

EFFECTS OF SOCIAL MEDIA ON READING HABITS OF STUDENTS OF GOA UNIVERSITY:

A STUDY

DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF

THE REQUIREMENT OF THE GOA UNIVERSITY FOR THE

DEGREE OF MASTER OF LIBRARY AND INFORMATION

SCIENCE

BY

MANISHA SUBHASH GAONKAR

ENROLMENT NUMBER

21PO34005

UNDER THE SUPERVISION OF

DR. SHAMIN PEREIRA

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

GOA UNIVERSITY, TALEIGAO PLATEAU, GOA

2021-2022

CERTIFICATE

This is to certify that dissertation entitled **“Effects of social media on reading habits of students of Goa University: A Study”** submitted by **Manisha Subhash Gaonkar** in partial fulfilment of the requirement of the degree of Masters of Library and Information Science of Goa University is her own work carried out under my guidance and worthy of examination.

Dr. Shamin Pereira

Research Guide

Department of Library and

Information Science

Goa University

Declaration

I state that the present dissertation “**Effects of social media on reading habits of students of Goa University: A Study**” is my original contribution and the same has not been submitted on any occasion for any other degree or diploma of this university or other university/institute. To the best of my knowledge, the present study is the first comprehensive work of its kind from the area mentioned. The literature related to the problem investigation has been cited.

Place: Taleigao Plateau

Manisha Subhash Gaonkar

Date:

Department of Library and

Information Science

Acknowledgment

I have received generous help from many people in the process of compilation of this dissertation. Here I would like to appreciate and acknowledgment their kind generosity and sincere help.

In a very way, I would like to appreciate and thank my research guide and coordinator, Dr. Shamin Pereira. From the very outset, she has taken interest in the study and provided the necessary encouragement and guidance.

I owe a deep sense of gratitude to all the librarians and the staff of Goa libraries for their kind help and co-operation throughout my study.

This work would have not seen the light of day without sincere cooperation of all my friends and colleagues, to whom I owe a debt of gratitude.

In a very special way, I am thankful to my parents for their immense trust and persistent support in all my endeavours.

Manisha Subhash Gaonkar

Department of Library and

Information Science

TABLE OF CONTENTS

1.0 Introduction.....	1
1.1 Introduction.....	2
1.2 Definition	3
1.2.1 Definition of social media.....	4
1.2.2 Definition of reading habits	5
1.3 Objectives	5
1.4 Scope.....	5
1.5 Hypothesis.....	6
1.6 Research Methodology	6
1.7 Limitations	6
1.8 Findings.....	6
1.9 Conclusion	10
1.10 Chapterization	11
2.0 Review of Literature	12
3.0 Explanation of Concepts.....	22
3.1 Introduction.....	23
3.2 Definition	25
3.3 Social media.....	25
3.3.1 Social media tools	26

3.3.2 Advantages and Disadvantages of social media	31
3.3 Reading Habits.....	33
3.3.1 Importance of Reading Habits	35
3.3.2 Benefits of Developing Good Reading Habits.....	37
4.0 Promoting reading habits of national and international level	39
4.1 Promoting reading habits in India.....	40
4.2 Introduction.....	40
4.2.1 National Book Trust in promoting readings and books in India.....	41
4.2.2 National level book reading campaign	41
4.2.3 Promotion of books and reading	41
4.3 International level	42
4.3.1 International Book Year USA libraries	43
4.3.2 Promoting the Reading Habit UNESCO.....	45
4.3.3 Promotion reading habit ASEAN Libraries	46
5.0 Data analysis and interpretation	52
5.1 Data analysis	53
5.2 Respondents using social media sites	53
5.2.1 Reasons for using social media.....	54
5.2.2 Beneficial social media sites for reading	55
5.2.3 Frequency of visiting library.....	56

5.2.4 Reading preferences	57
5.2.5 Activities during free time	58
5.2.6 Time spent daily on social media.....	59
5.2.7 Time spent on reading books	60
5.2.8 Enjoy reading books.....	61
5.2.9 Frequency of reading books	61
5.2.10 Types of books preferred to read	62
5.2.11 Better platform for reading	63
5.2.12 Reliability of information on social media	64
5.2.13 spending leisure time	65
5.2.14 Reading preference	66
5.2.15 No. of books read every month.....	66
5.2.16 Kind of information received through social media sites	67
6.0 Findings, suggestions, conclusion	69
6.1 Findings.....	70
6.2 Suggestions	74
6.3 Conclusion	75
7.0 References.....	77

List of Figure

5.2 Respondents using social media sites	53
--	----

List of Tables

5.2.1 Reasons for using social media	54
5.2.2 Beneficial social media sites for reading	55
5.2.3 Frequency of visiting library	56
5.2.4 Reading preferences	57
5.2.5 Activities during free time	58
5.2.6 Time spent daily on social media.....	59
5.2.7 Time spent on reading books	60
5.2.8 Enjoy reading books.....	61
5.2.9 Frequency of reading books	61
5.2.10 Types of books preferred to read	62
5.2.11 Better platform for reading	63
5.2.12 Reliability of information on social media	64
5.2.13 spending leisure time	65
5.2.14 Reading preference	66
5.2.15 No. of books read every month.....	66
5.2.16 Kind of information received through social media sites	67

INTRODUCTION

Chapter 1

INTRODUCTION

1.1 Introduction

Social media encompass a wide array of technological applications that enable the user to create, manage, and share contexts, post comments, and engage in discussions anywhere

around the world in real-time. The prevalent use of social media such as Facebook, WhatsApp, Twitter, YouTube, and Instagram has grabbed the attention of people all over the world. The splendid growth in social media applications and increased adoption of the applications by people around the world during the last few years has revolutionized how people communicate and share information. Social media influenced the lifestyle of an individual revolutionized communication, collaboration, and creativity. It has many options and facilities on the same channel for the users, such as texting, image sharing, audio and video sharing publishing linking with all over the world and with other social media applications. The people who use different social networking sites and are members of these sites consider it the trend and style of today. Young adults particularly students have embraced social media very fast. Social media have positive as well as negative effects on the reading habits of students. Reading has been a great source of information and knowledge at all times and in all ages. Reading is one of the oldest cultures for human progress in society. The ability to read and write is highly valued and essential for social, cultural and economic advancement. The regular and systematic reading develops the cognitive ability and improves communication skills. Reading habit is the most fundamental skill that is necessary for the success not only for academic purpose but for all walks of life.

Reading is the mental process of securing and reacting to an author's message represented by written or printed symbols. To read one must recognize words, know the meaning of words, understand the ideas expressed by authors, since the mood and tone of selection, evaluate the accuracy of the ideas and learned use or apply them (Pawar, 2007).

Reading helps to grasp the primary and essential details what author try to convey and persuade them. Reading is not limited to the activity of reading as it is the process of learning and perceiving knowledge from written words. Reading develops the cognitive abilities. The

cognitive means the intellectual powers of understanding. "Reading involves meta cognition. Meta cognition is a higher order of cognition, where an individual can use the constructed knowledge in mind to evaluate and categorize the new information because information enters the mind in random order" (Govindsamy, 2006). When we read, cognitive skills are used to understand, interpret and evaluate the information from written words for productive use. Cognitive abilities develop an interest in the individual and force the individual to know about unknown things. "Reading habit is behavior which makes an individual to read a book for knowledge or entertainment or just to pass the time" (Sherly, 2011) and it is an essential element for the development of personality and intellectual capacities of people. In addition to personal and mental developments, reading is access to social, economic and civic lifestyles (Bano, 2011).

Reading habit is an active ability based on the constructing meaning and gaining information from written text. Reading habit enhances the competencies of comprehension and increases vocabulary. Reading habit increases intellectual skills helps in producing ideas and evokes them to think. Regular reading enhances creativity as it develops the imagination, increases our interest and provides information from all around the world.

1.2 Definition

Social media are seen generally to include all the online content creation platforms blogs, Google books, podcasts, and online video [YouTube, blimps TV, etc.] Social network search engines affiliate programmes, online games, virtual trade shows, online communities, e-books, kiosks, to mention a few. Social media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through building virtual networks and communities. By design, social media is internet-based and gives the users quick electronic communication of content. "Social Media is the collection of tools and online spaces available to help individuals and businesses to accelerate their information and communication needs."

Social media according to Mozee (2012) is a term commonly used to describe different types of communication platforms and electronic ways of interaction. It is further described as a collection of Internet based applications that build on the ideological and technological underpinnings of Web 2.0 and permits the formulation and exchange of user-generated content and depend mostly on mobile and Web technologies to create highly interactive platforms through which individuals and communities share, create, discuss and modify user-generated content (Kaplan and Haenlein 2010).

There is very little literature available on the effects of social media on the reading culture of tertiary students and how these affect their academic achievement. Reading for students consists of reading activities for a variety of purposes, such as for academic excellence, examinations, relaxation or for information (Issa. et al., 2012). Consequently, reading activities in which students engage may considerably influence their studying skills and academic performance. There is a general sense in which an individual appreciates the connection between excellent reading culture and the academic achievement of students generally, (Issa et al., 2012).

1.2.1 Definition of social media

“Social media is a means of communication between people which they create and maintain their own webpage and share of exchange ideas and information through networks social media can be termed as a group of web - based and mobile application that allows users to share and create knowledge, (Ellison, 2008)

1.2.2 Definition of reading habits

In ‘reading habit’, we get two words ‘read- ing’ and ‘habit’. Reading is an action of a person who reads and habit is a product of this action or learning. Like all other habits, the habit or

read-ing in an individual develops during the course of time, (Singh, 2013).

1.3 Objectives

- i. To analyze the reading habits among students.
- ii. To examine the type of reading material preferred by the students when they visit the library.
- iii. To find out what students do during their leisure hours.
- iv. To know what significant information students receive from social media sites.
- v. To examine the amount of time used for reading and the time spent on social media sites.

1.4 Scope

This study aims to study the influence of social media sites on the reading habits of students.

The study will have conducted on the students studying at Goa University.

1.5 Hypothesis

- i. Students spend more time on social media than reading.
- ii. Social media help students to get the required information.

1.6 Limitations

- i. The study is limited to the students studying at Goa University.
- ii. The sample size is limited to 200 students.

1.7 Methodology

This section explains the research methodology used for the research under study. The overall design or strategy that helps in obtaining the desired goals and objectives of the research is referred to as research methodology. A survey method was used to conduct the study. A sample size of 200 students was selected randomly. For data collection, a questionnaire with closed and open-ended questions was designed by the researcher, and copies of the questionnaire were distributed to the sample of students. Data was analyzed in MS-Excel using tables and charts.

