Impact of Social Media on the Reading Habits of Government Senior Secondary School Students in North District of Directorate of Education, Delhi

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The present study explores the pervasive influence of social media on reading habits of government senior secondary school students of Delhi. Out of total 399 respondents, female students (57.4%), Class XI students (52.4%) and students from Arts stream (70.4%) predominantly form the majority of demography. The study reveals a high level of awareness and usage in social media tools like WhatsApp (87.28% awareness, 77.81% usage), YouTube (83.21% awareness, 79.90% usage) and Instagram (75.83% awareness, 60.31% usage) etc. While the social networking sites have the highest level of both awareness (70.93%) and usage (61.90%) among respondents, video sharing and streaming platforms are also popular along with. Despite the popularity of social networking sites, majority of the respondents access Facebook (115 respondents), Twitter (44 respondents), LinkedIn (34 respondents) and Email (71 respondents) rarely. Students primarily use social media for learning and socialization purposes. Apart from facilitating information retrieval, social media also poses distractions, leading to reduced reading habits and hindering in-depth study.

Keywords: *Social Media, Reading Habits, SNS, Awareness and Usage, Senior Secondary School, Reading habits.*

0   INTRODUCTION

The widespread use of social media among students raises major concern

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over its impact on reading habits and academic performance. On the bright side, billions of people use it to stay connected with their peers, share information, and show off their social lives[1]. It encompasses a wide array of technological tools enabling users to create, manage, share, discuss contents around the globe in real time. Social media platforms like Facebook, Twitter, Instagram, WhatsApp, YouTube etc. have grabbed worldwide attention. Social media has influenced individual lifestyles, revolutionizing communication, creativity and collaboration[2]. Young adults, especially students, have rapidly embraced social media. On the other hand, the downside of social media leads to behaviors that affect students' performances. E.g., affecting their reading habits. Reading habits play a crucial role in crafting literacy and shaping personalities. They also facilitate developing critical thinking skills and creating new ideas. As an active skill- based process, reading habits are embraced with constructing meaning, acquiring knowledge from various oral, visual and written text. Cultivating reading habits enriches intellectual activities also[3].

Social media often distracts students from reading, thus reducing engagement with books and longer time taking texts, eventually affecting their reading habits. Constant scrolling and consuming short-form content on social media reduces sustained reading practices, affecting critical thinking skills and comprehensive capabilities. Thus, Recognizing the significance of reading habits, the present study aims to investigate the influence of social media on reading habits of senior secondary school students of Delhi.

1   REVIEW OF LITERATURE

The study of Bedua uncovers that students primarily use social media for research purposes, assignments and studying. There's found a noticeable relation between time spent on social media and academic performance in terms of grade point average (GPA), emphasizing the need for deeper comprehension of these effects among high school students. Bou- Hamad[4] explores the combined impact of social media and a collection of lifestyle habits on academic achievements in a context of developing countries, highlighting significant associations between excessive social media use, romantic relationships, smoking and lower academic performance. A classification model is proposed accordingly to predict the likelihood of achieving good academic performance. Gezgin[5] examines the relation between high school students' study habits and addiction for smartphones, focusing on students from Istanbul and Edirne. The study reveals moderate smartphone addiction levels, with 8.81 books being read per year, with girls more prone to smartphone addiction than boys. Positive connections are found between smartphone addiction and distractions during reading. Gupta[6] outlines the utilization of mobile applications to support the tribal students and community of Chhattisgarh, highlighting the government's efforts to uplift the education system and empower tribal individuals and

community through mobile applications, thus aiming to bridge educational disparities. The paper of Liu[6] examines the impact of social media addiction on reading habits among the undergraduate students of China. It highlights how the prolonged use of social media makes addiction, affecting leisure reading and sustained attention. Investigating the relationship between social media usage, reading habits and academic performance among 406 students of Andhra Pradesh, Nagaraju[8] reveals the negative impact of social media usage on academic performance, study habits mediating the relationship. The study emphasizes on the practice of effective study habits to mitigate the adverse effect of social media. The study of Rafiq, investigates the impact of social media on reading habits of students, with both positive effects along with adverse distractions during study hours. Gender wise differences in opinion are observed in terms of certain effects. The daily used platforms are Facebook, WhatsApp, Google+ and YouTube, availing these through cell phones mostly.

2   OBJECTIVES

- To assess the awareness and usage of social media tools and platforms among the respondents.
- To explore the patterns of reading habits among the respondents.
- To explore the various demographic factors influencing social media usage.
- To know the purpose of using social networking sites.
- To identify the perceived effects and drawbacks of social media use in reading habits.

3   METHODOLOGY

A well-structured Google.doc questionnaire was designed covering all objectives and aspects of the study and forwarded to the students' groups apart from personal visits and repeated requests.

