professional purposes, and their content creation activities have become increasingly influential in shaping public opinion and digital culture.

Despite this reality, research on the factors that drive UGC production among Nigerian undergraduates remains limited. Existing studies have concentrated largely on the effects of social media on academic performance (Osharive, 2015), patterns of social media addiction (Olowu & Seri, 2012), and general usage habits among Nigerian youths (Nduka et al., 2024). While these contributions are valuable, they do not address the upstream conditions that determine whether undergraduates create content, at what level of quality, and for what purposes. Two constructs that have attracted growing scholarly attention internationally as predictors of UGC are media literacy and motivation.

Media literacy refers to the ability to access, analyse, evaluate, and create media in various forms (Aufderheide, 1993). In digital environments, this extends to understanding how platforms operate, how algorithms shape information visibility, and how digital identities are constructed and managed (Hobbs, 2010). Individuals with higher media literacy are generally better equipped to engage critically with digital content, which may significantly influence their capacity and willingness to produce UGC. However, the extent to which media literacy predicts UGC creation among undergraduates in Lagos State context has not been adequately explored.

Motivation, on the other hand, addresses the question of why individuals engage in content creation. Drawing on Uses and Gratifications Theory (Katz et al., 1974), motivation in social media use encompasses both intrinsic drivers such as self-expression and creativity, and extrinsic drivers such as peer recognition and social validation. These motivational forces shape not only whether undergraduates create content, but also the nature and character of the content they produce. In a city like Lagos, where social media presence is often tied to social identity and aspirational values, motivation assumes particular importance as a determinant of UGC behaviour.

This paper therefore sought to address this gap by providing a theoretically grounded conceptual analysis of how media literacy and motivation factors function as predictors of UGC among undergraduates in Lagos State. The paper proceeds through a review of the key concepts, a discussion of the theoretical frameworks underpinning the study, a conceptual analysis of the predictive relationships, and an examination of the theoretical, practical, and societal implications of the arguments advanced.

Literature Review

Media Literacy

Media literacy is a multidimensional concept that has been defined and refined over several decades of scholarly inquiry. One of the most widely cited foundational definitions was offered by Aufderheide (1993), who described it as the ability to access, analyse, and produce information for specific outcomes.



This definition established a conceptual framework that positioned media literacy not merely as the ability to read or watch media, but as an active, critical, and productive competency. Buckingham (2003) later extended this framework by identifying four key dimensions: representation, language, production, and audience, each of which captures a distinct aspect of how individuals engage with media texts.

In the context of digital and social media, media literacy takes on additional dimensions. Hobbs (2010) proposed a digital media literacy framework that includes the ability to access, analyse, evaluate, create, and act using digital tools in networked environments. This framework recognises that engaging meaningfully with digital media requires competencies that go beyond those associated with traditional media literacy, including an understanding of algorithmic curation, platform design, digital identity management, and information credibility assessment. Schreurs and Vandenbosch (2021) further note that media literacy in social media contexts encompasses the ability to understand platform dynamics, assess the reliability of content, and navigate the norms and expectations of digital communication.

In Nigeria, the relevance of media literacy is particularly pronounced given the rapid growth of social media use against a backdrop of limited formal digital education. Alabi (2013) observed that Nigerian undergraduate students demonstrate high levels of social media engagement but often lack the critical skills to evaluate and produce digital content responsibly. This gap between high usage and limited critical competency is a concern in a digital environment characterised by widespread misinformation (Oduola, 2019). Potter (2004) also noted that media literacy exists on a continuum, meaning that individuals possess varying degrees of competency rather than simply having or lacking the skill entirely. This graduated conception is important for understanding how different levels of media literacy may produce different patterns of UGC production.

Motivation Factors

Motivation, in the context of social media behaviour, refers to the internal and external forces that drive individuals to engage with digital platforms and produce content. The Uses and Gratifications Theory (Katz et al., 1974) provides the most widely applied framework for understanding motivation in media use. The theory holds that individuals are active and purposive media users who choose media channels and engage with media content in order to satisfy specific psychological and social needs. This positions motivation as a central driver of media behaviour, with individuals selecting platforms and activities based on the gratifications they expect to receive.