1.8 Findings

- Almost 99% of the respondents are using social media. i.e. 198 (99%) of them use social media sites and have their account on social media. Only 2 (1%) respondents don't use social media sites. Thus, the data reveals that almost all use social media sites in majority, and there is slight difference between the two.
- 146(73%) use social media sites for entertainment purpose. Majority of the students i.e. 148(74%) use it for communication purpose, 75(38%) students use social media sites for instant messaging, 46(23%) students used social networking sites to making friends, 91(46%) students use social media site for sharing ideas and information purpose, 80(40%) students use social media sites for reading purpose. 10(5%) while some students use other social sites for reading like gaining information on how to make money, educational purpose, memes etc. It thus reveals that majority of the students use social media for communication.
- While majority of the students i.e. 81(41%) students found research gate to be useful, 70(35%) students used Whatsapp to read, 68(34%) students used the blogs for reading, 58(29%) students felt Facebook was useful to read, 31(16%) students agreed that Good reads offered a good source of reading, 50(25%) students feel that library thing is beneficial, 29(15%) students opined that online book club provided good reading.

24(12%) students use other social media sites for reading like twitter, Instagram, telegram, YouTube, Google Scholar, quora, reddit, science direct, PubMed etc. It thus reveals that majority of the students prefer to use Research Gate for reading.

- While majority of the students i.e. 81(41%) students rarely visit the library for reading, 20 (10%) students visit the library daily for reading, 47 (24%) students visit the library for reading once a week and 52 (26%) students use the library for reading 2 -3 times a week.
- It is seen that while majority students i.e. 101(51%) prefer to read newspapers, 82(41%) students prefer to read magazines, 58(29%) of them prefer to read journals, 40(20%) used online libraries for reading, 29(15%) prefer to read encyclopaedias, 11(6%) percent read manuals, 83(42%) percent prefer to read e-books. While some other students i.e. 11(6%) prefer to read comics, novels, books, literature books, memes etc. It thus reveals that majority of the students prefer to read newspapers.
- It can be seen that 88(44%) of them read books during their leisure, 122(61%) students prefer to spend their time on social media sites, 53(27%) students prefer to do creative work, 13(7%) students do meditation during their free time, 29(15%) students utilize their free time for shopping, 103(52%) students love listening music during their free time, 53(27%) of them play games. While some 20(10%) students prefer to spend their free time with friends, taking a walk, sleeping, exercise, dancing, roaming around, music, learning something new etc. It can be analyzed that majority of the students prefer to utilize their free time on social media sites.
- While majority of the students. i.e. 78(39%) students spent time on social media 1- 2 hours, 15(7%) spent time on social media less than 1 hour, 65(35%) spent time 3-4 hours on social media, 25(13%) spent time 5-6 hours, 17(9%) spent time more than 6

hours on social media. It thus reveals that majority of the students used social media 1-2 hours.

- Majority of the students i.e. 76(38%) of them spend less than 1 hour reading books, magazines, novels etc. 41(21%) students read for just 15 minutes in a day, 69(35%) students revealed that they spend 1-2 hours for reading every day, whereas 14(7%) students spend more than 3 hours to read on a daily basis. It thus reveals that majority of the students spend less than one hour every day to read books.
- Shows how many students enjoy reading books. It shows that the majority of the students i.e. 170(85%) of the students still enjoy reading books, while only about 30(15%) students do not enjoying reading books. It thus reveals that majority of the students enjoying reading books.
- The study shows that the majority of the students i.e. 66(33%) do not read much, 39(19%) students read quite often, 50(25%) students read books regularly, whereas 45(23%) students read books occasionally. It can be concluded that majority of the students are not much into reading books.
- Majority of the students i.e. 108(54%) loved to read novels, 101(50%) students enjoyed any story books, 36(18%) students enjoyed reading biographies, 37(18%) of them read magazines, 43(21%) students preferred to read text books, 63(31%) preferred to read motivational books, 51(25%) preferred to read research articles, 60(30%) prefer to read newspaper, 36(18%) students preferred to read electronic sources like e-books, CD, etc. While 13(6%) students prefer to read comics, books related to academics, books on financial literacy, spirituals books, non-fiction, fictional books etc. It can thus be stated that majority of the students preferred to read novels.
- It reveals that out of 200 students 110(55%) feel the library is the best place for reading. While 90(45%) students state that the social media is a good platform for reading. The

data reveals that majority of the student still consider a library to be a better place for reading as compared to the online medium.

- It can be seen that majority of the students i.e. 128(64%) feel that information provided by social media sites is reliable whereas 72(36%) students state that information provided by social media is not reliable.
- 139(70%) students prefer to play outdoor games during their leisure time, followed by 134(67%) students who prefer to spend their time with family or friends, 105(53%) students utilize their free time to browse social media sites, only 13(7%) students spend their leisure time in library whereas 6(3%) students prefer to spend their leisure time in other ways like being all by themselves, or visiting places apart from the library etc.
- It shows that majority of the students i.e. 163(82%) prefer to read books at home, 25(13%) students prefer to read the books in classroom, 90(45%) students prefer the reading environment in the library, 28(14%) students read books when they are travelling while some 5(3%) students opt to read books in other places too apart from the library.
- It can be seen that majority of the students i.e. 100(50%) read only one book in month, 61(31%) students read at least 2 books in a month, 13(7%) students read 3 books every month, 12(6%) students read at least four books on a monthly basis and 14(7%) students chose any other option that included reading half of the book in a month.
- It shows that majority of the students i.e. 176(88%) students get daily news updates through social media sites, 74(37%) students use social media sites to update their technical knowledge, 127(64%) of them get social information through social media, 61(31%) students utilize social media to update historical knowledge, 62(31%) students share business ideas through social media and 11(6%) students use social media for other purposes like sharing academic information, memes, roasting videos, research

updates, psychology, health, food, motivational and creative ideas etc. It thus reveals that majority of the students used social media for getting daily news updates.

1.9 Conclusion

In this fast-growing social media world, students are not that fond of reading books. They prefer reading online materials which give them short information. Students don't want to search for information by reading plenty of books. Nowadays students use more and more social media tools and some even get addicted to it, so much so that they undergo depression and mind gets diverted from study to social media. Students can control their addiction if they use social media only when required.

Chapterization

Chapter 1: - Introduction

Chapter 2: - Review of literature

Chapter 3: - Explanation of concept

Chapter 4: - Promoting reading habits at national and international level

Chapter 5: - Data analysis and interpretation

Chapter 6: - Findings, suggestions, conclusion

LITERATURE REVIEW

CHAPTER 2

Literature review

A literature review on the research topic gives an obvious idea about the knowledge. It also helps in establishing the objectives and hypothesis of the study. The literature review was conducted and reviewed in brief in the following section.

1. Loan (2012) reported that reading habits among people are on offshoots of technological advancements. The growing use of television, social media, and internet facilities declines the book reading habit. He also found that new technology like T.V., radio, cell phones, computers, and the Internet have reduced the time for reading. Different studies noted the positive effects of social media on reading habits. Social networking sites are used to gain knowledge, promote social political and environmental awareness, share information, and connect with friends and family.
2. Olutola (2016) carried out a study on the assessment of social media utilization and study habits of students of tertiary institutes in Katamia State in Nigeria. This study revealed that regular orientation should be given to students on how to and when to use social media to enhance their study habits and achievements. The study shows that positive use of social media should be encouraged to improve students' performance and to improve their reading habits.
3. Hansen et al. (2017) show the positive side of social media. Social media is a set of online applications and tools that provide a way of social interaction and communications between digital media sources by facilitating and creating knowledge

sharing and ultimately transferring a monologue into a dialogue, for instance, by an organization to customers. Social media includes diversified Internet based on a particular philosophical ideology and technological foundations and functionality.

4. Guthrie et al. (2007) show that the reading habit is making meaning of printed or scribbled words, which is the foundation of learning and one of the most critical skills in everyday life. It then follows that good reading culture has been formed if one develops the culture of reading regularly. This is because a habit is formed unconsciously when an individual does something many times and it then becomes a normal part of their life.
5. Dadzie (2008) in the article shows that the reading is the technique of understanding words contained in a text. They make use of knowledge for personal growth and development. This suggests making meaning out of recorded information either printed or non- printed. Individuals read for different reasons and purposes, some of which include for pleasure, leisure, relaxation, information and for knowledge. Reading is an individual's ability to identify symbols and the connection of suitable meaning to them.
6. Palani (2012) in his study shows that it needs identification and comprehension. Comprehension abilities assist the student in comprehending the meaning of words in isolation and in context. Palani views are reading as a process of thinking, evaluating, judging, imagining, reasoning and problem - solving. Reading habit is therefore, an essential tool for knowledge transfer, and the culture of reading is an academic activity that increases skills in reading strategies.

7. Issa et al. (2012) in his paper shows how to appreciate the world and things around us, as we read books, newspapers and others. Once we have been taught to read and have developed the culture of reading. We can explore the wealth of human experiences and knowledge. Reading is an intellectual activity which is possible only if a man forms the habit of reading and practices efficiency. Indeed, reading of books is the most suitable medium through which knowledge is transmitted from generation to generation.
8. Lone (2012) reported that the reading has been the eagerness of the best personalities of all times. Humans have been reading since ages and passed on through generations. The reading habit influences within the promotion of one's personal development in particular and social progress in common. Regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for one's living; and thereby prepares a person for effective participation in the social, religious, cultural and political areas.
9. Sharma & Singh (2005) in their paper shows that the reading is primarily an intellectual activity and its practice is influenced by many factors like home environment, subject background, age, status etc. Reading helps in the resolution of personal need and independence of thoughts. Psychologically, habit is a product of learning however reading is an art of interpreting the printed tools and written words.
10. Pushpalata (2017) in her article states that reading is an activity where people are engaged mostly throughout their lifetime. It is an interactive activity as readers not only

get to share the thought of the author but also able to interpret the thoughts of the author. Reading is the thought of a writer communicated to others through written or printed words.

11. According to, Adiu- Sarloder et al. (2015) social media has exploded as a category of online discourse where people create content, share bookmarks, and network at an alarming rate. The researchers highlighted some social media sites such as Facebook, Myspace, Blogs, Microblogs such as Twitter, wikis tools for sharing photos and videos such as Flickr and YouTube, online gaming and virtual worlds such as second life.
12. Mubashar & Abdul (2014) in the article shows that the advent of the Internet users is opportunity for chatting and facilitates the acquisition of knowledge and information. Consequently, sharing information among students becomes easy and instant with use of social media sites. It allows the sharing of information on various issues ranging from friendship, health information on current issues around the globe, educational issues and entertainment among others.
13. Markwei & Appiah (2016) expressed a great concern as the extensive use of social media sites could result to several risks and consequences such as sharing too much information, posting of false information about themselves and others, addictions to Internet and social media use among others. According to them, major concern about Internet and social media use is cyber fraud, this is not peculiar to Ghana alone, and it cuts across the globe.

14. Owusu – Acheaw (2014) reported that the reading is an essential and important aspect for creating a literate society in the world. However, with the new development of high school students' addiction to social media, this could possibly constitute an inhibition to reading that will enhance effective learning. Acknowledged comprehension skills is an essential ability to understanding the meaning of words in isolation and in context. Apparently, students have quality of time in the past to engage in meaningful reading of books, magazines and journals among others before the advent of social media.
15. Iorliam & Ode (2014) shows the impact of social network usage on university students Academic Performance: A case study of Benue State University Makurdi, Nigeria. "The study found that the time spent on social media, the frequency of visits, and the total number of online friends has a statistically significant relationship with a student's academic performance. It was therefore recommended that access to social media should be used for studying. The use of this collection of social media has diverse effects on the user's life, some of which are negative and other's positive.
16. Karadeniz & Can (2015) carried out research to see whether there is a relation between the book reading habits and media literacy of students and their departments, grades, habits of using social media, academic grade point averages, and educational background of their parents. In their paper "a research on book reading habits and media literacy of students at the faculty of Education" they scrutinized the correlation between their reading habits and media literacy and to what extent these variables account for each other.

