



**AN INVESTIGATION INTO THE IMPACT OF SOCIAL NETWORKS ON  
READING CULTURE AMONG UNDERGRADUATE STUDENTS OF THREE  
UNIVERSITIES IN NORTH WESTERN NIGERIA.**

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**ABSTRACT:** *The mounting decline in reading culture is Nigeria's contemporary reality. However, one region where the situation increasingly degenerates is the Northern part of the country. In this part, students increasingly grow disinterested in extensive reading to boost their vocabulary power. Dejectedly, as English Second Language Learners (ESL) and which equally is the target language (TL), it is incumbent on the University students to acquire a minimum of 750 vocabulary (Cox head 2000) so as to listen, speak, write and read fluently; as a stepping-stone towards acquiring 2000 and more vocabulary (Nation 2001) to communicate in the language with a sensible degree of competence. The focus of this project is to investigate the impact of the social networks on reading culture among undergraduate students in three universities in North Western Nigeria namely: Umaru Musa Yar'adua University Katsina State, Bayero University Kano and Usman Dan'fodio University, Sokoto. It uses questionnaire method to obtain data regarding the perception of the students on the impact of social networks on their reading attitude. The data was analysed quantitatively and the results were presented in tables using an SPSS analysis to prove this phenomenon or otherwise in the region. Thus, research is purely quantitative. Findings of the research indicates that the traditional reading of printed texts has metamorphosed into digital reading through the internet more especially the social networks and this clears the way for acquiring new vocabulary by the target students of this study. Where there could be setbacks is the fact that the undergraduate students of these universities do not put the new vocabulary they increasingly generate into good use and which they ought to, so long as they want eschew vocabulary extinction. This is another challenge when newly acquired vocabulary is not frequently used by a second language learner.*

**KEYWORDS:** Reading Culture, Reading Habit, Social Networks, Undergraduate Students, Three North-Western Universities.



## INTRODUCTION

To assess the impact of the internet, one might ask what has it affected? The answer is, “Almost everything”. So, the question becomes: the internet has arrived how does it affect you?

**Douglas E, Comer, *The Internet Book, Everything You Need to Know about Computer Networking and How the Internet Works* (p.1-2).**

Indeed it really has, and profoundly to explicate a little more, as the internet has given birth to myriads of social networks; its “digital, communicative daughters”, which have not only facilitated broader and faster communication at the twinkling of an eye, but have also revolutionised the way we read, our reading habits and our reading goals either. The bottom-line is in 21<sup>st</sup> century, reading and the social media have become a husband and wives so much that the former chooses, where to sleep in the rooms of the latter, day-in-day out. Let us take a selective focus in Nigeria’s contemporary reading reality. Reading as culture is increasingly declining in Nigeria, where English is a second language (SL). One of the unequivocal evidences to this proposition is that over the years, the university students in particular undergraduates have not been reading as extensively as they ought to, so as to boost their English power, regardless of the course they study in the university. The prime goal is to achieve linguistic competence, as English Second Language Learners (ESL).

Instead, they squander the most part of their day and nocturnal hours, chatting in the social networks. Even during the short and the long breaks after the universities have closed, or they are on an industrial action, some valuable moments, when they should read a little more in order to improve their poor level of English they do not. The end result is their vocabulary becomes stagnant, hence poor, and that they cannot acquire the Coxhead’s 570, let alone the Nation’s 2000 vocabulary and possibly much more and “for native and non-native speakers, a rich vocabulary is necessary tool for using the language with a high degree of competence (Abdullahi & Meng 2017, p. ix). The Northern Nigeria is the part, where the situation has profoundly degenerated. However, how factual is the assertion that the social media is the modern, technological monster that has been threatening reading culture particularly in the 21-century? Has it not boosted reading instead, as these students acquire new vocabulary brought about by the emergence of social networks, let alone in the messages they send and receive, in spite of the social media slangs littered with them, and when they respond to such messages, they put their new vocabulary and by extension the language into practical usage? In this part, students increasingly grow disinterested in extensive reading to boost their vocabulary power. Dejectedly, as English Second Language Learners (ESL) and which equally is the target language (TL), it is incumbent on the University students to acquire a minimum of 750 vocabulary (Cox head 2000) so as to listen, speak, write and read fluently; as a stepping-stone towards acquiring 2000 and more vocabulary (Nation 2001) to communicate in the language with a sensible degree of competence. These could only be acquired through extensive reading, which most of these students fail to turn as their daily and pleasurable companion. Take the departments of English or Literature in the region for



instance, where the reading culture ought to be the norm, and the students to be the reading models of the residue of students in other faculties in the universities, regardless of the course they study, substantial proportion of them would rather heavily depend on the secondary literature to the novels recommended to be studied by their lecturers rather than reading the primary texts.