4   DATA ANALYSIS AND DISCUSSION

The data has been analyzed based on the information gathered from the completed questionnaires provided by the respondents.

TABLE 1

41 Student's Profile (n= 399)

Student's Profile		No. of Students	Percentage (%) of Students
Gender	Male	170	42.60
	Female	229	57.40
Course	Science	74	18.50
	Commerce	44	11.00
	Arts	281	70.40
Class	XI	209	52.40
	XII	190	47.60

Table 1 reveals that out of 399 respondents, the majority are female students (229 students) accounting to 57.4% followed by 170 male students with 42.6%. The contribution of Arts students is highest (281 students, 70.4%) followed by Science and Commerce students comprising 74 (18.5%) and 44 (11%) out of total students respectively. Most respondents are from class XI (209,52.4%) closely trailed by class XII students (190 students, 47.6%). Overall, it indicates that female students and arts students make up the predominant group with most respondents from class XI.

TABLE 2

42 Results on Social Media Usage and Performance

Criteria		Responses	Percentage (%)
Aware of Social Media Tools (399 responses)	Yes	372	93.23
	No	27	6.77
Using Social Media Tools (399 responses)	Yes	362	90.72
	No	37	9.27
Suitable Time to Access Social Media (391 responses)	Early morning	24	6.14
	Forenoon	15	3.84
	Afternoon	125	31.97
	Evening	199	50.90
	Late Night	28	7.16
Preferable Place to Access Social Media (394 responses)	Only at home	374	94.92
	Outside home	74	18.78
	When in school	13	3.29
Means of Accessing Social Media (391 responses)	Cell Phone	339	84.96
	Personal computer	109	27.32
	School Library	36	9.02
	School computer laboratory	48	12.03
	Cyber Café	52	13.03

TABLE 3

43Frequency of Time Spend on Social Media Tools

Frequency of Time Spend	Responses (n=390)	Percentage (%)	Frequency of Time Spend Per Day	Responses (n= 383)	Percentage (%)
Daily	220	56.41	One hour a day	183	47.78
Once in two days	37	9.49	Two hours a day	114	29.77
Once in a week	11	2.82	Three hours a day	40	10.44
Weekly	11	2.82	Four hours a day	11	2.87
Fortnightly	4	1.03	More than four hours a day	35	9.14
Occasionally	37	9.49	Early morning	24	6.14
As per need	105	26.92			
Never	23	5.90			

From table 2, out of 399 respondents, the majority of them (93.23%) are well aware of social media tools, with 90.72% actively using them. The most suitable time for accessing social media is in the evening (199 respondents, 50.90%) and prefer to access it at home (374 respondents, 94.92%), predominantly through cell phones (339 respondents,84.96%). Table 3 indicates that the majority of the respondents daily spend time on social media (220 respondents, 56.41%), and mostly among them, spend one hour a day (183 respondents,47.78%). It is notable that a significant proportion of respondents (105, 26.92%) access social media as per need.

TABLE 4

44 Awareness and Usage of Social Media Tools among Respondents

Social Media	Awareness (n= 393)	Percentage (%)	Usage (n= 383)	Percentage (%)
Facebook	234	59.54	120	31.33
Twitter	141	35.88	58	15.14
LinkedIn	43	10.94	15	3.92
Instagram	298	75.83	231	60.31
YouTube	327	83.21	306	79.90
WhatsApp	343	87.28	298	77.81
Email	237	60.31	147	38.38
Flickr	20	5.09	9	2.35
Google+	273	69.47	212	55.35
Telegram	168	42.75	92	24.02
Snapchat	8	2.04	6	1.57
Discord, Reddit	4	1.02	3	0.78
Pinterest, Threads, Tumblr	1	0.25	1	0.26
Study and Entertainment watch	1	0.25	1	0.26

From the table 4, WhatsApp emerges as the most widely known social media with 343 (87.28%) respondents aware of it, followed closely by YouTube and Instagram with 83.21% (327 respondents) and 75.83% (298 respondents)

awareness respectively. On the other hand, YouTube turns out to be the most used tool with usage by 306 respondents (79.90%) followed by WhatsApp (298 respondents, 77.81%) and Instagram (231 respondents, 60.31%). Google +, Email and Facebook also exhibit significant awareness by more than 50% respondents (273 respondents, 69.47%; 237 respondents, 60.31% and 234 respondents, 59.54% respectively). However, their usage is somewhat less than their awareness. Again, platforms like Telegram, Twitter, LinkedIn, Flickr have shown lower awareness rates (within 5% - 45%) and usage (within 2%-25%). Tools like Threads, Pinterest, Tumblr etc. have shown extremely low known rates and usage rates (<1%).