17. The impact of social networking on reading habits of N.C.E students of college of education, Ikere – Ekiti, Ekiti State, Nigeria is shown by Oyedokun & Busuyi (2018). This study examines that social networking is the latest technological explosion in the world of information, it is an online platform or site that focuses on building and reflecting on social relation among people, who share common interest or activities. Reading habits are well - planned and deliberate pattern of study which has attained a form of consistency on the part of student toward understanding academic subject and passing at examinations.
18. Akande & Oyedapo (2018) in their article on “effects of social media use on the reading habits of selected high school students in Nigeria”. Shows that the study investigates the effect of social media. The study concluded that indisputably, it is obvious that the use of social media has constituted a great havoc on the reading culture of high school students. Thus stakeholders such as the school, teachers, and parent’s educationalist should ensure they sensitize students on the profitability of reading and also organize seminars and symposia on how to use the social media to promote and enhance good reading habits.
19. Kojo, Agyekum, Arthur (et al.) (2018) in their research “Exploring the effects of social media on the reading culture of students in Tamale Technical University”, explain that numerous activities of educational development require the ability to read and write. Reading is general aids in the development of the mind and the personality of any individual. However, social media has become a vital component of the daily life of

tertiary students and steadily taking over the consciousness of the youth consequently affecting their reading culture. The current study sought to explore the effects of social media on the reading culture of tertiary students in Ghana.

20. According to, Chettri & Rout (2013) reading is very important for college students in general order to deal with new knowledge during an ever – changing world of the technological age. The ability to read is at the Centre of self – cultivation and lifelong learning. Reading could be an important issue that isn't solely regarding enjoyment, however a necessity; the essential tool of education. Reading makes an approach for a much better understanding of one's own experiences associated. It will be an existing voyage to self – discovery. It is the art of interpreting written and printed words, the most effective process of conscious learning of which influences the extent and accuracy of information, as well as the attitudes, morals, beliefs, judgment and action of readers.

21. According to Adesanya (2018) Nigerian students have poor attitudes toward reading. Adesanya who is a lecturer reported that the poor reading culture can be linked to the environment. Students find themselves and the impact of the social media on them. Social media has taken over the reading of relevant learning materials in most schools, as students now spend more time on informal activities on the social media than on books. He further mentioned lack of well graded relevant reading materials and poorly equipped libraries has some of the factors inhibiting the promotion of the reading culture among students.

22. According to Ogboko (2018) the attitudes of students toward reading is lukewarm, lazy and not encouraging. He added that social media has diverted the interests of students from reading. Instead of using the medium for research purposes that will enhance their academic performance, they now use it for social purpose.
23. Johnson (1999) further stated that the inability to read by a large proportion of the population of a country points to under-development since reading, writing and arithmetic constitutes the foundation of elementary education. Based on Johnson's influence, Nigeria was a poor readership culture, because those who are not actively reading, outnumber those who are actively reading.
24. Iheanacho (2007) in this paper shows that a healthy reading culture has a pivotal role to play in the social, economic and technological development of any country. Reading is a very essential commodity in the tasks of nation building. It is a main political weapon in the development of any nation. Development countries of the world were able to attain that height because, at a point in their history, they were able to give themselves too much reading and research.
25. Oyewusi (2016) in the article shows that reading helps to develop thinking skills, enrich knowledge, enhance language proficiency and broaden life experience. Thus, reading enhances student's imagination, widens their views and horizons and encourages comprehension, acquisition of knowledge and skills. Reading is pivotal to intellectual and all round wellness of students.

26. According to Akinfenwa (2019) in his study noted that the National Library of Nigeria had at various times embarked on the readership promotion campaign because it was committed to fostering the growth and development of knowledge and also depend the experience and the enhancement of skills in the country by making the recorded knowledge freely available to readers. To further improve reading culture and empower children through books, government introduced a reading club in its parks where students meet with Nigerian authors on a regular basis to read to them and improve their reading skills.

27. Savanur (2011) covers the various aspects of developing on sustaining an active reading habit. Based on research in India, the book observes that children love to read. Development and sustenance of reading habit traces the reasons for reading apathy in adolescent children and practical tips for overcoming this difference. The book suggests that scholastic reading and general reading need to be balanced and provides different reading methods for reading newspapers, textbooks, reference books etc.

28. Jaya Kumar (2016) says that for a lot of people reading is boring. To them books remind them of something they had to do. From reading books we can learn life changing lessons from geniuses and great leaders ever lived. The questions the author has focused here is ‘How to start reading books?’ if you want to develop the habit of reading books this book is a read.

EXPLANATION OF CONCEPTS

Chapter 3

Explanation of concepts

3.1 Introduction

Reading is essential for international understanding and world brotherhood. It helps to understand and appreciate the common achievements of the global family. Reading is an essential tool for lifelong learning. It is important for everyone to develop the rudiments of reading and the culture of reading always so as survive in life. Reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development (Dadzie, 2008). This implies making meaning out of recorded information either printed or non-printed in the life of an individual. People read for different reasons and purposes, some of which include for pleasure, leisure, relaxation, information and for knowledge.

Okeke (2000) reaffirms that the art of reading is priceless instrument for everyone. It is one of the most important activities of life through which we enter the life and experiences of others and extend our knowledge, scope of experience and enjoyment.

Reading experience can be obtained in the library. The school library is a gateway to knowledge and will serve a starting point or road map to reading and the promotion of reading habit. The library provides books and other information bearing resources which will help shape thoughts and influence the actions of students throughout life with active supervision by an experienced librarian. Ajayi and Alonge (2010) defines reading as activities in academic arena that is indispensable for a student because no student can make a success of academic without reading. Reading also takes place in professional circles like radio houses, religious gatherings and political rallies. The major purpose of reading is for information and to acquire knowledge.

Reading which is a long-term habit starting with the very early ages is the prominent gateway to the knowledge room. It can be assumed as a practice that assists individual to gain

creativity and develops their critical thinking capacities. In this sense, reading habit is an important tool for the development of personalities and mental capacities of individuals.

Cunningham and Standvich (1998) reports that the reading habit of volume both inside and outside the school has a significant impact on the development of reading speed and fluency. Vocabulary, general knowledge overall verbal ability and academic achievements. A good reading habit is necessary for a healthy intellectual growth and plays a way crucial role in academic performance.

Due to technological development, reading habits are changing. In our society today, while technology is slowly taking a steady control over individual lives, the reading habit is fast vanishing into thin air (Hinda, 2004). Students now lack the skills of reading. Instead, they spend more hours on social media. Browsing the net, playing with funky handsets and passing non-stop short message service seem to be the order of the day, thereby making reading a book or any other piece of written material in a quiet or peaceful corner of a library or home become an archaic idea for most school and adults. Obama (2008) in speech pinpointed those children cannot achieve unless they raise their expectations and turn off television sets and other means where they can be distraction. Shabi and Udofia (2009) notes that active learning from books is better than passive learning such as watching films online and chatting playing games.

Social media sites provide tools by which people can communicate, share information, and create new relationships. With the popularity of social media sites on the rise, our social interaction is affected in multiple ways as we adapt to our increasingly technological world. The way the web users interact and talk to each other has changed and continues to change. These users now socialize through the internet and it takes away from the person socialization that has been around forever. Social networking websites have affected our social interaction by changing the way we interact face-to-face, how we receive information, and the dynamics of our social groups and friendships (Asur and Huberman, 2010).

3.2 Definition of social media

Social media derived from the social software movement, are a collection of internet websites, services and practices that support collaboration, community building, participation and sharing. Reading is the technique of understanding words contained in a text. They make use of the knowledge for personal growth and development. This suggest making meaning out of recorded information either printed or non- printed.

The use of social media is extensively increasing worldwide. University students are the dominant segment of the population of social media users. The use of social media is affecting the student's reading habits, and they spend much time chatting with friends instead of reading. The primary purpose of this study is to expand the previous research and to explore the effects of social media on the reading habits of students.

3.3 Social Media

According to Boyd and Ellison, social media site is a web-based service which allows people to sign up in a bounded system, articulating group of people within the same system so as to share personal or academic related information. (Ellison, 2008)

Social media is a type of application which is helpful in creating and maintaining large amount of user generated content which is possible only with the application like web 2.0. It can include the various online technology tools that enable people to communicate easily via the internet to share information, opinions and interaction between individuals and group of people. It is a user centric multipurpose tool of communication with no restrictions of time and location. People use various social media sites such as whatsapp, Facebook, twitter, blogs, YouTube, Flickr, Research Gate, Myspace and many more.

In the modern society social media has emerged as a popular and very powerful form of social communication among the people. Social media can include text, images, audio, video, and other multimedia that could transferred speedily to each other. The users normally access these

social sites through computers, laptops or mobile devices such as smartphones and tablet computers which are connected to web-based technologies. It is a platform where any person can contact to anybody without any restriction or boundary gap. It helps to reach to every individual irrespective of age and gender. These sites make available people the space to share their personal opinions and actions with family, friends and colleagues. A social network gives an exceptional framework for handlers to show their information, experience and talent.

Social media sites are used by the millions of people around the world. At present there are a billion of social media posts every two days, so it represents the largest increase in the capacity of individual's competition to express itself at any time in the history of the world. (King, 2014)

3.3.1 Social media tools

There are various tools of social media some of which are explained as follows:

1. Social networking sites

A social networking site allows individuals to create public profile, to share connections and view connections. As the name suggests, social networks bring a large number of people from different nations, regions and professions under one umbrella.

The basis of a social network is for individuals, groups and organization to be able to share the information and connect to one another. Users can create personal profile on these social networking sites to share personal information, invite friends and share information. By using social media site, the users can create both public and semi-public profiles which will help the users to do any changes according to their convenience. Social networking sites permits individual to create a public or semi-public profile within a bounded system.

- I. Facebook

- II. LinkedIn

III. Google+

2. Wikis

Wikis allows one to not only post and access content but also revise and update content. Wikis add a new dimension to information-sharing by giving new meaning to a term 'shared workplace'. A wiki is a collaborative website that can be directly edited by anyone with access to it. Small teams often find that they can accomplish a task more easily by creating a collaborative online workspace using wiki software such as public works, social text or media wiki. Wikipedia has become the first source of information for students and professionals. It is an easy and accessible resource for primary study. www.wikipedia.org.

3. Blog

A blog is an online journal that's publish the user's content in an updating manner which help the users to see the latest posting at the earliest. Blog can be about any subject. They typically contain comments by other readers, link to other sites and permalinks.