### What Is Reading?

In the six edition of his Masterpiece, *Understanding Reading*, Smith (2004, p. 2) argues that “reading is the most natural activity in the world”. Very much so, as it has transcended the text; for as he further stresses we do also read ‘the weather’, ‘the state of the tides’, ‘peoples feelings and intentions’, ‘stock market trends’, ‘animal tracks’, ‘maps’, ‘signals’, ‘signs’, ‘symbols’, ‘minds’, ‘law’, ‘music’, ‘body language’, etc. To demonstrate its broad and limitless scope, as well as its disposition, Chettri (2013, p.13) adduces that “reading is a man’s bulwark against loneliness, his window on life, his unending delight. It brings yesterday and tomorrow into now”. For Adu-Sardoke and Asante (2015, p.27) “reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development”. It is against these multiplicities of reading roles that in *How to Read a Book*, Adler and Van Doren (1971 p.6) argue that “reading is a complicated activity”. This is because it involves varying degrees of steps and in each step, more skills are required. Anderson, Hiebert, Scott and Wilkinson (1985 p.16) in “Becoming A Nation’s Reader: The Report on the Commission on Reading” seem to concur with this standpoint, for which reason they stress that “reading like playing musical instrument is not something that is mastered once and for all at a certain age. Rather, it is a skill that continues to improve through practice”. However, in the view of Sitiloye and Botunde (2018, p.286) “reading is a process of decoding symbols in order to drive or construct meaning”. Similarly, in an extended view Anderson, Hiebert, Scott and Wilkinson (1985 p.8) corroborate that reading is:

1. a construct
2. it must be fluent
3. it must be strategic
4. it requires motivation
5. it is a continuously developing skill

Consequently, the paucity of these in any reading process results into poor reading. Fascinatingly, only skilled reader reads fluently, employs strategies in the reading process and boosts his/her reading skill through constant reading habit. Anderson, Hiebert, Scott and Wilkinson (1985 p.81) write “skilled readers are flexible. How they read depends upon the complexity of the text, their familiarity with the topic and their purpose for reading”. What is more, they are active readers, as they take reading as a pleasurable activity. This is why Hiebert, Scott and Wilkinson (1985 p.8) argue that skilled readers “integrate information in the text with what they already know”. This unequivocally spells out the role of the BGK (Background Knowledge) in making reading simpler, easier and more pleasurable. On the other hand unskilled reader is passive, this is because, he/she takes reading as a task not as a pleasurable undertaking and equally pertinent he/she turns a blind eye at the reading strategies deemed as monumental in the construction of meaning as he/she reads. In the view



of Palani (2012, p.27), “effective reading is the most effective avenue for effective learning”. Finally, Adu-Sardoke and Asante (2015, p.27) address the question as to why we read. For them, we “read for pleasure, leisure, relaxation, information and for knowledge”.

### **Is Reading a Culture or a Habit?**

Over the years, reading culture and reading habit are deemed as symmetrical. According to Sotiloye and Bodunde (2018, p.286), “reading culture is the process of building up a positive reading attitude. This is when reading becomes a part of the individual’s life and not only certain aspects, such as school or work”. Moreover, for Toker and Aminou (2019, p.212), “reading culture indicates habitual, constant and regular reading of books and information materials”. What is more, it is “a conscious and willing practice of seeking knowledge, information or pleasure through written words”. They thus conclude that “reading culture is a form of practice a form of practice that considers reading and studying as a means of progressive development” (p.213).

On the other hand, “the activity of reading is considered as habit, when it is steadily and regularly implemented by an individual” (p.212). Moreover, reading habit in the words of Palani (2012, p.27) is an essential and important aspect of creating the literate society in the world. It shapes the personality of an individual and it helps individual to develop the proper thinking methods and creating new ideas.” He argues further that “reading habit therefore plays a very crucial role in enabling a person to achieve practical efficiency” (p.27). So, while reading culture involves practice and it is epistemologically-motivated, reading habit involves practical and psychological addiction, as reading is to the reader what cigarette is to a chain-smoker, or meat to the starving lion.

