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Use and Impact of Social Networking Sites on Reading Habits of College Students

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ABSTRACT

The main objective of the study was to investigate how social networking sites (SNS) have shaped the reading habits of the degree college students in the Srinagar district of Kashmir, J&K, (India). Data were collected with the aid of a well-designed and structured questionnaire using Google forms. The results reveal that students use social networking sites for both academic and non-academic purposes. It was revealed that the majority of the students in all disciplines used social networking sites for exchanging reading material, communicating with teachers and classmates, obtaining information, and reading newspapers and magazines. The majority of the students also agree or strongly agree that social networking sites help in improving reading skills, understanding text, and developing book reading, newspaper reading, and critical reading. However, students have been cautioned to make judicious use of social networking sites.

KEYWORDS

Social Media, Social Networking Sites, Reading Habits, Academic Achievements, College Students

INTRODUCTION

The advent of internet technology has turned the entire world into a "global village". According to (**Boyd and Ellison, 2007**), "The social networking sites have transformed the thought of global village into a reality where billions of people

communicate through social networking sites". Social networking sites can be broadly defined as web-based services that allow individuals to communicate, collaborate, share and exchange the content across networks of connections. These online platforms have created a new dimension in the way people communicate, interact and socialize. People use these online vehicles to create profiles, make friends, share content, communicate online, and interact across borders. What makes social network sites unique is not that they allow individuals to meet strangers, but rather that they enable users to articulate and make visible their social networks (**Boyd and Ellison, 2007**). Social networking sites have gained widespread popularity all over the world and have spread their wings to almost all fields- in business, marketing, banking, transport, communication, and education. Some of the most popular social networking sites used in the world today include Facebook, WhatsApp, Twitter, YouTube, Instagram, etc. Some academic and professional networks like ResearchGate, Academia, LibraryThing, Mendeley, are also used to some extent by academic communities in colleges including students. The usage of SNS is rapidly increasing among people all over the world. Kashmir is no exception to this phenomenon. In Kashmir also, the social networking sites have attracted a huge number of people in general and college students in particular. However, users of social networking sites are dominated by teens and youth especially college students. However, college students who are regular users of these sites are more susceptible to changes in their lives. Thus, rapid usage of SNS among college students has caught the attention of parents, guardians, teachers, academicians, scholars, and researchers to assess its impact on their and personal and academic lives.

Reading is one of the oldest habits of human civilization and possibly the only one without a worthy substitute. According to **Dadzie (2008)**, "Reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development". In **Adu-Sarkodee, Asante, and Akussah (2015)** words, "Reading is making meaning out of recorded information printed by an individual". "Reading is a process of thinking, recalling and relating concepts under the functioning of written words" (**Du Toit, 2007**). According to Blaha and Bennett (1993), "A habit is a characteristic behavioral pattern that is learned and reinforced in a manner realized in every case automatically". A habit is cultivated with time. Habits enter our lives at a slow pace and become established after a certain period. If habits are not quitted, in time they become needs. When reading, which is the basic manner of acquiring information, is transformed into a habit, another notion called "reading habit" comes into being (**Erdem, 2015**). Reading habits have numerous definitions in the literature, with each study defining reading habits differently. Reading habits are how an individual organizes his reading (**Davidovitch, Yavich, and Druckman, 2016**). **Azikiwe (1998)** describes the reading habit as "the adopted way and manner a student plans his private readings, after classroom learning to attain mastery of the subject. In measurable terms, reading habit is often considered in terms of the number of materials being read, the frequency of reading as well as the average time

spent on reading (**Wagner, 2002**). Reading is the prominent gateway to the knowledge room. It shapes the personality of individuals and helps them to develop proper thinking methods, and creates new ideas. According to **Palani (2012)**, "Reading habit is an essential and important aspect for creating a literate society in this world". It 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 empowers and emancipates citizens. Reading is a vital tool for lifelong learning and facilitates the all-round development of an individual from his birth to death.