A blog is a frequently updated online personal journal or diary. It is a place to express yourself to the world. A place to share your thoughts and your passions. Blogs are spaces for sharing ideas, views and thoughts. Reality, it's anything you want it to be. It also facilitates linking to other blogs is your own websites that you are going to update on an ongoing basis. Blog is a short form for the world weblog and the two words are used interchangeably. www.blogger.com, www.weebly.com etc. is some of the popular tools

for creating blogs.

4. Podcasts

Podcasts are audio or video files that users can subscribe to. They are published on internet and its subscription feature that makes podcasts so powerful as a form of social media. When new podcast is posted on the web, the entire subscriber's podcast services are automatically notified and hence get downloaded to their computer's hard drive.

5. Social Bookmarking

These sites allow users to save and organize links to any number of online resources and websites. A great feature of these services is the ability for the users to "tag" links, which makes them easy to search and invariably, share with their followers. StumbleUpon is a popular example of a bookmarking site. (htt) This could be anything from a news story to a funny video you saw. You can either approve it or not and over time, sites like Digg can provide you links based on your likes and what you've read.

6. Microblogging

Micro blogging is a site which allows users to submit their short-written entries, which can include links to marketing sites, and also the other social media sites. The users can get the particular information on their account those who have cite for a particular site. Mostly the commonly used micro blogging site is the Twitter which attracts most of the

users.

7. Twitter

Twitter is an online social networking and microblogging service that enables users to send and read short 140- character text messages, called “tweets”. Through twitter, one can reach the masses very easily and effectively. It has become a preferred advertising medium.

Twitter www.twitter.com is social networking site and is very popular around the world. The personalities like sportsmen, actress, politicians and celebrities often use twitter to get connected with peoples, let them know about what they feel on the topic concerned. These views are known as tweets. Registered users can send and read short messages. The followers can give their feedback on the tweets. Can be sent by cell phone text message, desktop client or by posting at the www.twitter.com website.

8. Media sharing

Media sharing websites are those sites which allows user to share various types of media, such as images and videos. Mostly these sites offer social features, like the facility to create profiles and the option of commenting on the uploaded images.

9. YouTube

YouTube is video sharing service that allows users to watch videos posted by other users and upload videos of their own. The service was started as an independent website in 2005

and was acquired by Google in 2005. Videos that have been uploaded to YouTube may appear on the YouTube website and can also be posted on other websites, though the files are hosted on YouTube.

10. Social news

Reddit is a one of the social news websites and medium where stories are socially created and encouraged by site members. The site is composed of hundreds of sub-communities, known as “subreddits.” Each subreddit has a definite topic such as technology, politics or music. Reddit site members, who are called “redditors”, submit content which is then voted by other members.

11. Myspace: www.myspace.com it is a social networking website offering an interactive, user-submitted network of friends, personal profiles, blogs, groups, photos, music and videos. It is headquartered in Beverly Hills, California. Myspace was the largest social networking site in the world, and in June 2006 surpassed Google as the most visited website in the United States. In April 2008, Myspace was overtaken by Facebook.

12. WhatsApp: For smart phone users WhatsApp is very useful application that help in sending messages instantly. We can send text messages, images, video, audio media messages. The librarian can create various groups on a particular subject area and share the useful information, there are number of librarians effectively using this tool for the dissemination of latest information.

13. Library Thing: (www.librarything.com) is online service for people to catalogue books from their collection. Library Thing is an online service to help people catalogue their books easily. You can access your catalogue from anywhere – even your mobile phone. The catalogue will be available online and can be accessed over the web and even on the mobile phone. If the book is available on online store e.g., www.Amazon.com, the cataloguing detail can be fetched from there. Library thing also connects people with the same books, comes up with the suggestions for what to read next, and so forth. A tool that enriches the library OPAC. Once an account is created, a list of books with ISBNs is sent to Library Thing which sends back a piece of code which is pasted into the footer of the Library OPAC. Librarians can utilize this to send a list of current publications to users. (Singh, 2017)

3.3.2 Advantages and Disadvantages of social media

It is crystal clear that there are advantages and disadvantages to everything in everyone's life, and that includes our social networking habits. The practical advantages and disadvantages of social media are a subject of frequent discussion. (Gawkroger, 2009)

Here some of the pros and cons that most people are familiar with:

Advantages:

1. Educational process

Using online social networks in the educational process has been supported by several educational technology researchers, who have emphasized the benefits of technologies. Rising of social networking sites, and a general interest in students have attracted attention to the use of internet tools to develop distance education.

2. Worldwide connectivity

We have the chance to connect with others and share information through social media. It's that brings us all together, and it's easily accessible.

3. Online marketing

You can build a relationship with your customers that makes them more likely to use your services. You can get the feedback right away.

4. Information spreads fast

All important things such as major news events, missing person, weather information, etc. can cover in the world in a moment.

5. It's let us share anything with others

Instead of convincing a publishing company, social media allows artists to satisfy a million people and keeps creative control for themselves.

6. It helps to achieve your goals

If your objective is to be healthier, joining a group with the same purpose and making long-distance friends help keep you accountable can go a long way towards making those goals a reality. Encouragement and support are crucial, and social media can help with that.

Disadvantages:

1. Privacy problems

Sharing your online location or getting in trouble at work because of tweeting something inappropriate or sharing too much with the public can cause you some issues that sometimes can't ever be solved.

2. It changes lifestyles habits, and it is sleep disruption

Since using a social media is all done on some computers or mobile devices, it can sometimes motivate too much sitting down in one place for too long. Staring into the light from a computer or phone screen at night can negatively affect your ability to get a proper night sleep.

3. Lacks emotional connection

The quality of conversation when using social media is unpleasant because you cannot sense the emotion or interest from the other person. It makes you wonder if they mean what they say.

4. Reduces family intimacy

Texting, Facebook, Twitter, etc. Separate us from our families more than we actually think it does. When a family is spending family time together and watching a movie, in reality, most children are on their phones rather than watching the film with their parents.

The debate about whether social networking is good or bad is expected to continue. There is nothing to be nervous about if you and your children use social media sites in moderation. So, if you or your children are worried about using social networking sites, don't be. Just keep software update, double check information before you believe it and keep your privacy settings updated too. And if social networking is getting you down, take a break. After all, when you're using it correctly, it improves your life.

3.3 Reading Habits

The activity of reading is regarded as a habit when it is repeatedly carried out. In measurable terms reading habits is often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading (Wagner, 2002), and this

habit can be cultivated (Wijesuriya, 1995). Reading which a long-term habit is starting with the very early ages, is the prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. In this sense, reading habit is an important tool for the development of personalities and mental capacities of individuals. In addition to personal and mental developments, reading is an access to social, economic and civil life (Clark and Rumbold, 2006). Moreover, all reading patterns in terms of emotional response enhance emotional satisfaction of individuals.

Reading interests often refer to the selection of subject matter or preference for a genre of literature being read (Rudman, 1957). It is therefore often equated that an individual has developed a reading habit and interests when such activity is repeatedly carried out voluntarily for leisure. Krashen (1996) believed that this habit and interests could be nurtured at an early age. There would naturally be differences in interests between individuals of different age, gender and greatly influenced by internal factors such as the home, motivation and attitude as well as external factors such as peers, schools, teachers, and the library facilities available to the individuals.

Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkaeo 1999). It is a pattern with which an individual organizes his or her reading. Similarly, Shen (2006), identifies reading habits, as how often, how much, and what students read. Researchers in the past decade have devoted efforts to examining learners' reading habits. With their endeavours, these researchers have discovered that reading habits are associated with students' gender, age, educational background, academic performance and professional growth. These have been attempts to categorize readers. Beers (1996) categorized 7th grade students into 3 groups. The "dormant readers" were those who liked to read and considered themselves readers but did not take the time to read

regularly or update their knowledge. They were not negative to reading but gave priority to other activities such as sports, social life and school work. They would read during convenient times such as during school breaks or after completion of major projects. The second and third groups were the non-committed and unmotivated readers. Those in these two groups have negative attitude towards reading and did not like to read. The non-committed readers were open to suggestion of future reading and were negative towards people who do read.

An examination of variations in reading habits from nation to nation demonstrates that the place occupied by books in the scale of values of those responsible for their promotion is of first importance: all state, community and school authorities, every teacher, parent and pedagogue must be seriously convinced of the importance of reading and books for individual, social, and cultural life if they are to work towards improvement of the situation be transmitted to students of reading in a way appropriate to their stage of development. The very few in ancient times before the discovery of printing, and even after the Age of Humanism it was accessible only to an educated elite and economic development makes continuous demands on the intellectual collaboration of a majority of people, has the question arisen, how the “right to read” for all can be made a reality of science, has thrown a new light on the significance of reading, not only with regard to the needs of society but also for the individual. The “right to read” also means the right to develop one’s intellectual and spiritual capacities, the right to learn and make progress. Reading was once valued merely as a means of receiving an important message but, today reading research has defined the act of reading in itself as a multi-level mental process which contributes greatly to the development of the intellect. Great demands are made on the brain by the process of transforming graphic symbols into intellectual concepts, an infinite number of brain cells are activated during the storage process of reading.

Psychological studies have shown that improvement in the ability to read also leads to improvement in learning ability as a whole, going far beyond mere reception. Good reading is

critical confrontation with the material and the ideas of the author. At a higher level and with longer texts, the comprehension of relationships, of construction or structure, and interpretation of the context, becomes more significant. If the new material is brought into relationship with already existing conceptions, critical reading is apt to develop into creative reading a synthesis leading to completely new results of systematic development of language and the personality.

3.3.1 Importance of Reading Habits

Reading is one of the three r's with which child starts his education. In fact the success and failure of his academic life depends to a large extent upon his reading ability. Reading may be regarded as a basic skill to be acquired by every learner and hence every effort should be directed towards its development in children from early life. Studies shown that school and teachers do not have as big an influence on children as parents and friends do. The people that children spend the most time with are the ones who govern their thoughts and directions in life. To be around people who propagate learning and reading is always a good thing for a child. There are many benefits to picking up such reading habits, especially when it comes to matters that pertain to the child's mental growth. Without a reading habit, a child can grow up with some difficulties, especially if in a line of work that requires reading at any level. Reyhene (1998) observed that when children read for pleasure, they involuntarily and unconsciously improve their language skills. Bignold (2003) indicated that the habit of reading improved children's reading skills. Hence, the issue of reading whether it is for learning or leisure is important since it helps broaden young people's experiences and knowledge (Green, 2002).

A good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. Furthermore, an individual's interests are determined to a considerable extent by the amount he will pursue his reading activity. By reading books, one gets confirmation or rejection of one's own ideas, which makes one think more critically about right and wrong in the society. Reading provides people with a sense of

values, which enable them gradually to develop the greatest of all virtues, that is the ability to understand rather than condemn. Books can also be very comforting, especially at times when one doubts one's self and one's beliefs.

Pleasure reading furthers the development of reading as life-long habit which strengthens both language skills and fluency noted that children improve their reading skills when they read for pleasure. Cunningham and Stanovich (1998) reported that reading volume both inside and outside the school has a significant impact on the development of reading speed and fluency, vocabulary, general knowledge overall verbal ability and academic achievements.