### **Social Networks: Nature, Emergence and Functions**

According to Boyd and Ellison (2007, p.1) “Social Networks sites are web-based services that allow individuals to construct a public or semi public profile within a bound system”. Andreas (2015, p.1) defines social networking as “a form of social media, used for interactive, educational, informational or entertaining purposes”. According to Bolton et al. (2013, p.248) social network refers to any online service through which users can create and share a variety or content. This definition has the same focus with Barnett’s (2011, p.4) that social network is “a website that allows multiple users to create profiles, publish content and connect to communicate with others”. All of the above definitions take ‘users’ and the messages by means of internet into consideration. It will not be easy to estimate the number of the existing social networks. However, the commonest among them are Facebook, Twitter, 2go, Blackberry Messenger, Whatapps, Badoo, Viber, Nokia Ovi, Picmix, Smoothie, Hookt, Jaxtrosms, Naijapings, Telegram, etc.

The social networking sites provide ample opportunity to people of different backgrounds to interact freely. Users of a particular social network exchange written messages, comments and criticisms on a particular post or blog on the site they use. Most users of the social networks are youths and most of whom are students. Social networks make people create and enhance social relationships with people whom they have never or may even never come into eye-to-eye contact with. Apart from this, the sites may be used to improve teaching and learning activities in the field of education. Interaction with other people through a social networking site can make a student to acquire new knowledge. It has even been noted that



comments and suggestions (known as feedback) obtained by means of the medium to some extent improve students' language skills (Suthiwartnarueput and Wasanasomsithi, 2014).

According to Jamil et al. (2014, p.233) "the dawn of 20<sup>th</sup> century rises with a boom of technology and with the advent of computers". However, according to Camilia et al. (2013, p.19) "the history of online social networks dates back to the 1990s". Similarly, Boyd and Ellison (2007, p.4) state that "from 1997 to 2001 a number of community tools began supporting various combinations of profiles and publicly articulated Friends". Commenting on the boom of communication technology, Bolton et al. (2013, p.250) explain that "the advent of pre-paid technology has significantly increased affordability of mobile communications in many markets". Bolton however laments that income levels may still be a factor in the intensity of the usage of social media. Boyd and Ellison (2007, p.1) note that "there are hundreds of social network sites, with various technological affordances, supporting a wide range of interests and practices". In the same vein, Andreas (2015) writes that about 600 social networking sites exist on the internet.

On another note, Andreas (2015) writes that the history of Social networking dates back to 1971, when the first email 'qwertyuiop' was sent through two computers which were next to one other. He adds that there are 'Bulletin Board System' (BBS) which followed later in 1978. This system was the first internet enabled for interaction. He again adds that Usenet was founded in the same year by Jim Ellis & Tom Truscott for posting news, articles and funny posts. 'Geocities' was created in 1994 and in 1995 the 'Globe.com' was made available for public use, especially people, who have common hobbies and interests. Similarly, in 1997 'AOL Instant Messenger' and 'Six Degrees.com' were launched. Several other social networking sites such as 'Classmates', 'Friendzy', 'Hi-5', 'Asian Avenue', 'Black Planet' followed. Mi Gente.com for Hispanic servers was however launched in 2000. By 2003 Social Networking was in full force with the launching of Friendster, MySpace and LinkedIn. The approach of LinkedIn is more professional and business in nature.

In the same vein, Chapman (2015) states that the BBS, which were only stored on personal computers, came online in the 70s. This was followed by CompuServe and Prodigy. Prodigy was cheaper to access than CompuServe for it charged up to "\$6/hour plug long-distance fees" (p3) less than \$30/hour or more charged by CompuServe. Other sites like 'vBulletin' and 'phpBB' were launched in the 80s. 'Six Degrees' was launched in 1997 and was the first modern social network (p5). This site is presently not functional because it was purchased for \$125 million in 2000 and was shut down in 2001. 'Asian Avenue', 'Mi Gente' and 'BlackPlanet' were also in existence between 1997 and 2001. 'MMORPGS' was also popular in online role-playing and other games in early 2000s. Chapman (2015, p.6) further points out that 'Friendster' launched in 2002, "was really the first modern, general social network". He continues that it "is still very active with over 90 million registered users and over 60 million visitors every month", mostly from Asia. He adds that 'Hi5', 'MySpace' and LinkedIn followed in 2003. 'Multiply' which is a family-friendly site was launched in 2004. 'Orkut', a Google social network which has over 65 million users mostly in Brazil and India was also developed in 2004. Others such as 'Kontain', 'Ning', were developed in 2008. Chapman (2015, p.13) adds that "a number of company-sponsored social networks developed by all corporations in all sorts of industries". One of such is 'Autonomy' which is "hosted by the UK division of Harper Collins that has attracted thousands of hopeful writers from all over the globe".