Reading habits play a crucial role in the scholarly output of the students (**Cunningham and Stanovovich, 1998**). It is an indispensable method of acquiring knowledge and is essential for higher academic performance (**Bashir and Mattoo, 2012**), and it determines the success of university students around the globe. Students, who are interested in reading including non-academic literature, increase their emotional and academic intelligence (**Okwilagwe, 1998**). If students possess good reading habits, they can increase their critical reasoning skills and ultimately have better academic outcomes. Besides, even the reading of non-academic books enhances students' language skills (**Balan, Katenga, and Simon, 2019**). Reading habits empower students to have effective meaningful study skills, acquiring knowledge of various study resources, and effective retention capacity. Therefore, developing reading propensities is equivalent to students' academic performance and achievement (**Diwan, 2020**). In all educational institutions including colleges, success is connected to reading. To obtain the required points, students are required to master all the courses taken. Students are expected to read, to get the expected grade point. Achievement in the colleges requires awareness of facts and acquisition of skills in the field of study. All these can be acquired through reading (**Fatilor, Adesola, Hameed, and Adewumi, 2017**). However, browsing the net, surfing the web, playing with funky handsets, passing non-stop short message service, chatting online, playing electronic games, watching movies on Netflix seems 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 students and adults. With the technological advancements, the reading habits of students are changing. The present study will examine how social networking sites have shaped the reading habits of students?

LITERATURE REVIEW

Researchers have dedicated much effort to investigate college students' reading habits. A study conducted by **Fatilor, Adesola, Hameed, and Adewumi (2017)** entitled "A survey on the reading habits among colleges of education students in the information age" showed that almost all the respondents understand the importance of reading and majority of the students (65.5%) love to read from their various fields of specialization daily while 25.0% love reading from their fields of specialization

every week in the digital age. **Loan (2011a)** conducted a study to investigate the reading and library usage habits of college students in Kashmir. Results revealed that 44.97% of the students enjoy reading a lot, 21.89% enjoy it a bit, 17.60% don't enjoy it too much and 15.53% don't enjoy it at all in the digital age. In another study entitled "reading habits of the college students across discipline", **Loan (2011b)** found that college students of all faculties have positive attitudes towards reading. Students of general science spent 2.15 hours followed by computer science students (1.94 hours) and business & commerce students (1.87 hours) and Social sciences and humanities (1.74 hours) on academic and non-academic reading daily.

Researchers have investigated the use and impact of new technology on college students' reading habits as well. Social networking is a popular trend today, especially among college students (**Theone, 2012**). It has gradually become the focal spot of communication channels among college students (**Liu and Tsai, 2012**). College students are more interested in using advanced technology in every field compare to any other age group (**Manjunatha, 2013**). Most college students go to the campus with multiple technology devices, using their devices for reasons both academic and personal (**Mastrodicasa and Metellus, 2013**). **Amutha and Kennedy (2015)** revealed that students spend a lot of time on social networking sites uploading, downloading, getting information concerning their career/ academics, chatting with friends, watching online movies, personal updates, and building up relationships.

Over the years, the advancement in technology including social networking sites has taken a greater share of time and people especially students spend more hours on social networks. **Kirschner and Karpinski (2010)** found that users of social networking sites devote lesser time to their studies than non-users and subsequently had lower grades in their academic courses. They found that among various unique distractions of every generation, social networking sites have been proved as the major distraction of the current generation. **Loan (2011c)** has conducted a study to identify the impact of the Internet on the reading habits of college students. The study revealed that Internet has increased access to information, use of foreign sources, contacts with worldwide readers, and time spent on reading, and have decreased dependence on print sources, contacts with print sources, reading in local languages, and reading of books. Hence, Internet has both positive and negative impacts on reading habits. In another study, **Loan (2012)** revealed that the reading behavior of the online readers is in transition as Internet surfing has increased non-sequential reading, interactive reading, superficial reading, and extensive reading and at the same rates is responsible for decreasing concentrated and in-depth reading. Plus, Internet surfing has increased reading of the news & views, general knowledge, selected fields, sexual content, spiritual/religious text and has decreased reading of literature. **Mehmood and Taswir (2013)** carried out a study on the impact of social networking sites on the academic performance of college students in Nizwa, Oman. They investigated the pedagogical impacts of social networking sites on undergraduate students at the College of Applied Sciences, Nizwa, Oman. They