3.3.2 Benefits of Developing Good Reading Habits

Reading is one of the most fundamental skills a child needs to learn to succeed in life. Developing good reading habits is vital to your child's future not just academically, but in everyday life as well. What can good reading habits do for your child's development? Here are five reasons you should develop reading habits and its importance. (Rahmah, 2017)

1. Reading develops vocabulary:

The more your child reads, the more new words will find their way into his/her vocabulary.

Reading allows for exposure to words and phrases that you might not use as part of normal speech. "When you read aloud to your child, you are not only helping to prepare your child to read, you are also exposing your child to rich language he/she otherwise might not hear'.

2. Reading increases attention span:

Encouraging good reading habits from an early age develops your child's attention span and allows them to focus better and for longer periods of time. Reading combats the epidemic of poor attention span in today's children.

3. Good reading habits prepare children for school:

Children who spend a lot of time reading prior to attending school will have easier time adapting to the reading-focused learning environment in their future classrooms.

4. Developing reading habits early leads to a lifelong love for books:

Children who start reading regularly from an early age are more likely to enjoy reading later in life. This will serve them well throughout their education and beyond.

5. Reading encourages a thirst for knowledge:

Children with good reading habits learn more about the world and things around them, and develop an interest in other cultures. Reading leads to asking questions, and seeking answers, which means children learn more every day.

PROMOTING READING HABITS AT NATIONAL AND INTERNATIONAL LEVELL

Chapter 4

Promoting reading habits at national and international level

4.1 Promoting reading habits in India

In an age while surfing the net, gambling with funky handsets and passing non-stops SMSs

appear to be the order of the day, reading a book in a peaceful corner of a library has end up an archaic concept for maximum people. While era is slowly taking a consistent control manipulate over people lives, the reading habit is truth taking vanishing into thin air. The manner of existence of a state is motivated through the proportion of the residents who are literate.

4.2 National Book Trust in promoting readings and books in India

Books are the expression of the human thoughts of creativity, awareness and understanding books have continually performed a crucial position in shaping the kingdom and the society. The National Book Trust of India being the apex frame set up with the aid of using the Government of India with inside the year 1957 shouldering the obligation of manufacturing true literature and promoting reading habits in India with the objective of creating the culture of reading habit among the masses.

The major activities of NBT consists of publishing non-textual content books, organizing e-book festivals, e-book exhibitions, accomplishing literary events, seminars, children activities, training in publishing, collaborating in worldwide e-book festivals to sell Indian literature imparting monetary help to non- Government organizations, authors or publishers our bodies to prepare numerous e-book promotional activities to encourage promotion of books and reading.

NBT publishers preferred books which consist paintings of fiction, books on social technological know- how and reducing side era for all segments of society and for all age business NBT additionally publishers a huge style of books for youngsters and post - literacy reading materials for neo - literates.

Moderately priced, NBT brings out books under 21 one-of-a-kind collection in English and in all major Indian languages. The NBT in its very own manner is creating an effective contribution to countrywide integration with the aid of using publishing books in all Indian

languages identified with the constitution of India. (Sikandar, 2019).

4.3 National level book reading campaign:

Recognizing the significance of assembly the reading needs of all categories of readers, the successive Five-year Plans had envisaged numerous measures for the promoting of books and reading. One of the first such efforts become to set up the National Book Trust (NBT),

India within the year 1957 as a nodal company to create attention at the significance of books and reading and to coordinate and to take all such efforts which can be required for the promoting of books in the country. As part of its e-book promotional activities, NBT often brings

Out a huge kind of books at inexpensive fees for all segments of the society preserving in thoughts the differences of language and lifestyles. This paper discusses approximately the targets of a National stage marketing campaign to sell e- book reading lifestyle some of the masses in the country with an Achievable street map for the next three to five years to acquire e-book reading as country wide lifestyle.

4.4 Promotion of books and reading

NBT performs a critical function in promoting books and the habit of reading through organizing e-book fairs and exhibitions throughout the country since the last five decades. As the nodal frame for the promotion of books each in India and abroad, NBT:

- Organizes e-book fairs/exhibitions throughout the country at diverse levels. NBT has so far organized 21 World Book Fairs in New Delhi, and almost 400 State level e-book fairs and festivals.

- Participates in main worldwide e-book fairs yearly and showcases books from India.
- Makes books to be had on the doorsteps of the human beings through mobile exhibitions and on-line sales through its website.
- Has enrolled extra than 80,000 Book Club Members throughout the country.
- Provides monetary helps to authors and publishers.
- Organizes seminars and workshops.
- Organizes unique e-book fairs and literary programmes within side north-east to promote books and e-book reading in the region.

4.5 International level

According to Sikandar (2019), Books and Reading has been one of the maximum essential reasons of development of any civilization. Books make the human life significant and deliver it an experience of purpose. Books are vital for transforming the country into a learning and expertise society. Books are a perennial supply of information, expertise, awareness and delight for any growing society. Books make the human life significant and deliver it an experience of purpose. Books and Reading has been one of the maximum essential reasons of development of any civilization. Integrated efforts are to be made to stable easy accessibility to books for all segments of the population. Reading is a fundamental device for learning and for enjoyment. It is the means by which literate persons can gain access to the vast and varied supply of expertise and experiences that have been preserved in written form. Firstly, efforts to promote the reading habit will be maximum effective if they involve virtually all segments of society at every level, from the family, community, and school, through local, intermediate, and national levels of government. Secondly patience and persistence on the part of readership campaign leaders will be.

Essential for, as Staiger has pointed out, ‘habits grow over a period of days, months, and years. A readership campaign should not be considered as a single impressive effort, but as a continuing series of difference kinds of activity within a long-range context.

4.6 International Book Year USA libraries

According to Behrstock (2022), what precisely turned into completed in the course of International Book Year to sell the reading habit? It can be instructive to give present few examples that can possibly additionally assist to outline the very idea of reading promotion. One of the maximum direct initiatives, which stuck preserve more and more because the Year progressed, turned into the wearing out of country wide readership surveys. Country after United States of America, growing and advanced alike, took the event of Book Year to behavior nation- extensive enquiries into the sample of readership. Under the aegis of universities, studies institutes or e-book improvement councils, those medical investigations has been designed to decide the United States of America reading pattern. Answers have been sought to questions such as: How many books do human beings examine according to per year and what kind; the connection among e-book, magazine and newspaper readership; the degree of lapse into illiteracy; and the feature reading habits of various age groups. In the light of the findings, education authorities, the publishing enterprise and others worried within side the United States of America have been higher prepared to formulate guidelines for the development of readership as a part of this system for monetary and social development. A wide variety of nations have preserved to behavior those country wide readership surveys periodically -one of the abiding consequences of the 1972 commemoration. In addition to surveys and other research initiatives, a exquisite many promotional activities and devices have been designed to encourage, in single manner or another, e-book shopping for and readership. Some examples:

- In addition to the worldwide motto "Books for All, character international and locations and nearby companies followed slogans of their own. "Reading for All" "Read More- Guess Less," "Widen Your World with Books," "Books Bring People Together"- those are however some examples. In few international locations the slogans have been broadcast numerous instances an afternoon radio and television, have been revealed on T-shirts, and have become captions on posters.
- A wide variety of organizations, starting from trade unions to enterprise companies, participated in a present-to- 314 Journal of Reading January 1980. Other e-book gift devices abounded. One United States of America, in the course of the entire of 1972, provided every newly married couple six books of their preference as a spur to domestic libraries.
- Commercial corporations contributed marketing and marketing area for e-book news while authors have been given unusual opportunities to reach potential readers through special radio and television programs.
- Of specific observe is that faculty structures in the course of 1972 developed a number of inventive techniques, or gave extra currency to antique ones, for encouraging readership. Schoolchildren have been advocated to supply books on their own; "reading pass- ports" have been introduced; classroom book fairs furnished possibilities for young readers to fulfill authors, participate contests and pay attention to performances via way of means of groups of storyteller.

4.7 Promoting the Reading Habit by UNESCO

A document submitted to the General Conference of UNESCO on the cease of 1972 contained an account, on the only hand, of the unsatisfactory world- huge state of affairs of books and analyzing and, at the different, of the assault at the trouble that were initiated with International

Book Year. In the light of that document, UNESCO took the unanimous choice to preserve the initiative with a long-time period of application of movement. The four subject matters cited in advance had been retained and so, too, became the general goal of "Books for All." These had been embodied in a brochure placing forth, below every theme, unique pointers for movement addressed to governments, to expert organizations, and to e-book- minded human beings the arena over. Promotion of the reading habit, therefore, stays one of the fore-maximum goals of UNESCO's e-book development program. In fact, it became this intention that became singled out within side the decision followed through the General Conference launching the long-time period application of movement. The decision drew interest to "the overall preoccupation with the promotion of the reading habit and the need to synthesize the considerable body of re- search already carried out in this field." In the UNESCO brochure, the phase on the promotion of reading lists suggestions under three headings. The first is "instilling love for books." Under this point, the pointers encompass: provision of special training for teachers of reading in primary and secondary schools; creation of reading incentives by means of devices such as "reading passports"; establishment of reading clubs or other cooperative school ventures; distribution of moderately priced news- papers or information bulletins for pupils; giving books as end-of-year prizes; and establishment of reading groups at the village or urban district level. The second group of suggestions, headed "learning more about books and reading," calls for studies of the tastes, motivations and comportment of readers; classroom research into reading motivation, using audiovisual techniques; and opportunities for students to learn more about the manufacture of books through visits to printing plants and publishing houses. The third heading is entitled "bringing books to the public." It offers some general advice such as the production of books for new literates in BEHRSTOCK: the collection of oral literature; and the production and distribution of inexpensive pamphlets on health, farming or other matters of broad general interest. In addition, there are some specific pointers: organize

school exhibitions on an author, character in a novel or literacy theme; draw up "book maps" of a community pinpointing bookshops and libraries; and arrange for language courses for immigrant workers, with reading material provided in their own languages. For the carrying out of this program, it is the governments of UNESCO's member states that are the prime movers, since they must provide most of the resources and, often, initiate the action. On this score, it is encouraging that in recent years some 30 countries have established national book development councils which, bringing together representatives of education ministries and of the e-book community, serve as a spearhead for the nation's book development effort. Most of those councils encompass of their activities the promotion of the reading habit, and they often serve, for example, as the sponsors of national readership surveys. In addition to councils at the national level, UNESCO's program has produced a network of regional institutions. Meetings held in all the developing regions from 1966 to 1972 resulted in the establishment of book development centers for Asia at Tokyo, for Africa at Yaoundé, for the Arab States at Cairo and for Latin America at Bogota. All the centers have inscribed the promotion of readership in their work plans. The Latin American Centre has been especially active and has already conferred with officers of the International Reading Association on activities for readership promotion in that region.

4.8 Promotion reading habit by ASEAN Libraries

Programs of activities are widely labeled into 3 most important groups: Those are Book-based programing, Bringing books to public and New layout to promote reading: computer machine.

1. Book-based programing

- a. Make e-book available: e-book lists

The information contained in the list should be sufficient to allow for the books to be found in

the library and a mere listing of authors and title will always need to be extended either by a brief descriptive note on each book to indicate its particular value or the arrangement of the list under headings which will give such an indication. Inclusion in the list should be selective,

Reading programs.