Deci and Ryan (2000) further distinguished between intrinsic and extrinsic dimensions of motivation through their Self-Determination Theory. Intrinsic motivation refers to engagement driven by genuine interest, curiosity, creativity, or personal satisfaction, independent of any external reward. Extrinsic motivation, by contrast, involves behaviour directed at instrumental outcomes such as recognition, reward, or social approval. Both forms of motivation are operative in social media contexts, and their interaction shapes the patterns of UGC production among young people. Whiting and Williams (2013) identified social interaction, information seeking, entertainment, and self-expression as key motivations for social media use, with self-expression being closely aligned with intrinsic motivation for content creation.

Among undergraduates in Lagos State, motivation is shaped by specific socio-cultural dynamics. The city's vibrant youth culture places a high premium on social media presence, and platforms such as Instagram and TikTok are strongly associated with aspirational identity construction, social recognition, and economic opportunity. Shao (2009) found that the desire for self-actualisation and social interaction were the primary gratifications associated with UGC production, while Sheldon and Bryant (2016) identified social recognition and status enhancement as key motivations for Instagram use among young adults. These findings are consistent with the motivational landscape of Lagos State undergraduates,



where the desire to gain likes, followers, and visibility constitutes a powerful extrinsic force driving content creation.

User-Generated Content

User-generated content is broadly defined as any form of digital material created and published by users of online platforms rather than professional media organisations (Kaplan & Haenlein, 2010). Since the widespread adoption of Web 2.0 technologies in the mid-2000s, UGC has become the dominant form of content on social media platforms and a significant force in shaping public discourse, cultural expression, and information circulation. Daugherty et al (2008) differentiated between creative UGC, where individuals produce wholly original material, and participatory UGC, where individuals respond to, remix, or build upon existing content. This distinction is important because it acknowledges that content creation exists on a spectrum of engagement, from highly original contributions to derivative commentary.

The implications of UGC are both enabling and concerning. On the enabling side, UGC has been credited with democratising information production, amplifying voices that are often excluded from mainstream media, fostering civic engagement, and enabling new forms of cultural expression (Jenkins, 2006). In Nigeria, UGC on social media has served as a vehicle for citizen journalism, political commentary, and the documentation of everyday social realities. On the concerning side, the absence of editorial oversight in UGC production creates significant risks of misinformation and disinformation. Wardle and Derakhshan (2017) noted that the information disorder produced by unverified UGC poses serious risks to public discourse and democratic processes.

In the Lagos State context, the misinformation challenge is acute. Nigerian social media platforms have been implicated in the spread of false information about health matters, political events, and inter-ethnic relations (Oduola, 2019). For undergraduates who serve simultaneously as producers and consumers of UGC, insufficient critical media skills can make them both victims and unintentional amplifiers of misinformation. Understanding the conditions under which responsible and critically informed UGC is produced therefore becomes a matter of considerable social importance.

Relationship between Media Literacy and UGC

The scholarly literature broadly supports a positive relationship between media literacy and UGC production. The underlying argument is that media literacy equips individuals with the cognitive, critical, and technical competencies necessary to engage with digital platforms as responsible and informed content producers. Livingstone (2004) argued that media literacy is the condition that enables meaningful participation in digital culture, a position that implies a direct connection between media literacy levels and the propensity for active content creation. Individuals who understand how media systems work, how content is distributed, and how information quality is assessed are better positioned to produce UGC with intentionality and responsibility.

Hoseini et al. (2019) found that media literacy was positively associated with knowledge-sharing behaviour on digital platforms, suggesting that critically literate individuals are more inclined to contribute to the information commons through content creation. However, the relationship between media literacy and UGC is not a simple linear one. Higher media literacy may also lead to more selective content production, as critically aware individuals are more conscious of the potential consequences of what they share. In this sense, media literacy may function simultaneously as an enabler and a moderator of UGC, encouraging higher quality and more responsible content while potentially reducing impulsive or unreflective posting. This nuanced dynamic has significant implications for digital literacy education in Nigerian universities.