assumed that social networking sites are educational nodes in a wide network. Their study revealed that students simultaneously used social networks as well as studied from the course material. As a result, they developed online and offline reading habits. **Vidyakala and Nithyakala (2017)** conducted a study to examine the purpose and usage of social networking sites among college students. The study revealed that the college students used SNS for academic and social purposes including sharing academic reading material. **Ezeji and Ezeji (2018)** in their study revealed that social media usage was prevalent among students of Alvan Ikoku Federal College of Education and had a significant impact on their study habits. The study also showed that social media usage negatively affected students' revision of their lecture notes daily, as well as submission and carrying out of study assignments. This is not surprising as half of the students revealed that they spent two hours on social media users daily. This makes them as heavy users of social media. **Obadara and Olaopa (2018)** studied the relationship between social media utilisation, study habit, and academic performance of undergraduate students at the University of Education in Nigeria and found the undergraduate students used social media through different devices such as android phones, laptops, tabs, etc. leads to the high level of utilisation of social media and low study habit pattern of among undergraduate students. **Kojo, Agyekum, and Arthur (2018)** conducted a study to explore the effects of social media on the reading culture of the Tamale Technical University students in Ghana. The quantitative approach to data collection and analysis was adopted. The study demonstrated that students are negatively affected by their constant access to social media platforms. The findings also revealed that excessive use of social media by students has a statistically significant impact on the reading culture and to an extent their academic performance. **Mbamalu and Onyido (2019)** critically analyzed undergraduates' craze for social networking and its influence on their reading habits. Using documentary sources, the study contends that reading remains irreplaceable; but the greater immersion of students in social networking may have an adverse influence on undergraduates' reading habits.

RESEARCH DESIGN

a) Statement of the problem

The evolution of social networking sites has drastically changed the reading habits of most people especially college students. Few scholars argued that college students' reading habits are diverted with the persistent use of social networking sites and their desire to read novels, books or fiction extensively has decreased. Most parents and some teachers are increasingly blaming social networking sites for distracting students from reading and studying and making students passive readers. They complain that social networking sites preoccupy students' considerable attention from reading books. Consequently, students show low academic performance because the more time students spend on social networking sites, the less time they spend reading their books. It is an undeniable fact that reading is paramount for

academic achievement. If students possess good reading habits, they can increase their critical reasoning skills and ultimately have better academic outcomes. The weak reading habits negatively affect students' comprehension, thus affecting their performance and advancement (**Balan, Katenga, and Simon, 2019**). Based on this premise, this study sought to investigate how social networking sites (SNS) have shaped the reading habits of the degree college students in the Srinagar district of Kashmir.

b) Objectives of the study

The major objective of this was to investigate how social networking sites (SNS) have shaped the reading habits of the degree college students in the Srinagar district of Kashmir. To achieve this, the following minor objectives were pursued:

- i. To identify the use of social networking sites of the degree college students across disciplines.
- ii. To investigate the impact of social networking sites uses on reading habits of the degree college students.

c) Data collection tools and techniques

The universe consists of students of nine degree colleges of the Srinagar district, Jammu & Kashmir, India. The study followed a stratified random sampling method. The colleges belong to the three different strata, four (4) were gender-specific, two (2) were subject-specific (2) and three (3) were general colleges (general colleges admit students from all genders and disciplines). The sample size of 900 was selected as the number of colleges was nine (9), however, only 770 (85.55%) responded to the questionnaire. The questionnaire was created using Google forms and distributed in various groups created by college authorities.

DATA ANALYSIS

1. Demography of Respondents

Table 1: Demographic characteristics of respondents

Variables		Total	Percentage
Gender	Male	362	47.01
	Female	408	52.99
Place of Residence	Rural	340	44.15
	Urban	430	55.85
Religion	Muslim	761	98.83
	Hindu	6	0.77
	Sikh	2	0.3
	Christian	1	0.1
Discipline	Science	243	31.60
	Arts & (Social Sciences and Humanities)	272	35.30
	Commerce	186	24.20

	Computer Science / Information Technology	69	8.90
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Demographic data of the respondents including gender, place of residence, religion, and discipline. Out of the sample 770 respondents, the majority 408 respondents (52.99 percent) were females while 362 respondents (47.01 percent) were males; 430 respondents (55.85 percent) belonged to urban areas, 340 respondents (44.15 percent) belonged to rural areas; 761 respondents (98.83 percent) are Muslims, only 6 respondents (0.77 percent) Hindus, 2 respondents (0.3 percent) Sikh, and 01 respondent (0.1 percent) Christian. The distribution of respondents by discipline reveals that 272 respondents (35.30 percent) were from the Arts (Social Sciences and Humanities) discipline accounting for the majority of the respondents who participated in the study followed by 243 respondents (31.60 percent) were from sciences, 86 respondents (24.20 percent) from commerce and 69 respondents (8.90 percent) representing Computer Science & Information Technology (CS/IT) (Table 1). Islam is practiced by about 67% of the population of the state and by 97% of the population of the Kashmir valley. The population of Muslims in Srinagar is almost 96%, therefore the majority of the respondents are Muslims.