Reading programs provide an incentive to some children to read books which they might otherwise not try. The following are successful programs undertaken by ASEAN Libraries:

a. Reading Camp.

The program aimed at exposing the student to the various skill vis speed reading, information handing skill. Various activities with local writers and film show, slides show were carried out. Sometimes the Reading Camps were scheduled to coincide with the National Book.

b. Reading Contest

It is aimed to accelerate reading habit among young generation by the use of libraries is considered as potential one in the nation building. The contest material is a number of books on literature: prose and poetry, selected by the National Committees. The contest participant are required to develop and deliver some book abstracts.

c. Book Talk

A low cost-effective strategy with ability to reach a wide audience a possible is book talk. The schools held book talk and the book reporting sessions by librarians' cooperation. The talk has been done through talk-cum-slide by librarians for new coming books or orientation in the library; book talk contest, or book abstract contest

after book talk session.

d. Read aloud to children

If the child is too old enough to talk to, she is old enough to read too. Most critical task during these early stage is learning how to calm the child, not to bring it under control. By 9 months the child was able to response to the sight of certain books and convey to her parents that these were her favorite. By age 5 she had taught herself to read. Fairy tales offer us an excellent opportunity to introduce the child or class to comparative literature.

e. Creative poetry

The rules for retaining of developing love of poetry within children are: read it aloud; read it often; keep it simple; keep it joyous or spooky (ghost) or exciting. Poetry sets an excellent medium for training the disciplines of listening and reading that are such integral parts of reading aloud program. It must be read word for word. "Because it is bound by meter and rhythm; every word and every syllable counts.

f. Picture Book

Star with picture books and build to storybooks and novel. Picture book can be read easily to children widely separate in age. Novels, however post a problem. If there are more than 2 years between the children, each child would benefit greatly if reading to her or him individually. Make sure the child can see the picture easily. In class, with the children in the back row can see the picture above the heads of the others.

g. Story hours

Story-telling is one of the easiest activities for the library to organize. Traditional tales or short stories of the same type and picture book are the easiest to use. Apart from these myths, legends, fairy tales, stories about animals, things which appeal to the sense of wonder and the sense of humor that stimulate the imagination of spirit of adventure are the most suitable.

1. Performance:

a. Dramatic Activities

Drama groups need careful organizing and adequate space. The approach is to outline a theme, based on a story or part of a book, which can then, by the cooperation of the children and the person in charge, be demonstrated in a dramatic form, each child undertaking and improving a role.

b. Puppets

Dramatic activity and craftwork can be combined in the making by the children of puppets, and their presentation of a performance based on a story or episode from a book. For both the puppeteers and audience of other children it will extend the awareness of the story and the book on which it has been based.

2. Craft activities

Craft activities can use both local traditional skill and a wide range of materials, many of which can be improvised from waste materials such as newspaper, disused packaging. Cardboard and so on. The requirements are space and surfaces on which to work, a good collection of materials. The link with books can be twofold; the choice of themes from books, such as giants, prehistoric animals, or other features, and the use of books for instruction in methods and

technics.

3. Competition : quiz

The quiz is aimed at encouraging students to read beyond their textbooks in school, promotion books as a source of information and promoting books themselves. Therefore it is necessary to decide precisely what the purpose of the quiz is in each competition. Book quiz can be done just for fun. They may be set at various level for under eights to elevens and over.

4. Activities for individual

Few libraries provide a wider range of educational games. However, where there is suitable accommodation, jigsaw, card games (particularly those linked to children's books and featuring book titles and characters and board games) may provide an additional attraction.

"Cognitive Games" are thinking game. It includes of language game which need no equipment or props only imagination and words. Some language games promote memory skill, some for listening and some are guessing games.

2. Bringing Books to Public

Here are some suggestion:

- a. Prepare exhibit about book authors characteristics in novels or concepts retrieved from literature and or display maps of book shops libraries in the community.
- b. Promote the production and distribution easy-to-read pamphlet and low-price printed materials. These material informing what the public interest e.g.; health or rural issues agriculture or animal breeding and encourage subscribing.
- c. Collect oral and unprinted literature.

- d. Set up book reader's group in villages of community. Do reading activities. Use books as a fundamental documents when news in newspaper, radio and TV. Has been reported.
- e. Encourage public to know books and book sources both reading and non-reading group.

3. New format to promote reading: computer machine.

As amount of information grows and as it become more easily and quickly available, there will be a need to teach individual strategies for both dealing with information and accessing the information available. More and more organizations, institutes and companies are putting their budget to computers, In the long run, the printed word will be converted to electronic from this is high technology and opening the new arena of reading promotion. Those are collecting center for Audio-Visual and Computer-the based materials: Compact Disc Interaction (CDI) Compact Disc Read only memory (CDROM) audio. (Sangkaeo, 1999).

DATA ANALYSIS AND INTERPRETATION

Chapter 5

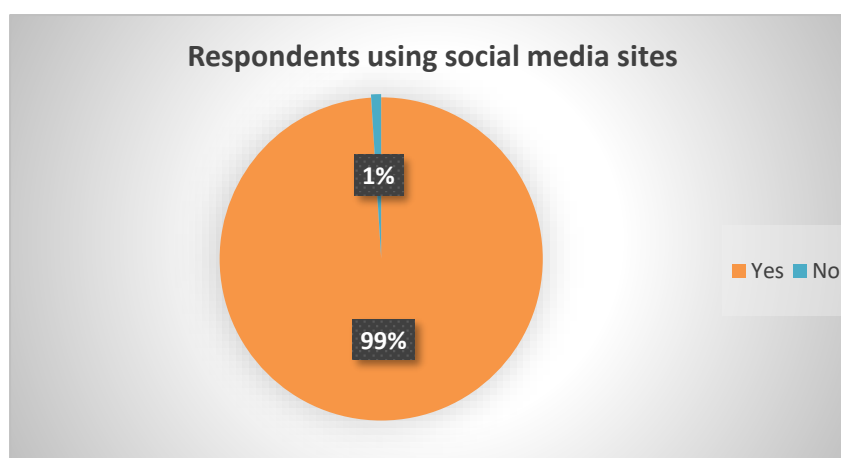
Data analysis and interpretation

5.1 Data analysis:

The data collected from the students of Goa University is based on the responses received from 200 students and this data is appropriately analyzed in this chapter using tables, charts and graphs.

5.2 Respondents using social media sites

Figure1: Respondents using social media sites



From the above figure 1, almost 99% of the respondents are using social media. i.e. 198 (99%) of them use social media sites and have their account on social media. Only 2 (1%) respondents don't use social media sites. Thus, the data reveals that almost all use social media sites in majority, and there is slight difference between the two.

Junco and Cotton (2012), in their research concluded that students consider the social media applications as a source of entertainment and significantly use it for their social interaction. So the researcher sought to find out the reasons why respondents used the social networks very often. The respondents were allowed to choose multiple choices for the reasons for using social media platforms. The collected empirical data is presented in table 1.

5.3 Reasons for using social media

Table 1: Reasons for using social media

<u>Reasons for using social media</u>	<u>Frequency</u>	<u>Percentage</u>
Communication	148	74%
Entertainment	146	73%
Instant messaging	75	38%
Making friends	46	23%
Sharing ideas/ information	91	46%
Reading purpose	80	40%
Any other	10	5%

From the above table 1, shows that 146(73%) use social media sites for entertainment purpose. Majority of the students i.e. 148(74%) use it for communication purpose, 75(38%) students use social media sites for instant messaging, 46(23%) students used social networking sites to making friends, 91(46%) students use social media site for sharing ideas and information purpose, 80(40%) students use social media sites for reading purpose. 10(5%) while some students use other social sites for reading like gaining information on how to make money, educational purpose, memes etc. It thus reveals that majority of the students use social media for communication.

5.4 Beneficial social media sites for reading

Table 2: Beneficial social media sites for reading

<u>Beneficial social media sites reading</u>	<u>Frequency</u>	<u>Percentage</u>
Whatsapp	70	35%

Blogs	68	34%
Facebook	58	29%
Research gate	81	41%
Good reads	31	16%
Library thing	50	25%
Online book club	29	15%
Any other	24	12%

The above table 2, shows which social sites have been used for reading, while majority of the students i.e. 81(41%) students found research gate to be useful, 70(35%) students used Whataspp to read, 68(34%) students used the blogs for reading, 58(29%) students felt Facebook was useful to read, 31(16%) students agreed that Good reads offered a good source of reading, 50(25%) students feel that library thing is beneficial, 29(15%) students opined that online book club provided good reading. 24(12%) students use other social media sites for reading like twitter, Instagram, telegram, YouTube, Google Scholar, quora, reddit, science direct, PubMed etc. It thus reveals that majority of the students prefer to use Research Gate for reading.

5.5 Frequency of visiting library

Table 3: Frequency of visiting library

<u>Frequency of visiting library for reading</u>	<u>Frequency</u>	<u>Percentage</u>
Daily	20	10%
2-3 times a week	52	26%
Once in a week	47	24%
Rarely	81	41%

Total	200	100%
-------	-----	------

From the above table 3, shows the frequency of students visiting the library for reading. It reveals that out of 200 students. While majority of the students i.e. 81(41%) students rarely visit the library for reading, 20 (10%) students visit the library daily for reading, 47 (24%) students visit the library for reading once a week and 52 (26%) students use the library for reading 2 -3 times a week. It is concluded from the above table that majority of the students rarely visit the library.

5.6 Reading preferences

Table 4: Reading preferences

<u>Reading preferences</u>	<u>Frequency</u>	<u>Percentage</u>
Magazines	82	41%
Journals	58	29%
Online libraries	40	20%
Newspapers	101	51%
Encyclopedias	29	15%
Manuals	11	6%
E-book	83	42%
Any other	11	6%

The above table 4 shows the students' reading preferences. It can be seen that while majority students i.e. 101(51%) prefer to read newspapers, 82(41%) students prefer to read magazines, 58(29%) of them prefer to read journals, 40(20%) used online libraries for reading, 29(15%) prefer to read encyclopedias, 11(6%) percent read manuals, 83(42%) percent prefer to read e-

books. While some other students i.e. 11(6%) prefer to read comics, novels, books, literature books, memes etc. It thus reveals that majority of the students prefer to read newspapers.

5.7 Activities during free time

Table 5: Activities during free time

<u>Activities during free time</u>	<u>Frequency</u>	<u>Percentage</u>
Reading books	88	44%
Visiting social media sites	122	61%
Doing creative work	53	27%
Meditation	13	7%
Shopping	29	15%
Listening music	103	52%
Playing	53	27%
Any other	20	10%

The above table 5 reveals what students prefer to do during their free time. It can be seen that 88(44%) of them read books during their leisure, 122(61%) students prefer to spend their time on social media sites, 53(27%) students prefer to do creative work, 13(7%) students do meditation during their free time, 29(15%) students utilize their free time for shopping, 103(52%) students love listening music during their free time, 53(27%) of them play games. While some 20(10%) students prefer to spend their free time with friends, taking a walk, sleeping, exercise, dancing, roaming around, music, learning something new etc. From the above table, it can be analyzed that majority of the students prefer to utilize their free time on

social media sites.