TABLE 5
45 Frequency of Accessing Different Social Media

Social Media	Rarely	Occasionally	Once a Week	Once a Day	Sometimes a Day
Facebook	115	35	13	16	12
WhatsApp	60	58	11	126	59
YouTube	61	73	20	10	63
Twitter	44	20	8	15	11
Instagram	80	62	19	80	29
Flickr	35	6	4	7	1
Google+	65	60	14	63	39
LinkedIn	34	11	7	5	1
Email	71	38	19	27	26
Telegram	54	26	9	20	8

WhatsApp and Instagram emerge as the most commonly used social media platforms, with 126 respondents and 80 respondents accessing them daily, respectively. Google + follows closely, with 63 respondents accessing them daily. The daily usage of Email, Telegram, Facebook is comparatively low, with 27 respondents, 20 respondents and 16 respondents using it daily. However, in context of the popular social media Facebook, most of the respondents (115 respondents) admit it of using it rarely. Similar case with Twitter (44 respondents), Flickr (35 respondents), Google+ (65 respondents), LinkedIn (34 respondents) and Email (71 respondents), with majority of respondents accessing it rarely. YouTube is used by majority of respondents (73 respondents) occasionally. LinkedIn and Flickr appear to show the least frequent usage among the social media platforms listed (used by 1 respondent sometimes a day).

TABLE 6

46 Awareness and Usage of Different Types of Social Media Platforms among Respondents

Social media types	Awareness (n=399)	Percentage (%)	Usage (n=399)	Percentage (%)
Social Networking Sites	283	70.93	247	61.90
Image-based Sites	139	34.84	92	23.06
Video sharing/ Streaming Platforms	241	60.40	202	50.63
Discussion Forums	122	30.58	85	21.30
Blogs and Community Platforms	164	41.10	114	28.57

Table 6 reveals that the social networking sites have the highest level of both awareness (70.93%) and usage (61.90%) among respondents, indicating the widespread popularity of the media among the respondents. Video sharing/ Streaming Platforms are the second dominant media types showing 60.40% awareness and 50.63% usage among the respondents, reflecting the dominance of visual contents, which is followed by Blogs and Community Platforms (41.10% awareness and 28.57% usage), Image-based Sites (34.84% awareness and 23.06% usage among respondents). The awareness percentage is higher than usage percentage, suggesting that although students may be familiar with these platforms, they may not necessarily engage with them.

TABLE 7

47 Awareness and Usage of Academic Websites/ Portal/ E-resources

Academic Websites/Portal/ E resources	Responses (n=374)	Percentage (%)
PM e-vidya portal for NCERT e-books of Class XI and XII (English and Hindi medium)	126	33.69
NCERT e-books of Class XI and XII (English and Hindi medium)	209	55.88
DIKSHA Mobile App for educational sources of Class XI and XII (English and Hindi medium)	89	23.80
CBSE website	239	63.90

CBSE Website appear to be the most widely recognized and utilized resource, with 239 respondents (63.90%) acknowledging their usage. The NCERT e-books of Class XI and XII both in English and Hindi mediums shows significant awareness and usage, with 209 (55.88%) respondents

indicating their familiarity. However, a comparatively lower awareness and usage is observed for PM e-vidya portal for NCERT e-books (126 respondents, 33.69%) and DIKSHA Mobile App (89 respondents, 23.80%).

TABLE 8

48 Patterns of Reading Habits among the Respondents

Patterns of Respondents' Reading Habits	Response (n=395)	Percentage (%)
Reading only for test/ exams/ assignments	96	24.30
Reading to enhance knowledge	220	55.70
Reading other materials to get more information on the topic taught in class	187	47.34
Reading textbooks/ recommended course material only	85	21.52
Reading for recreation	54	13.67
Going through own books after every lesson	99	25.06

Table 8 reveals that significant portion of respondents (220 respondents, 55.70%) engage in reading to enhance their knowledge, which can be interpreted as a proactive approach to self-improvement and learning. Nearly half of the respondents (187 respondents, 47.34%) read other materials to get further insight into topics taught in the class that deepen their understanding beyond prescribed curricula. A considerable portion of respondents (96, 24.30%) read solely for test, exams, assignments. 85 respondents (21.52%) read textbooks and recommended course materials only. Further, a smaller proportion of respondents (54 respondents, 13.67%) read for recreation, indicating the importance of leisure reading complement to academic pursuits.