2. Use & Membership of SNS

All 770 sample respondents (100 percent) use social networking sites across disciplines (Table 2). It has a positive sign that the digital divide among college students doesn't exist anymore.

Table 2: Use and membership of SNS

Use & Member	Discipline			
	Arts	Science	Commerce	CS/IT
Yes	272	243	186	69
No	0	0	0	0

3. Frequency of Use of SNS

The data highlights that out of 770 respondents, the majority i.e., 338 (43.89 percent) respondents use SNS very often, 326 respondents (42.30 percent) use it sometimes, 62 respondents (8.10 percent) use it occasionally and only 44 respondents (5.71 percent) use rarely. The discipline wise information shows that the majority of the respondents from the arts discipline are heavy / users of SNS as (19.87 percent) use SNS very often, (15.45 percent) use it sometimes. However, no respondent reported using SNS occasionally, rarely or never among arts discipline. As for the science discipline, it was found that the majority of the respondents (13.24 percent) use social networking sites very often, 11.80 percent use sometimes, 4.80 percent use occasionally, and a few (1.68 percent) rarely. About the commerce discipline, it was found that the majority of the respondents (10.38 percent) use SNS sometimes. A good number of respondents (7.14 percent) reported using SNS very often whereas respondents use SNS occasionally (3.11 percent) and rarely (3.50 percent). Concerning the CS/IT, it was revealed that the majority of the respondents revealed that they use

SNS sometimes (4.67 percent), followed by the respondents who use SNS very often (3.64 percent). Very few respondents (0.51 percent) reported that they use SNS rarely followed by the respondent (0.1 percent) who use SNS occasionally (Table 3).

Table 3: Frequency of use of SNS

Frequency	Discipline				
	Arts	Science	Commerce	CS/IT	Total
Very often	153 (19.87)	102 (13.24)	55 (7.14)	28 (3.64)	338 (43.89)
Sometimes	119 (15.45)	91 (11.80)	80 (10.38)	36 (4.67)	326 (42.30)
Occasionally	0 (0.00)	37 (4.80)	24 (3.11)	1 (0.12)	62 (8.05)
Rarely	0 (0.00)	13 (1.68)	27 (3.50)	4 (0.51)	44 (5.71)
Never	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)

4. Purpose of Use

The majority of the respondents use SNS for exchanging reading material (95.58 percent), for communicating with teachers and classmates (94.54 percent), and to obtain information (93.50 percent). A large number of respondents use SNS for sharing content (85.97 percent) and reading newspapers and magazines (75.97 percent). Communication (60.38 percent) and chatting with friends (51.68 percent) and reading books (45.19 percent) are the other purposes of use of SNS among respondents. Playing games (33.24 percent) and making new friends (15.0 percent) are the other purposes for which respondents use SNS (Table 4). Thus, the results reveal that majority of the respondents use SNS for academic purposes than for non-academic purposes. It is also evident from the table that the majority of the respondents in all disciplines use SNS for academic purposes than for non-academic.

Table 4: Purpose of use of SNS

Purpose	Discipline				
	Arts	Science	Commerce	CS/IT	Total
Reading/Academic					
Communication with teachers and classmates	253 (32.85)	232 (30.13)	177 (22.98)	66 (8.58)	728 (94.54)
To read books online	108 (14.02)	101 (13.11)	98 (12.74)	41 (5.32)	348 (45.19)
To read newspapers and magazines	221 (28.70)	205 (26.62)	103 (13.37)	56 (7.28)	585 (75.97)
To exchange reading material	265 (34.41)	238 (30.90)	168 (21.83)	65 (8.44)	736 (95.58)