5.8 Time spent daily on social media

Table 6: Time spent daily on social media

<u>Social media</u>	<u>Frequency</u>	<u>Percentage</u>
Less than 1 hour	15	7%
1-2 hours	78	39%
3-4 hours	65	32%
5-6 hours	25	13%
More than 6 hours	17	9%
Total	200	100

The above table 6 shows that the student's time spent daily on social media. It reveals that out of 200 students. While majority of the students. i.e. 78(39%) students spent time on social media 1- 2 hours, 15(7%) spent time on social media less than 1 hour, 65(32%) spent time 3-4 hours on social media, 25(13%) spent time 5-6 hours, 17(9%) spent time more than 6 hours on social media. It thus reveals that majority of the students used social media 1-2 hours.

5.9 Time spent on reading books

Table 7: Time spent on reading books

<u>Time spent on reading books</u>	<u>Frequency</u>	<u>Percentage</u>
15 minutes	41	20%
Less than 1 hour	76	38%
1-2 hours	69	34%

More than 3 hours	14	7%
Total	200	100%

The students were asked how much time they spend to read every day and the responses given are depicted in the above table 7. It shows that majority of the students i.e. 76(38%) of them spend less than 1 hour reading books, magazines, novels etc. 41(21%) students read for just 15 minutes in a day, 69(35%) students revealed that they spend 1-2 hours for reading every day, whereas 14(7%) students spend more than 3 hours to read on a daily basis. It thus reveals that majority of the students spend less than one hour every day to read books.

5.10 Enjoy reading books

Table 8: Enjoy reading books

<u>Enjoy reading books</u>	<u>Frequency</u>	<u>Percentage</u>
Yes	170	85%
No	30	15%
Total	200	100%

The above table 8 shows how many students enjoy reading books. It shows that the majority of the students i.e. 170(85%) of the students still enjoy reading books, while only about 30(15%) students do not enjoying reading books. It thus reveals that majority of the students enjoying reading books.

5.11 Frequency of reading books

Table 9: Frequency of reading books

<u>Frequency of reading books</u>	<u>Frequency</u>	<u>Percentage</u>
Quite often	39	19%
Not much	66	33%
Regular	50	25%
Occasionally	45	23%
Total	200	100%

Students were asked how often they read books and the responses given by them are provided in the above table 9. It shows that the majority of the students i.e. 66(33%) do not read much, 39(19%) students read quite often, 50(25%) students read books regularly, whereas 45(23%) students read books occasionally. It can be concluded that majority of the students are not much into reading books.

5.12 Types of books preferred to read

Table 10: Types of books preferred to read

<u>Type of books preferred to read</u>	<u>Frequency</u>	<u>Percentage</u>
Novels	108	54%
Story books	101	50%
Biographies	36	18%
Magazines	37	18%

Text books	43	21%
Motivational books	63	31%
Research articles	51	25%
Newspapers	60	30%
Electronics source like e-books, CDs etc.	36	18%
Any other	13	6%

When students were asked what kind of books they preferred to read, it can be seen from the above table 10, that the majority of the students i.e. 108(54%) loved to read novels, 101(50%) students enjoyed any story books, 36(18%) students enjoyed reading biographies, 37(18%) of them read magazines, 43(21%) students preferred to read text books, 63(31%) preferred to read motivational books, 51(25%) preferred to read research articles, 60(30%) prefer to read newspaper, 36(18%) students preferred to read electronic sources like e-books, CD, etc. While 13(6%) students prefer to read comics, books related to academics, books on financial literacy, spirituals books, non-fiction, fictional books etc. It can thus be stated that majority of the students preferred to read novels.

5.13 Better platform for reading

Table 11: Better platform for reading

<u>Better platform for reading</u>	<u>Frequency</u>	<u>Percentage</u>
Social media	90	45%
Library	110	55%

Total	200	100%
-------	-----	------

The above table 11 reveals the students' responses that reveal the better platform of reading. It reveals that out of 200 students 110(55%) feel the library is the best place for reading. While 90(45%) students state that the social media is a good platform for reading. The data reveals that majority of the student still consider a library to be a better place for reading as compared to the online medium.

5.14 Reliability of information on social media

Table 12: Reliability of information on social media

<u>Reliability of information on social media</u>	<u>Frequency</u>	<u>Percentage</u>
Yes	128	64%
No	72	36%
Total	200	100%

The students were asked to give their opinion about the reliability of information shared through social media and the responses are depicted in the above table 12. It can be seen that majority of the students i.e. 128(64%) feel that information provided by social media sites is reliable whereas 72(36%) students state that information provided by social media is not

reliable.

5.15 Spending leisure time

Table 13: Spending leisure time

<u>Spending leisure time</u>	<u>Frequency</u>	<u>Percentage</u>
With family or friends	134	67%
Play ground	139	70%
Social media	105	53%
In library	13	7%
Any other	6	3%

The above table 13, illustrates that 139(70%) students prefer to play outdoor games during their leisure time, followed by 134(67%) students who prefer to spend their time with family or friends, 105(53%) students utilize their free time to browse social media sites, only 13(7%) students spend their leisure time in library whereas 6(3%) students prefer to spend their leisure time in other ways like being all by themselves, or visiting places apart from the library etc.

5.16 Reading preference

Table 14: Reading preference

<u>Reading preference</u>	<u>Frequency</u>	<u>Percentage</u>
Home	163	82%
Classroom	25	13%
Library	90	45%
When travelling	28	14%

Any other	5	3%
-----------	---	----

When the students were asked where they preferred to read books, the responses provided by them are shown in the above table 14. It shows that majority of the students i.e. 163(82%) prefer to read books at home, 25(13%) students prefer to read the books in classroom, 90(45%) students prefer the reading environment in the library, 28(14%) students read books when they are travelling while some 5(3%) students opt to read books in other places too apart from the library.

5.17 No. of books read every month

Table 15: No. of books read every month

<u>No. of books read every month</u>	<u>Frequency</u>	<u>Percentage</u>
One book	100	50%
Two books	61	31%
Three books	13	7%
Four books	12	6%
Any other	14	7%
Total	200	100%

From the above table 15, it can be seen that majority of the students i.e. 100(50%) read only one book in month, 61(31%) students read at least 2 books in a month, 13(7%) students read 3 books every month, 12(6%) students read at least four books on a monthly basis and 14(7%) students chose any other option that included reading half of the book in a month.

5.18 Kind of information received through social media sites

Table 16: Kind of information received through social media sites

<u>Kind of information received</u> <u>through social media</u>	<u>Frequency</u>	<u>Percentage</u>
Daily news updates	176	88%
Technical knowledge	74	37%
Social information	127	64%
Historical knowledge	61	31%
Business ideas	62	31%
Any other	11	6%

The above table 16 reveals the students' responses towards the information they receive through social media sites. It shows that majority of the students i.e. 176(88%) students get daily news updates through social media sites, 74(37%) students use social media sites to update their technical knowledge, 127(64%) of them get social information through social media, 61(31%) students utilize social media to update historical knowledge, 62(31%) students share business ideas through social media and 11(6%) students use social media for other purposes like sharing academic information, memes, roasting videos, research updates, psychology, health, food, motivational and creative ideas etc. It thus reveals that majority of the students used social media for getting daily news updates.

FINDINGS, SUGGESTIONS AND CONCLUSION

Chapter 6

Findings, suggestions, conclusion

This chapter details the major findings of the study, provides suggestions and conclusion drawn from the present study.

6.1 Findings:

The following findings are reported after due analysis of the data collected from the students of the Goa University on the topic related to the social media on reading habits.

- Almost 99% of the respondents are using social media. i.e. 198 (99%) of them use social media sites and have their account on social media. Only 2 (1%) respondents don't use social media sites. Thus, the data reveals that almost all use social media sites in majority, and there is slight difference between the two.
- 146(73%) use social media sites for entertainment purpose. Majority of the students i.e. 148(74%) use it for communication purpose, 75(38%) students use social media sites for instant messaging, 46(23%) students used social networking sites to making friends, 91(46%) students use social media site for sharing ideas and information purpose, 80(40%) students use social media sites for reading purpose. 10(5%) while some students use other social sites for reading like gaining information on how to make money, educational purpose, memes etc. It thus reveals that majority of the students use social media for communication.
- While majority of the students i.e. 81(41%) students found research gate to be useful, 70(35%) students used Whatsapp to read, 68(34%) students used the blogs for reading, 58(29%) students felt Facebook was useful to read, 31(16%) students agreed that Good reads offered a good source of reading, 50(25%) students feel that library thing is

beneficial, 29(15%) students opined that online book club provided good reading. 24(12%) students use other social media sites for reading like twitter, Instagram, telegram, YouTube, Google Scholar, quora, reddit, science direct, PubMed etc. It thus reveals that majority of the students prefer to use Research Gate for reading.

- While majority of the students i.e. 81(41%) students rarely visit the library for reading, 20 (10%) students visit the library daily for reading, 47 (24%) students visit the library for reading once a week and 52 (26%) students use the library for reading 2 -3 times a week.
- It is seen that while majority students i.e. 101(51%) prefer to read newspapers, 82(41%) students prefer to read magazines, 58(29%) of them prefer to read journals, 40(20%) used online libraries for reading, 29(15%) prefer to read encyclopaedias, 11(6%) read manuals, 83(42%) prefer to read e-books. While some other students i.e. 11(6%) prefer to read comics, novels, books, literature books, memes etc. It thus reveals that majority of the students prefer to read newspapers.
- It can be seen that 88(44%) of them read books during their leisure, 122(61%) students prefer to spend their time on social media sites, 53(27%) students prefer to do creative work, 13(7%) students do meditation during their free time, 29(15%) students utilize their free time for shopping, 103(52%) students love listening music during their free time, 53(27%) of them play games. While some 20(10%) students prefer to spend their free time with friends, taking a walk, sleeping, exercise, dancing, roaming around, music, learning something new etc. It can be analysed that majority of the students prefer to utilize their free time on social media sites.
- While majority of the students. i.e. 78(39%) students spent time on social media 1- 2 hours, 15(7%) spent time on social media less than 1 hour, 65(35%) spent time 3-4 hours on social media, 25(13%) spent time 5-6 hours, 17(9%) spent time more than 6

hours on social media. It thus reveals that majority of the students used social media 1-2 hours.