Relationship between Motivation and UGC

The relationship between motivation and UGC is one of the most thoroughly examined topics in the social media literature, with the Uses and Gratifications Theory providing the primary theoretical lens. The central argument is that individuals who are more strongly motivated to satisfy specific needs through social media are more likely to invest the effort required to create content. Shao (2009) proposed a three-tier model of social media participation ranging from consumption, through participation, to production, with UGC production positioned as the most active level of engagement driven by the most intense motivational states.

Intrinsic motivation has been identified as a particularly important predictor of sustained and high-quality UGC production. Deci and Ryan (2000) demonstrated that intrinsically motivated individuals tend to engage in activities with greater creativity, depth, and persistence, qualities that are associated with more valuable content creation. Extrinsic motivation, while also a significant driver of content behaviour, tends to produce content that is more contingent on social feedback and more likely to prioritise visibility over quality. In the Lagos State context, the prevalence of influencer culture and the aspirational dimensions of social media use suggest that both forms of motivation are operative, but that the specific configuration of intrinsic and extrinsic drivers may differ from patterns observed in other cultural settings.

Theoretical Framework

Uses and Gratifications Theory

Uses and Gratifications Theory (UGT), developed by Katz, Blumler and Gurevitch (1974), provides the foundational framework for understanding the motivational dimensions of social media use and UGC production in this study. The theory holds that media audiences are active, goal-directed individuals who select media channels and content based on the specific needs they wish to satisfy. Rather than asking what media does to people, UGT asks what people do with media, thereby foregrounding individual agency in media engagement.

Applied to social media and UGC, UGT predicts that individuals who experience stronger gratifications from platform use are more likely to engage in the effortful activity of content creation. Shao (2009) found that self-actualisation and the desire for social interaction were primary gratifications associated with UGC production, while Daugherty et al. (2008) identified entertainment and information-sharing as key motivational drivers. In the Lagos State undergraduate context, UGT helps explain why students with specific social, creative, or informational needs are more actively engaged in producing content on platforms that they perceive as capable of satisfying those needs.

The relevance of UGT to this study is further strengthened by its alignment with the construct of motivation. By mapping the intrinsic and extrinsic motivational dimensions identified by Deci and Ryan (2000) onto the gratification-seeking behaviour described by UGT, it becomes possible to construct a more comprehensive account of how motivation predicts UGC among Lagos State undergraduates. UGT thus serves as the primary motivational pillar of the theoretical framework advanced in this paper.

Technological Determinism Theory

Technological Determinism Theory, most closely associated with Marshall McLuhan (1964), holds that communication technologies fundamentally shape human behaviour, social organisation, and cultural practice. McLuhan's argument that the medium is the message captures the essence of this position, namely that the structural properties of a communication technology are not neutral but actively determine the forms of interaction, knowledge, and culture that it enables. From this perspective, the



design and affordances of social media platforms are central to understanding why UGC has become such a dominant mode of digital communication.

In relation to this study, Technological Determinism Theory provides a structural explanation for the conditions that have made UGC production accessible to large numbers of undergraduates in Lagos State. Features such as easy-to-use interfaces, multimedia uploading tools, algorithmic amplification, and social feedback mechanisms lower the technical barriers to content creation, making it possible for individuals with varying levels of skill to produce and publish content. The widespread availability of affordable smartphones and mobile internet access in Nigeria has further reinforced these structural conditions (NCC, 2024).

However, Technological Determinism Theory alone cannot account for individual-level differences in UGC production. The structural affordances of platforms create the conditions for content creation but do not determine specific behaviours. This limitation points to the need for complementary frameworks that address individual agency, cognition, and motivation, which is precisely the role played by UGT and the Technology Acceptance Model in the theoretical architecture of this paper.

Technology Acceptance Model

The Technology Acceptance Model (TAM), proposed by Davis (1989), offers a cognitive framework for understanding why individuals adopt and engage with information technologies. TAM identifies two core constructs as the primary determinants of technology adoption: perceived usefulness, which refers to the degree to which an individual believes that using a technology will improve their outcomes, and perceived ease of use, which refers to the degree to which using the technology is perceived as requiring minimal effort. These perceptions shape attitudes toward the technology, which in turn predict actual behaviour.