To obtain information	253 (32.85)	237 (30.77)	178 (23.11)	52 (6.75)	720 (93.50)
Non-Academic					
Communication	219 (28.44)	109 (14.15)	102 (13.24)	35 (4.54)	465 (60.38)
Chatting with friends	174 (22.59)	103 (13.37)	89 (11.55)	32 (4.15)	398 (51.68)
Playing Games	122 (15.84)	45 (5.84)	59 (7.66)	30 (3.89)	256 (33.24)
Making new friends	45 (5.84)	22 (2.85)	37 (4.80)	12 (1.55)	116 (15.0)
To share content	214 (27.79)	231 (30.00)	168 (21.81)	49 (6.36)	662 (85.97)

5. Impact of SNS on Reading Habits

Social networking sites play a significant role in the lives of degree college students. To examine the role of social networking sites playing the reading habits of respondents, the researcher classified it into five categories viz Reading skills, book reading habits, reading newspapers, understanding reading text, and critical reading. A five-point Likert scale was used as: *strongly agree, agree, neutral, disagree, and strongly disagree*.

i). Impact on reading skills

Table 5: Impact on reading skills of respondents

SNS help you to improve reading skills							
Response	Discipline					Total	Percentage
	Arts	Science	Commerce	CS/IT			
Strongly Agree	50	108	30	65	253	(32.87)	
Agree	188	92	128	0	408	(52.99)	
Neutral	20	34	15	0	69	(8.96)	
Disagree	10	7	10	4	31	(4.02)	
Strongly disagree	4	2	3	0	9	(1.16)	
Total	272	243	186	69	770	(100.00)	

The majority of the respondents; 408 respondents (52.99 percent) agree whereas 253 respondents (32.87 percent) strongly agree, 69 (8.96 percent) respondents were neutral, 31 respondents (4.02 percent) disagreed and only 9 respondents (1.16

percent) strongly disagreed with the statement that "SNS help you to improve reading skills".

ii). SNS in the book reading habits

327 respondents (42.48 percent) agree that SNS help them in developing the habit of book reading, followed by 194 respondents (25.20 percent) who strongly agreed. Whereas 148 respondents (19.22 percent) were neutral, 83 respondents (10.77 percent) disagreed and 18 respondents (2.33 percent) strongly disagree with the statement.

Table 6: Impact of SNS on book reading

SNS help you to develop a habit of book reading						
Response	Discipline					Percentage
	Arts	Science	Commerce	CS/IT	Total	
Strongly Agree	71	63	41	19	194	(25.20)
Agree	136	90	99	2	327	(42.48)
Neutral	23	82	0	43	148	(19.22)
Disagree	39	1	43	0	83	(10.77)
Strongly disagree	3	7	3	5	18	(2.33)
Total	272	243	186	69	770	(100.00)

iii). Impact on reading newspapers

Table 7: Impact of SNS on reading newspapers

SNS help you to read newspapers daily						
Response	Discipline					Percentage
	Arts	Science	Commerce	CS/IT	Total	
Strongly Agree	80	43	31	18	172	(22.33)
Agree	120	110	89	31	350	(45.45)
Neutral	60	63	41	3	167	(21.70)
Disagree	9	23	20	15	67	(8.70)
Strongly disagree	3	4	5	2	14	(1.82)
Total	272	243	186	69	770	(100.00)

The results reveal that 172 respondents (22.33 percent) strongly agree, while 350 respondents (45.45 percent) agree that SNS help them in reading newspapers; 167 respondents (21.70 percent) were neutral; 67 respondents (8.70 percent) disagree; whereas 14 respondents (1.82 percent) strongly disagree with the statement that "SNS help you to read newspapers daily". Thus, as per data, the majority of the respondents agree that SNS help them in reading newspapers (Table 7).

iv). Impact on understanding text

In response to the question about the role of SNS in understanding a reading text, the above table 5.22 reveals that 196 respondents (25.48 percent) strongly agree that SNS help them to understand the reading text. A significant number of respondents, 440 respondents (57.14 percent) agreed that SNS help them to understand the reading text, while 87 respondents (11.29 percent) were inconclusive. 39 respondents (5.06 percent) disagree; whereas 8 respondents (1.03 percent) strongly disagree about the statement. Most of the respondents expressed affirmation to the statement that "SNS help you to understand reading text" (Table 8).