TABLE 9

49 Purpose for Using Social Networking Sites

Purpose for using SNS	Responses (n=376)	Percentage (%)
To read only for test/ exams/assignments	103	27.39
To read to learn more and enhance knowledge	208	55.32
Reading other materials to get more information in the topic taught in class	155	41.22
Reading textbooks/ recommended course material only	75	19.95
Going through own books after every lesson	95	25.27
Interacting with friends	133	35.37
Giving feedback to friends	43	11.44
Making videos	39	10.37
Making reels	27	7.18
Chatting with friends	115	30.59
Academic Discussion	61	16.22
Searching for job opportunities	64	17.02
Online Learning	155	41.22
Searching photos, files, music, videos	95	25.27
Searching academic information	62	16.49
To communicate with teachers	77	20.48
To create groups of like-minded individuals	42	11.17
For recreation	80	21.28

The table 9 uncovers the purpose of using social networking sites (SNS), reveals that the maximum responses coming from the purpose of reading as to learn and enhance knowledge (208 respondents, 55.32%), followed by purpose of trying to read other reading materials to get more information and for the purpose of online learning (155 respondents, 41.22% each). Additionally, a substantial percentage, 35.37%, engage in SNS to interact with friends, thus

acts as a platform for socialization. However, a smaller percentage of respondents (within 5%- 20%) utilize SNS for the purposes such as making reels, videos, giving feedback to friends, academic discussion, communicating with teachers, searching for job opportunities and reading textbooks and recommended course materials.

TABLE 10

410 Perceived effects of social media on Reading Habits of students

Effects of social media on Reading Habits	Responses (n=382)	Percentage (%)
Increase socialization with friends that facilitate in study	153	40.05
Information on social media is easy to search and use	243	63.61
Easily distracted by using social media during study	109	28.53
It keeps updated with the study related projects/ assignments	152	39.79
Able to read much useful information by virtue of social media	141	36.91
Can be an effective tool for exchange of reading material	98	25.65
Enable to share reading materials with friends	104	27.23
Facilitate to get reading materials speedily	86	22.51
keep up updated about academic matters	93	24.35
Enable to get reading habits with ease	87	22.77
Enhancing capabilities to read on screen	82	21.47
Provide an opportunity for collaborative reading	71	18.59
Helps to exchange ideas immediately in group study	93	24.35
Enable to communicate with teachers without time lag in study related issues	86	22.51
Social media helps to exchange ideas	104	27.23
Social media can be effective tool for exchange of reading materials	91	23.82

Table 10 shows the impact of social media on reading habits of respondents. Maximum respondents (243, 63.61%) agree that social media facilitates easy searching and use of information, signifying its role as a convenient source for accessing study-related content. Moreover, a considerable number of respondents believes that social media help to enhance socialization among friends conductive to studying (153 respondents, 40.05%), and keep updated with study-related projects and assignments (152 respondents, 39.79%). By virtue of social media, respondents (141, 36.91%) able to read much useful information, facilitating collaborative reading (18.59%) or enhancing capabilities to read on screen (21.47%). Despite these benefits, a considerable proportion of respondents (109, 28.53%) feels to be easily distracted by social media while studying, indicating a potential downside to its use.

TABLE 11

411 General demerits of social media

General Demerits of Social Media	Responses (n= 345)	Percentage (%)
Because of social media, reading habits have been reduced	134	38.84
The use of social media decreases in depth study	117	33.91
Social media is an addiction that harms reading habits	101	29.28
Use of social media procrastinates (delay or postpone action) assignments	91	26.38
Social media negatively affect reading habits	71	20.58
Cannot concentrate on reading while using social media	87	25.22
Don't find time to read because of downloading and watching videos/ music	52	15.07
By using social media late night, affecting health	54	15.65
By using social media late night, affecting studies	38	11.01
By using social media late night, make late in class	27	7.83
Whether addicted to social media	38	11.01

As evident from table 11, the detrimental impact of social media on reading habits lead to 134 respondents (38.84%) expressing reduction of their reading habits. Similarly, 117 respondents (33.91%) believe that use of social media hinders in-depth study, while 101 respondents (29.28%) believe social media as an addiction that harms reading habits. 26.38% find that social media leads to procrastination of assignments, and 25.22% struggle to concentrate on reading while using them. Again, 15.07% report insufficient time for reading due to engrossment in video or music consumption on social media. The late-night social media usage affects adversely on health (15.65%), on studies (11.01%) and class attendance (7.83%).

5   CONCLUSION

The study explores the impact of social media usage in reading habits among 399 students, focusing on awareness and usage of social media and its perceived impacts, patterns of reading habits etc. Results reveal a high awareness and usage of social media tools and platforms, with WhatsApp, YouTube and Instagram being the most popular. Platforms like social networking sites have got the highest recognition and usage, closely followed by video sharing and streaming platforms. As social media serves as a tool for learning, enhancing knowledge, accessing study-related contents, and enhancing socialization; it also poses distractions, leading to reduced reading habits, hindering academic engagement. These distractions lead to adverse effects on academic performance and health. The study emphasizes the significance of

advocating responsible usage of social media and developing strategies to mitigate its adverse effects on reading habits.

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