In the context of social media use and UGC production, TAM helps to explain how individual perceptions of platform utility and usability mediate the relationship between media literacy, motivation, and actual content creation behaviour. Undergraduates who possess higher levels of media literacy are likely to develop more accurate and nuanced perceptions of the usefulness of social media platforms for content creation purposes. Similarly, individuals who are strongly motivated to satisfy specific social or creative needs through social media are more likely to perceive those platforms as useful tools for UGC production. Eze et al. (2013) found that perceived usefulness and ease of use were significant predictors of technology adoption among Nigerian university students, supporting the applicability of TAM in this context.

By integrating TAM into the theoretical framework, the paper articulates the cognitive mechanisms through which media literacy and motivation translate into actual UGC behaviour. TAM functions as a bridging framework that connects structural insights from Technological Determinism with the motivational dynamics of UGT, providing a complete theoretical basis for understanding UGC production among undergraduates in Lagos State.

Conceptual Discussion

How Media Literacy and Motivation Predict UGC

The central conceptual argument of this paper is that media literacy and motivation function as independent but complementary predictors of UGC production among undergraduates in Lagos State. Each construct operates through a distinct predictive mechanism. Media literacy functions as a competency-based predictor by equipping individuals with the technical skills, critical awareness, and



platform knowledge needed to create content effectively and responsibly. Motivation functions as an energising predictor by providing the psychological drive to initiate and sustain content creation activities. Together, these two constructs form a more complete predictive framework than either could provide alone.

The competency pathway through which media literacy predicts UGC operates at several levels. At the technical level, media-literate individuals are more adept at using the tools and features of social media platforms to produce diverse forms of content. At the critical level, they are better positioned to evaluate the potential consequences of the content they produce before sharing it. At the creative level, exposure to diverse media forms through critical analysis may stimulate original expression, encouraging undergraduates to produce higher quality content. These pathways collectively suggest that media literacy is not merely a background condition for UGC production but an active predictor that shapes both the likelihood and the quality of content created (Livingstone, 2004).

The motivational pathway through which motivation predicts UGC operates primarily through the gratification-seeking logic of UGT. Undergraduates driven by intrinsic motivations such as creativity and self-expression are predicted to produce UGC more regularly and with greater depth of engagement. Those motivated by extrinsic factors such as peer recognition and social validation may produce content primarily in response to social incentives, making their behaviour more contingent on platform feedback. Understanding this motivational architecture is therefore essential for predicting not only the volume but also the character of UGC among Lagos State undergraduates.

It is also important to recognise that the relationship between media literacy, motivation, and UGC is not a fixed or static one. UGC production may itself reinforce media literacy over time, as individuals who create content regularly acquire new technical skills and critical dispositions through practice. Similarly, the social feedback generated by UGC production may strengthen motivational orientations, creating reinforcing loops between motivation and behaviour. These dynamic processes suggest that the predictive relationship is interactive rather than simply causal.

Interactions Between Variables

The interaction between media literacy and motivation adds an important layer of complexity to the predictive framework. It is plausible that media literacy moderates the relationship between motivation and UGC, such that the effect of motivation on content creation is stronger among individuals with higher media literacy. The logic here is that motivation provides the psychological impetus for content creation, while media literacy provides the competencies necessary to translate that impetus into actual behaviour. An undergraduate who is highly motivated but lacks adequate media literacy may be unable to realise that motivation in the form of effective UGC, while a media-literate individual with comparable motivation is better positioned to act on it.

Media literacy may also moderate the relationship between extrinsic motivation and content quality. Where extrinsic motivation is high but media literacy is low, the result may be the production of sensationalist or misleading content optimised for social engagement rather than informational integrity. This interaction has clear implications for the misinformation challenge in Nigeria, as it suggests that inadequate media literacy combined with strong extrinsic motivation creates the conditions for harmful UGC production. Conversely, where both media literacy and intrinsic motivation are high, the likely outcome is UGC that is both engaging and critically responsible.