- Majority of the students i.e. 76(38%) of them spend less than 1 hour reading books, magazines, novels etc. 41(21%) students read for just 15 minutes in a day, 69(35%) students revealed that they spend 1-2 hours for reading every day, whereas 14(7%) students spend more than 3 hours to read on a daily basis. It thus reveals that majority of the students spend less than one hour every day to read books.
- Shows how many students enjoy reading books. It shows that the majority of the students i.e. 170(85%) of the students still enjoy reading books, while only about 30(15%) students do not enjoying reading books. It thus reveals that majority of the students enjoying reading books.
- The study shows that the majority of the students i.e. 66(33%) do not read much, 39(19%) students read quite often, 50(25%) students read books regularly, whereas 45(23%) students read books occasionally. It can be concluded that majority of the students are not much into reading books.
- Majority of the students i.e. 108(54%) loved to read novels, 101(50%) students enjoyed any story books, 36(18%) students enjoyed reading biographies, 37(18%) of them read magazines, 43(21%) students preferred to read text books, 63(31%) preferred to read motivational books, 51(25%) preferred to read research articles, 60(30%) prefer to read newspaper, 36(18%) students preferred to read electronic sources like e-books, CD, etc. While 13(6%) students prefer to read comics, books related to academics, books on financial literacy, spirituals books, non-fiction, fictional books etc. It can thus be stated that majority of the students preferred to read novels.
- It reveals that of the 200 students, 110(55%) feel the library is the best place for reading. While 90(45%) students state that the social media is a good platform for reading.

Therefore, it can be concluded that majority of the student still consider library to be a better place for reading as compared to the online medium.

- It can be seen that majority of the students i.e. 128(64%) feel that information provided by social media sites is reliable whereas 72(36%) students state that information provided by social media is not reliable.
- 139(70%) students prefer to play outdoor games during their leisure time, followed by 134(67%) students who prefer to spend their time with family or friends, 105(53%) students utilize their free time to browse social media sites, only 13(7%) students spend their leisure time in library whereas 6(3%) students prefer to spend their leisure time in other ways like being all by themselves, or visiting places apart from the library etc.
- It shows that majority of the students i.e. 163(82%) prefer to read books at home, 25(13%) students prefer to read the books in classroom, 90(45%) students prefer the reading environment in the library, 28(14%) students read books when they are travelling while some 5(3%) students opt to read books in other places too apart from the library.
- It can be seen that majority of the students i.e. 100(50%) read only one book in month, 61(31%) students read at least 2 books in a month, 13(7%) students read 3 books every month, 12(6%) students read at least four books on a monthly basis and 14(7%) students chose any other option that included reading half of the book in a month.
- It shows that majority of the students i.e. 176(88%) students get daily news updates through social media sites, 74(37%) students use social media sites to update their technical knowledge, 127(64%) of them get social information through social media, 61(31%) students utilize social media to update historical knowledge, 62(31%) students share business ideas through social media and 11(6%) students use social media for other purposes like sharing academic information, memes, roasting videos, research

updates, psychology, health, food, motivational and creative ideas etc. It thus reveals that majority of the students used social media for getting daily news updates.

6.2 Suggestions

- There are many bad consequences as well as benefits so with proper guidance, social media can be used for educational purposes. Majority of the students use social media for entertainment, chatting, browsing unnecessary things and so on. Institutions should focus on how students can use social media for study and reading purpose.
- While travelling social media platforms can be used for reading. Online reading resources can be made available according to the student's interest that will promote reading.
- Students should be guided on how to use their leisure time properly. This would promote creative ideas and help them to utilize their time constructively.
- Awareness programs on reading have to be organized by librarians that would encourage students to read books.
- The library environment should be conducive for reading. Well-lit spaces with comfortable furniture and infrastructure should be provided in the libraries that can promote reading.
- Librarians and faculty members should guide the students on the information provided on social media as it is not always reliable. Various short-duration courses can be conducted that will bring about the awareness on how to evaluate information shared in digital media.
- Library should organize some activities for the students so that they can get attracted towards the library for reading purpose.

- To improve students reading habits, find their personal interest. According to their interest provide those books or any other reading resources.
- In this digital growing world, libraries can digitally promote the books. There is possibility of students getting attracted towards digital resources. The librarians can display available books based on the student's interest and enjoyable reading contents that will promote reading. These lists can then be shared using the social media.

6.3 Conclusion

In the modern age of technology social media have become the largest online platform and the users are mostly attracted towards it especially, the young generation. Social media is widely used as a tool for communication. Entertainment, current news and information and for many other purposes.

The findings on this study highlight both positive and negative effects of social media on reading habits of students. The positive effects are that the use of social media increases the socialization that facilitate the students in their study and they find information on social media accessible to search and use. However the negative effects is that students and distracted by the use of social media at the time of their study. There are significant effects of social media on students. The use of social media facilitate reading by providing information with easily and speedy.

The technology also offer collaborative reading surroundings to students. On the idea of the study's findings, it is advised that the university should release mobile applications to engage students in reading and different academic activities. Also orientation programs about social media may be introduced the university to highlight the social media and to promote reading habits among the students.

7.0 REFERENCES

- Adesanya, F. and Bassey, B. (2018). Education stakeholders proffer solutions to poor reading culture. Retrieved from <https://www.pulse.ng/communities/student/world-book-day-education-stakeholders-proffer-solutions-to-poor-reading-culture/fbc75xc>.
- Adiu-Sarkodee, R. Asante, E.& Akussah, M. (2015). Relationship between uses of social media on reading habits evidence from senior high students in Ghana. *Journal of Information and Knowledge Management.*, 5(11). Retrieved from <http://viewfile/26981/27664>.
- Akinfenwa, K. (2019). Addressing the poor Reading culture in Nigeria. Retrieved from <https://www.thisdaylive.com/index.php/2019/03/30/addressing-the-poor-reading-culture-in-nigeria/>
- Asur, S. & Huberman, B.A. (2010) Predicting the Future with Social Media. *International Conference on Web Intelligence and Intelligent Agent*.1 (2) 492-499.
- Bignold, H. (2003). Gender difference and reading. *Journal of School Librarian.*, 50(3), 122-133.
- Boyd, D. M. and Ellison, N. B. (2007). "Social Networking Sites: DefinitioHistory, and Scholarship". . *Journal of Computer-Mediated Communication*.
- Clark & Rudman. (1957). What we know about children's reading interests. . *International Reading Association Conference, New York: Scholastic Magazines*, 23-25.
- Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind? . *American Educator.*, 8-17.
- Dadzie, P. (2008). Reading for Education: The role for Libraries. *Ghana Library Journal*, 20(1), 1-14.
- Daluba, N. E., & Maxwell, C.E.O. (2013). Effect of social media on the use of the academic library by undergraduate students in tertiary institutions: A case study of Kogi State University, Anyigba. , . *Academic Research International.*, 4(5), 536-542.
- Green, P. (2002). Teacher's intervention in children's reading. . *Journal of Child Hood Education.*, 46(3), 147-149.
- Guthrie J.T, B. G. (2007). Concept-oriented Reading Instructions: *An Integrated Curriculum to Develop Motivations and Strategies for Reading*. Retrieved from http://curry.virginia.edu/go/click/nrrc/corri_rlo.html
- Iheanacho. (2007). Improving the Reading culture for the National Youth:Challenges for the National Library of Nigeria.". *JOSSAN*, 1(1), 1-36.
- Issa, A. O., Aliyu, M.B., Akangebe, R. B. & Adedeji, A. F. (2012). Reading Interest and Habits of the Federal Polytechnic Students. *International Journal of learning & development.*, 2(1), 470-486.
- Karadenia, A & Can, R. (2015). "A research on book reading habits and media literacy of students at the faculty of education,". *Procedia - Social and Behavioural Sciences*, 1-

30. Retrieved from <https://digitalcommonsun.edu/cgi/viewcontent.cgi?article=9499&context=Libphilprac>.
- Kojo D., Agyekum, B and Arthur, B. (2018). "Exploring the effects of social media on the Reading culture of students in Tamale Technical University.". *Journal of Education and practice.*, 9(7), 1-16. Retrieved from www.iiste.org.
- Krashen, D. (1996). Comic book reading, enjoyment and pleasure reading among middle school student. *Journal of Reading Improvement.*, 53(1), 51-54.
- Loan, F. (2012). Impact of the internet surfing on reading practices and choices. weblogy,9(1). Retrieved from Retrieved from <http://www.webology.org/2012/v9n1/a94.html>
- Mubashar ,N.& Abdul, R. (2014). Forgotten Books (Edge of Digital Resources over print materials: information overpowers knowledge). *Asian Journal of Social Sciences and Humanities.*, 3(4), 216-224.
- Markwei, E. D. & Appiah. D. (2016). The impact of social media on Ghanaian Youth: A case study of the Nima and Maamobi communities in Accra, Ghana. *Journal of Research on Libraries & Young Adults.*, 7(2), 1-20. Retrieved from <http://www.yalsa.ala.org/jrlya/2016/06/the-impact-os-social-media-on-ghananian-youth-acase-study-of-the-nima-and-maamobi-communities-in-accra-ghana/>
- Olutola, &. e. (2016). Assessment of social media utilization and study habits of students of Tertiary Institutions katsina state. *Journal of Education and practices*, 178-188.
- Owusu- Acheaw, M. (2014). Reading Habits Among Students and its effects on Academic Performance: A study of students of Koforidua Polytechnic. 1-20. Retrieved from <http://digitalcommons.un.edu/libphilprac>.
- Oyedokum,A.and Busuyi A. (2018). Impact of social networking on Reading habits of N.C.E students of college of education, Ikeru-Ekiti, Ekiti State Nigeria,. *International journal of research and analytical reviews.*, 5(2), 1-20. Retrieved from http://ijrar.com/upload-issue/ijra_issue_720.pdf.
- Oyewusi, F. O. (2016). Understanding school Library Media Concepts Ibadan: Stirling-Horden.P145.
- Palani, K.K. (2012).Promising Reading Habits and Creating Literate Society. *International Reference Research Journal*, 3(2), 1-5.
- Pushpalata, A. (2017). Reading habits among Pre-University Students in Kalburgi city, Karnataka - A survey. *International journal of Research in Library and Science.* 3(2), 28-32. Retrieved from <https://doi.org/10.26761/IJRLS.3.2.2017.125>.
- Sangkaeo, S. (1999). Reading habit promotion in Asean libraries. 65th IFLA Council and General Conference, Bangkok, Thailand, <http://www.ifla.org/IV/ifla65/papers/091-114e.htm>. Retrieved from <http://www.ifla.org/IV/ifla65/papers/091-114e.htm>

- Shabo, I.N. & Usofia, E. P. (2009). Roles of the School Library in Promoting Reading Culture in Nigeria . *International Journal of Research in Education*,, 6(2), 259-269.
- Sharma, A.K., & Singh, S.P. (2005). Reading habits of faculty members in natural sciences a case study of university of Delhi. *Annals of library and information studies*, 52(4), 119-123.
- Shen. L. (2006). Computer Technology and College Students' Reading Habits. Chia-nan annual bulletin, (32), 559-572
- Sikandar, M. (2014). Promotion of Reading Habit in India: Role of National Book Trust, the Discussant, Journal of Centre for Reforms,. *Development and Justice*, 2(4), 794-799.
- S. O. Akande and R. O. Oyedapo. (2018). Effects of social media use on the reading habits of selected high school students in Nigeria. *Journal of Information and Knowledge Management*., 9(1), 46-58.
- Reyene, K. (1998). Persistence of reading disabilities. . *American Educational Research*, 28(4), 875-882.
- Wagner, S. (2002). The reading habits of teams. *Journal of Reading Today*., 4(6), 3-4.
- Wijesuriya. (1995). Research on participation & performance in primary education. Colombo: Research Project,. *National Institute of Education*, 16-20.