In another vein Chapman (2015, p.6) notes that media sharing social networks which share photos, videos and other multimedia contents were also developed. Some of them include: 'Photobucket' founded in 2003, 'Flickr' which "claims to host more than 3.6 billion images as at June 2009" (p. 14), YouTube which was launched in 2005 was the first video hosting and sharing site, 'Revver', 'Metacafe' etc. 'Revver' however is a revenue generating site. He adds that there are other social networks that allow user to "bookmark any content they find online, tag that content and then share it with other users" (p.18). This type includes 'Delicious' launched in 2003, 'Digg' developed in 2004 by Kevin Rose, Ron Gorodetzky, Jay Anderson and Owen Byrne. Others include 'Reddit' launched in 2005, 'Twitter' launched in 2006, 'Posterous' launched by Y Combinator in 2009, 'Tumblr' founded in 2007, etc. there are sites such as 'iRovr' that are "only available on the iPhone/iPod Touch" (p.23). In fact, there is an inexhaustible number of types and nature of social networking sites.

Boyd and Ellison (2007) note that the first and most widely recognized social networking site was Six Degrees.com which was founded in 1997. The next to it was Live Journal in 1999 and Ryze.com in 2001. Andreas (2015) states that Facebook was introduced later 2004 with the sole aim of connecting the US college students. It was initially exclusively meant for the Harvard alma mater of Mark Zuckerberg's. At this time membership of Facebook was strictly on invitation. "The 'exclusive' feature proved to be a success, and in its first month, over half of the 19,500 Harvard students signed up" (p. 6). Facebook however, became open to the public in 2006. By 2008, Facebook had more members than MySpace and Friendster, and had become the leading social networking site with over 150 million members around the globe. By 2010, Facebook already had over 600 million active users (ibid). He adds that Today's social networking sites are like yesterday's front page headlines (p. 8). This is supported by Chapman (2005, p.11) where he says "Facebook started out as a Harvard-only social network back in 2004, then quickly expanded to other schools, then to high schools, business and eventually everyone by 2006". He adds that "in 2008 Facebook became the most popular social networking site, surpassing My space and continues to grow" (ibid).

### **Reading, the Social Media and Interface**

No human soul could provide a precise statistics as to the exact proportion of the social media users across the globe or in a particular country for instance. For as the moment, when one user leaves one social network, countless more join the digital world at the twinkling of an eye. According to Prima Gusta Yauti et al (2020 p. 238), the social networks play innumerable roles ranging from economic, for business so as to make more income or boost profit, political, for candidates who wish to propagate and popularize their manifestoes to win the support of their people, social, for making new friends and boosting friendship, cultural, for being exposed to innumerable traditions, norms and diverse cultures of others, religious, for meeting people from varied belief systems. This is why they write "the social media has widely grown and appeared in various types, and it has become one of the people's daily needs since it contains updated information and the latest news" (p.238).

Fascinatingly, within the social role, the social media plays the educational function either. In the 21<sup>st</sup> century, students and their teachers hold digital classes and through it they exchange and share knowledge widely and rapidly as well. What is more enthralling is that students do find the social networks as reading medium, where they read for varying degrees of purposes. Some read for information, or for pleasure and several more for knowledge and others for understanding some ideas. Gert J. Van Der Westhuizen (2011, p.103) underscores that



“social media reading is conceived of as online reading of electronic texts in the context of social network programmes such as blogs, email, phone texting, twitter, face book etc”. Similarly, students, particularly in institution of higher learning read digital text books, newspapers, magazines and novels through the social networks and consciously or unconsciously, a substantial proportion of them boost their vocabulary power. Much more than that, they join as members several digital reading clubs and associations of poetry, short stories, and non-fiction for instance, some of which do organize monthly or annual competitions, workshops or reading sessions, as well as workshops for their members.