Platform-specific affordances also shape how these variables interact. Different social media platforms favour different content formats and social dynamics. Instagram's visual emphasis rewards strong aesthetic competencies, while X's text-based format advantages those with strong analytical and



argumentative skills. TikTok's algorithmic amplification of entertaining short-form content may particularly reward extrinsically motivated creators who calibrate their content to maximise social feedback. Understanding these platform-level variations is important for a complete account of how media literacy and motivation interact to predict UGC in the Lagos State context.

Theoretical Implications

This paper makes a number of theoretical contributions to the study of digital communication in African contexts. First, by integrating Uses and Gratifications Theory, Technological Determinism Theory, and the Technology Acceptance Model within a single predictive framework, the paper demonstrates the value of theoretical triangulation in understanding complex digital communication behaviour. Each theory contributes a distinct layer of explanation: UGT addresses motivational dynamics, Technological Determinism accounts for structural platform conditions, and TAM explains the cognitive perceptions that mediate individual behaviour. Together, they offer a more complete account of UGC production than any single theory could provide.

Second, the paper advances a conceptualisation of media literacy as a multidimensional predictor that operates across technical, critical, and creative registers. This is a more theoretically nuanced position than the relatively flat operationalisations that dominate much of the existing empirical literature, and it has implications for how media literacy should be measured and theorised in future studies.

Third, by grounding the analysis in the Nigerian context, the paper contributes to the ongoing project of developing communication theory that reflects African social, cultural, and digital realities rather than simply applying Western frameworks without modification.

Practical Implications

The practical implications of this paper are most relevant to the domains of education, digital literacy policy, and platform governance. In the area of education, the paper's finding that media literacy is a significant predictor of responsible and high-quality UGC has direct implications for curriculum development in Nigerian universities. Mass communication and general education programmes should incorporate robust digital media literacy components addressing not only technical skills but also the critical and ethical competencies required for responsible content creation. Universities in Lagos State such as the University of Lagos, Lagos State University, and Caleb University are particularly well-positioned to lead this kind of curricular reform.

From a policy perspective, the analysis of motivation underscores the need for digital literacy frameworks that account for the specific motivational profiles of young Nigerian social media users. Agencies such as the National Information Technology Development Agency (NITDA) should develop guidelines that distinguish between enabling and harmful forms of motivation-driven content behaviour, and that design interventions to channel young people's creative energy toward socially valuable UGC production. Platform governance is equally important. Social media platforms operating in Nigeria should consider implementing digital literacy features such as source verification tools, content quality indicators, and educational prompts that support more responsible content creation practices.

Societal Implications

At the societal level, the most pressing implication of this paper concerns the relationship between UGC, media literacy, and misinformation in Nigeria. The paper's argument that low media literacy combined with predominantly extrinsic motivation creates conditions for the production and spread of unreliable content has significant implications for public discourse. Misinformation on Nigerian social media



platforms has been linked to public health crises, ethnic tensions, and political manipulation (Oduola, 2019). Equipping undergraduates with the media literacy skills to produce and evaluate content critically is therefore not just an educational matter but a matter of social and democratic importance.

The concept of digital citizenship provides a useful normative framework for addressing these risks. Digital citizenship encompasses not only the rights but also the responsibilities of participation in digital public spheres and involves a commitment to accuracy, accountability, and respect for others in online communication. Promoting digital citizenship among Lagos State undergraduates requires building both the competencies and the ethical orientations needed to navigate the complex digital information environment responsibly. Beyond misinformation, the societal implications of this paper also extend to questions of cultural expression and economic opportunity, as UGC by Nigerian undergraduates has increasingly become a vehicle for innovation, creative entrepreneurship, and social advocacy.

Conclusion

The paper concludes that improving media literacy among Nigerian undergraduates is both an academic priority and a societal imperative. When media literacy and purposive motivation work together, they create the conditions for UGC that is creative, credible, and socially valuable. Achieving this outcome requires sustained investment from universities, government agencies, and media organisations in building the skills, dispositions, and institutional structures that support responsible digital participation in Nigeria. Future empirical studies should test the predictive framework advanced here to further validate and refine its claims within the Lagos State undergraduate population.