Table 8: Role of SNS in understanding text

SNS help you to understand the reading text						
Response	Discipline					Percentag e
	Arts	Science	Commerc e	CS/IT	Total	
Strongly Agree	60	30	55	51	196	(25.48)
Agree	169	158	110	3	440	(57.14)
Neutral	29	39	11	8	87	(11.29)
Disagree	11	13	9	6	39	(5.06)
Strongly Disagree	3	3	1	1	8	(1.03)
Total	272	243	186	69	770	(100.00)

v). Impact on critical reading

It is evident that 138 respondents (17.92 percent) strongly agree and 318 respondents (47.80 percent) agree that the use of SNS help them in developing critical reading whereas 62 respondents (8.05 percent) disagree followed by 11 respondents (1.43 percent) who strongly disagree about the statement that "SNS help you to develop critical reading". Almost one-fourth of the respondents (191, 24.80 percent) were neutral.

Table 9: Role of SNS in critical reading

SNS help you to develop critical reading							
Response	Discipline					Total	Percentage
	Arts	Science	Commerce	Computers			
Strongly Agree	36	135	48	19		138	(17.92)
Agree	147	101	93	27		318	(47.80)
Neutral	65	83	26	17		191	(24.80)
Disagree	19	21	17	5		62	(8.05)
Strongly Disagree	5	3	2	1		11	(1.43)
Total	272	243	186	69		770	(100.00)

FINDINGS

1. The findings show that all respondents were using SNS. Respondents from all disciplines reported that they are members of SNS.
2. As for the frequency of using SNS among respondents, the finding reveals that the majority of the respondents use SNS very often and sometimes. A good number of respondents use SNS sometimes followed by those who use SNS occasionally and rarely. However, no respondent reported that they never use SNS. The frequency of use of social networking sites among respondents across disciplines. It was found that the majority of the respondents from arts and science streams use SNS very often whereas the majority of the respondents from commerce and computer science and IT use it sometimes.
3. The findings also show the purpose of using SNS among respondents across all disciplines. Two major purposes were identified for the use of SNS, i.e., academic purposes and non-academic. Respondents use social networking sites for both academic and non-academic purposes. It was revealed that the majority of the respondents in all disciplines used SNS for exchanging reading material, for communicating with teachers and classmates, and to obtain information. A large number of respondents in all disciplines used SNS for sharing content and reading newspapers and magazines. The majority of the respondents also used SNS for communication and chatting with friends. The less preferred purposes for using SNS among respondents in all disciplines were playing games and making new friends.

4. In response to the statement that "SNS help you in improving reading skills", it was revealed that the majority of the respondents agreed with the statement across disciplines.
5. The majority of the respondents strongly agree or agree that SNS help them in developing a habit of book reading. Whereas a good number of respondents were neutral, many respondents disagree or strongly disagree about the statement.
6. The majority of the respondents agree or strongly agree that SNS help them in reading newspapers followed by those who strongly agree. While some respondents disagree and only a few strongly disagree with the statement.
7. The majority of the respondents agree or strongly agree that SNS help them to understand the reading text. However, some respondents were inconclusive while a few others disagree or strongly disagree about the statement.
8. The majority of the respondents agree that the use of SNS help them in developing critical reading followed by those who strongly agree. While some respondents were neutral; a few disagree or strongly disagree about the statement.

CONCLUSION AND RECOMMENDATIONS

The study investigated the use and impact of social networking sites on the reading habits of degree college students in district Srinagar of Kashmir. The study concluded that the majority of the students across disciplines make positive use of social networking sites to enhance their reading habits. However, some students are found that social networking sites haven't played a great role in developing reading habits. The students must use social networking sites for constructive purposes, not as disturbing or distracting agents. The well-designed and tailored use of social networking sites can play a positive role in developing the reading habits of the students and consequently serve as a useful instrument in improving the academic performance of students. Based on the findings of this study, the following recommendations are made:

1. Proper orientation programs and workshops need to be conducted to aware students of the various issues, and threats associated with the use of social network sites.
2. Degree college students should be encouraged to use social networking sites for utilizing information resources and reading purposes. They should be cautioned to access social networks judiciously and properly to avoid abuse of social networks by students.
3. College management should stress the importance of cultivating a reading culture among students via social networking sites.
4. The excessive use of social networking sites should be avoided as it will badly affect academic achievement, reading culture, and participation in co-curricular activities like games and sports.

5. The distracting, disturbing, and harmful activities on social networking sites should be avoided as these only waste time of the students and become obstacles in their path of success.

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