### **Reading Culture and the Influence of Social Networks in Nigeria**

In contradistinction to Europe, Africa is a poor reading continent. The varying degrees of educational, political, philosophical, scientific, technological booms Europe has been experiencing from the Classical Era, to the modern times is as a result of reading: whose fruits have been put into practical usage for myriads of innovations that have been transforming the globe. Similarly, do you know why the world rapidly changes? The answer is owing to the power of knowledge acquired through endless readings. Take the 18<sup>th</sup>-century for instance, the moment when in its second-half, the modern novel in English was born. One of the factors that paved the way for its emergence according to Professor Ian Watt is the rise of the mass reading public in Europe, including women, in spite of the challenges posed to them by the daily domestic chores. Thus, the reading culture in the West has a longish history for which reason, there is found a library in virtually every middle-class home then and now. In the words of Sotiloye and Bodunde (2018, p.287), “a reading nation is said to be a growing nation as the way of life of a nation is influenced by the percentage of its literate citizens”. Within the African context for instance, Nigeria is one of the countries in the continent with substantial number of the literate population. Yet, reading culture declines rapidly by the day.

Recent studies by Ifedili 2009, Ogugua, Emrole, Egwin, Anyamu and Haco-Obasi 2015 and Sotiloye and Bodunde 2018, stress that substantial number of students in Nigeria read intensively rather than extensively. Simply, they read for study, whose result is earning a certificate in the long run. In his essay entitled “Assessment of Reading Culture Among Students in Nigerian Tertiary Institutions: A Challenge to Education Managers” (2009) Ifedili argues that 60% of students in institutions of higher learning read textbooks for examination’s sake, and 21%, which is deemed as an insignificant proportion reads novels for pleasure. The indictment of the social media as being the prime cause of the increasing declining in reading culture in Nigeria in the view of Oji and Erubami (2020, p.106) has led to the intellectual rise of duo school of thoughts: the “pessimists” and “normalisers”. For the pessimists, the social media has profoundly led to the decline of the reading culture in Nigeria. They have figured out the 60% of students used the social media to hence their social interaction rather than reading instead. On the other hand, the normalisers have a contrary view. Their view is diametrically opposed to the pessimist’s school of thought that the social networks have led to the decline of reading culture in Nigeria. Instead, they argue, “it is delivery mechanism” of reading materials that the social networks have altered, but reading still flourishes in Nigeria in a “new format of reading online”. They have also identified some factors such as the poor library condition, paucity of reading materials that interest the reader, socio-economic challenges, mounting deep attachment to materialism by the Nigerians that have immeasurably put reading culture at the declining risk.



## METHODOLOGY

This investigation has indubitably been inspired by the previous studies, including the pessimists and the normalisers; the two school of thoughts on the enormous role played by the social media on the decline or otherwise of the reading culture among the Nigerian students and with selective focus on three north western Nigerian Universities, namely: Umaru Musa Yar'adua University Katsina State, Bayero University Kano and Usman Dan Fodio University Sokoto. One hundred questionnaires were distributed in each of the three universities in question, filled in by the undergraduate students. On the whole, 300 questionnaires were distributed to answer the following questions in the universities. The data was analysed quantitatively and the results were presented in tables, using an SPSS analysis to prove this phenomenon or otherwise in the region. Thus, the research is purely quantitative.

## RESULTS

Below are the study's findings in the following tables:

**Table 1: Model Summary**

Model Summary							
Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.711 <sup>a</sup>	.506	.504	8.06924	.506	305.350	1

As indicated in the model summary above, R (correlation Coefficient) stands at 0.711. This indicates that there is a strong positive correlation between social media usage and reading habits among undergraduate students since the value is closer to one. Similarly, R square (coefficient of Determination) shows 0.506. This suggests that approximately 50.6% of the variance in reading habits can be explained by social media usage. This indicates a moderate to strong influence. Likewise, the adjusted R square indicates 0.504. This reinforces that about 50.4% of the variability in reading habits is accounted for by social media. Finally, the standard error of the estimate value is 8.06924. This reflects the average distance that the observed values fall from the regression line. Lower values indicate a better fit. Therefore, the strong R and significant R square values suggest that social media usage is a significant predictor of reading culture. Hence, the model appears to be a good fit for the data.