Acknowledgements: Acknowledge all the contributors to this work, most importantly Professor Oluwole Folaranmi Alabi, for his guidance for this raw paper, modified into a working, perfect output. You are highly appreciated for your guidance.

Funding: The paper is self-funded

Conflict of Interest: There was no conflict of interest whatsoever. It's a complete team work from raw input to a blended output.

How to Cite: Ogunsanya., S.B. & Ajayi, W. (2026). Predictors of digital content creation among undergraduate social media users in Lagos State, Nigeria. *Audrezara Journal of Communication and Social Research*, 2 (1), 564-573. <https://doi.org/10.5281/zenodo.20401433>

References

- Alabi, F. (2013). Social media networks and Nigerian university students. *Journal of New Media and Communication*, 4(2), 45-61.
- Aufderheide, P. (1993). *Media literacy: A report of the national leadership conference on media literacy*. Aspen Institute.
- Buckingham, D. (2003). *Media education: Literacy, learning, and contemporary culture*. Polity Press.
- Daugherty, T., Eastin, M. S., & Bright, L. (2008). Exploring consumer motivations for creating user-generated content. *Journal of Interactive Advertising*, 8(2), 16-25.
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319-340.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11(4), 227-268.



- Eze, S. C., Awa, H. O., & Okoye, J. C. (2013). Determinant factors of information communication technology (ICT) adoption by government-owned universities in Nigeria. *Journal of Enterprise Information Management*, 26(4), 427-443.
- Hobbs, R. (2010). *Digital and media literacy: A plan of action*. The Aspen Institute.
- Hoseini, S. S., Saghafi, F. & Aghayi, E. (2019). Media literacy and knowledge sharing behaviour in virtual social networks. *International Journal of Information Science and Management*, 17(1), 97-112.
- Jenkins, H. (2006). *Convergence culture: Where old and new media collide*. .
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59-68.
- Katz, E., Blumler, J. G., & Gurevitch, M. (1974). *Uses and gratifications research*. *Public Opinion Quarterly*, 37(4), 509-523.
- Livingstone, S. (2004). Media literacy and the challenge of new information and communication technologies. *The Communication Review*, 7(1), 3-14.
- McLuhan, M. (1964). *Understanding media: The extensions of man*. McGraw-Hill.
- Nduka, E. C., Olatunji, R., & Adeyemi, B. (2024). Social media usage patterns among Nigerian youths: An empirical investigation. *African Journal of Communication Studies*, 12(1), 18-35.
- Nigerian Communications Commission (NCC). (2024). Industry statistics: Active internet subscribers Q1 2024. <https://www.ncc.gov.ng>
- Oduola, S. A. (2019). Fake news and disinformation in Nigeria: Theoretical frameworks and empirical evidence. *Journal of African Media Studies*, 11(3), 337-352.
- Olowu, A. O., & Seri, F. (2012). A study of social network addiction among youths in Nigeria. *Journal of Social Science and Policy Review*, 4(1), 62-71.
- Osharive, P. (2015). Social media and academic performance of students. (Unpublished thesis). University of Lagos.
- Potter, W. J. (2004). *Theory of media literacy: A cognitive approach*. SAGE Publications.
- Schreurs, L., & Vandenbosch, L. (2021). Introducing the social media literacy (SMILE) model with the case of the positivity norm on social media. *Journal of Media Literacy Education*, 13(1), 1-16.
- Shao, G. (2009). Understanding the appeal of user-generated media: A uses and gratification perspective. *Internet Research*, 19(1), 7-25.
- Sheldon, P. & Bryant, K. (2016). Instagram: Motives for its use and relationship to narcissism and contextual age. *Computers in Human Behaviour*, 58, 89-97.
- Wardle, C., & Derakhshan, H. (2017). *Information disorder: Toward an interdisciplinary framework for research and policy making*. Council of Europe.
- Whiting, A., & Williams, D. (2013). Why people use social media: A uses and gratifications approach. *Qualitative Market Research*, 16(4), 362-369.