**Table 2: Anova**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19882.116	1	19882.116	305.350	.000 <sup>b</sup>
	Residual	19403.550	298	65.113		
	Total	39285.667	299			

The anova table above provides further insights into the data. The sum of square indicates the variation in the data: Regression: 19882.116 (variation explained by the model), Residual: 19403.550 (variation not explained by the model) Total: 39285.667 (total variation in the data), **df (Degrees of Freedom)**: Regression: 1 Residual: 298 Total: 299, **Mean Square**: Sum of squares divided by the respective degrees of freedom. Regression: 19882.116 Residual: 65.113, **F-statistic**: 305.350, A high F-value indicates that the model is statistically significant. This is shown in **Significance (Sig.)**: 0.000 which indicates that the results are statistically significant ( $p < 0.05$ ), suggesting a significant impact of social media usage on reading habits. Therefore, the ANOVA table confirms that the model is statistically significant ( $p < 0.05$ ). The high F-statistic further indicates that social media usage significantly predicts reading culture.

**Table 3: Coefficients**

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.253	1.224		5.109	.000
	SOCIAL MEDIA USAGE	.939	.054	.711	17.474	.000

**The Constant ( $\beta_0$ )** shows the intercept of the regression line. It represents the expected value of the dependent variable (reading culture) when all predictors are zero. **Social Media Usage ( $\beta_1$ )** indicates the slope of the regression line which indicates the change in the dependent variable for a one-unit change in the predictor. The **Value ( $\beta_1$ )** coefficient value indicates how much reading culture changes with one unit increase in social media usage. **Standard Error ( $SE_1$ )** shows the standard deviation of the coefficient. **t-statistic ( $t_1$ )** indicates that the coefficient is divided by its standard error. Higher absolute values indicate more significant predictors. **Significance (Sig.) ( $p_1$ )** indicates that the predictor is statistically significant ( $p < 0.05$ ). The coefficient table provides the regression equation:

$$\text{Reading Culture} = \beta_0 + \beta_1(\text{Social Media Usage})$$



## SUMMARY OF FINDINGS

Based on the model summary, ANOVA, and coefficients table, findings show that:

- i. Social media usage significantly impacts reading culture among undergraduate students.
- ii. The model is statistically significant, explaining about 50.6% of the variability in reading culture.
- iii. Social media usage is a strong predictor, and the relationship is statistically significant.

## CONCLUSION

In conclusion, these decisions are supported by the statistical values provided in the SPSS output. The strong correlation, significant ANOVA results, and meaningful coefficients indicate a robust model explaining the influence of social media on reading habits. Thus, reading in Nigeria, particularly among the undergraduate students of the country still thrives as “normalisers” school of thought opine. The bottom-line is the traditional reading of printed texts has metamorphosed into digital reading through the internet and the social networks, paving the way for acquiring new vocabulary by the target students of this study. Where there could be setbacks is the fact that the undergraduate students of these universities do not put the new vocabulary they increasingly generate into good use and which they ought to, so long as they want eschew vocabulary extinction, a disaster do which occurs, when newly acquired vocabulary are not frequently used by the student learner, just as a blossoming garden is left unwatered.

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## APPENDIX

### QUESTIONNAIRE

#### DECLARATION

Dear Sir/Madam,

Dear respondent, we are lecturers and researchers from Umaru Musa Yar'adua University, Katsina State. We are conducting a research on 'Reading Culture in the Age of Social Networks: Progression or Retrogression?' All your responses will be strictly kept confidential and used only for academic research purpose.

#### RESPONDENTS PROFILE

##### Gender

Male ( )

Female ( )

##### Age bracket

Below 20 Years ( )

21 - 30 Years ( )

31 – 40 Years ( )

Above 40 Years ( )

Q1. How many hours do you spend on social media in a day?

A. 1 – 2 hours

B. 2 – 5 hours

C. 5- 10 hours

D. 10-20 hours

Q2. Which social media platforms do you use often?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Facebook					
WhatsApp					
Twitter					
Instagram					
Youtube					
Tiktok					
telegram					
Others					

Q3. What do you use social media for?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Work together with classmate for assignment					
Access relevant materials					
Discuss some topics with instructors					
To know about current news and events					
For entertainment					
To pass time					
To keep company of my friends					
To share my opinions					



**Q4. Which kind of text do you often read on social media?**

Newspapers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Novels					
Chats					
Posts					
Comments					
Materials related to my field of studies					
Others					

Q5. I do more reading on social media than I used to do before I joined the social media.

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

Q6. I acquire new vocabularies through the social media.

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

Q7. Social media distracts me from reading my academic materials

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

Q8. Because of the time I spend on the social media, I no longer read materials outside my field of study

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

Q9. Social media improves my reading speed.

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

Q10. Social media brings reading materials closer to me.

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

Thank you for sharing your thoughts with us.