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## ASSESSMENT OF SOCIAL MEDIA INFLUENCE ON READING HABITS OF UNDERGRADUATE STUDENTS OF LIBRARY AND INFORMATION SCIENCE IN MICHAEL OKPARA UNIVERSITY OF AGRICULTURE, UMUDIKE, ABIA STATE, NIGERIA

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**ABSTRACT**

The study examined the impact of social media on the reading habits of undergraduate students in Library and Information Science at Michael Okpara University of Agriculture, Umudike, Abia State. Using a correlational research design, data was collected from 101 final-year students (93% response rate) through a structured questionnaire. The study found that students frequently used social media platforms like Twitter, WhatsApp, Facebook, YouTube, Telegram, TikTok, and Instagram. These platforms were primarily used for academic purposes, such as preparing for exams, writing research projects, and staying informed about course-related events. Positive effects of social media included quick access to information, communication with lecturers, and sharing academic resources. However, negative effects included distractions from studies, privacy issues, and involvement in academic misconduct. The study concluded that excessive social media use has a strong, positive relationship with students' reading habits. It recommended that universities provide better reading resources and environments, establish guidelines for social media use, and encourage students to view social media as a complementary academic tool rather than a distraction.

## INTRODUCTION

Quality learning is a product of quality reading, even as reading is globally accepted and embraced as the bedrock for sound academic performance, and a solid pillar for knowledge acquisition. Effective reading habit is one of the essential attributes that must be possessed by students for successful educational growth since it serves as a major part of students' life and a smooth means of achieving academic prowess and outstanding feats. Reading habits refers to a habitual and regular reading of books and other information materials among individuals (Oyedokun & Busuyi, 2018); indicating how often, how much, and what students read as a practical lifestyle to seek reading materials and devoting time to deliberate, conscious and thorough reading (Popoola et al., 2021). Developing a good reading habit is fundamentally a requirement for educational advancement and building of sound sense of judgment by every student. It is very crucial to students' educational outcome as there can be no true academic success and all-round development without good reading habits. Good reading habits expand students' world view, enhances their knowledge-base and overall academic performance as well as enriches their problem-solving skills (Udoh & Akwang, 2023). It determines the academic achievements of students, and to a larger extent, shapes students' personality, thinking abilities, intellectual capability and general perspectives about life and one's environment. It also helps in developing new ideas, building new skills, creating personal initiatives, imaginative solutions to problems, constructive communication and creative engagements.

However, the emergence of social media as a product of the advancement in information and communication technology (ICT) has greatly influenced students' reading habit, generally and undergraduate students of Library and Information Science, in particular. Social media are offshoots of Information and Communication Technology (ICT) with great benefits for learning and educational development of students when effectively and intelligently utilized (Akpan-Atata & Enyene, 2014; Akpan-Atata et al., 2015). According to Carr and Hayes (2015), social media is defined as online platforms that help users to create and share content as well as facilitates two-way communication with interactive features. Similarly, Rafiq et al. (2019) considered social media as encompassing a wide range of technological applications that enable users to create, manage, and share contents, post comments and engage in discussions anywhere around the world in real time. They allow the creation and exchange of user-generated contents, enhancing quick and rapid way of communication, and enabling users including students to create public profiles, initiate conversation, create social groups and share information within websites and build social relationships or networks in order to interact with other members of the same social media platforms.

Social media sites include: Facebook, WhatsApp, X (formerly called Twitter), TikTok, YouTube, Telegram, Instagram, LinkedIn, Google+ among others. They are Internet-based applications that build on the ideological and technological foundation of Web 2.0 with global availability, accessibility and acceptability.

Nevertheless, social media has strong positive and negative influence on students' reading habits. On the positive side, Kojo et al. (2018) asserted that social media positively influences students' reading habits by contributing to the development of the students' mind and personality, while enhancing their intellectual capabilities. Social media helps students to easily communicate with each other, share files and lecture materials, still and motions pictures, videos, generate discussion on social media forums through text messages, and conduct real-time live audio-video conversations (Munir et al., 2021). It characteristically facilitates easy communication, building of networks, sharing of information, and creation of relationships. On the negative angle, Adekunjo and Unuabor (2024) remarked that with the invention and advancement of social media, there has been a decline in students' love for reading, as most students spend a lot of time on their phones and other gadgets surfing the net, talking with their friends and catching the latest gist on social media such that there is hardly any time left for reading, except there is a test or an examination around the corner (Adekunjo & Unuabor, 2024). Anyira and Udem (2020) also reported that social media usage negative influences students' reading habits as most students devote much time to social media with less attention and time for reading. Loving and Ochoa, as cited Galadima et al. (2020) specifically observed that social media sites have proven to be universally addictive for tertiary institution students who tend to spend considerable amount of time maintaining social communications, making new acquaintances and a broad based of friends during their years of study at the detriment of quality reading and learning. From the above background therefore, this study examined the social media influence on reading habits of undergraduate students of Library and Information Science in Michael Okpara University of Agriculture, Umudike, Abia State, in order to make recommendations on how to moderate and/or balance social media usage for enhanced positive influence on reading habits of the students.

### Statement of the Problem

Reading makes the mind healthy and sound for creative thinking and positive solutions to educational, economic, social, cultural, political, and even relationship issues. As a matter of fact, effective reading habits opens up the intellectual and psychosocial ingenuity of students for resounding academic and circular achievements. However, it is quite obvious and yet, disheartening to observe that reading habits is vast declining among

Nigerian students in tertiary institutions. In fact, it is common knowledge that most students in tertiary institutions in Nigeria do not have effective reading habits, and the few that read only do so as a means of passing examinations rather than read for self-development and as a lifelong habit. With the advent and proliferation of social media sites, reading habits is declining more and more by the day, as most students are clinging or staying glue to social media platforms; browsing, creating contents for money, sending messages, chatting, commenting on posts, and exchanging images including their private information rather than reading their books and other valuable information sources. It is even becoming more pathetic that those students – undergraduate students of Library and Information Science, who by virtue of their professional inclination are expected to develop themselves effectively as lovers of reading for effective knowledge development as future information professionals are steadily joining the bandwagon effects of poor reading habits in most Nigerian universities. In considering this scenario, no one knows exactly what the reality is with the undergraduate students of Library and Information Science in Michael Okpara University of Agriculture, Umudike, Abia State, vis-a-via social media influence on their reading habits. Therefore, this lacuna created the motivation for the present study.

## Research Objectives

The specific objectives of this study were to:

i.     Identify the social media platforms and extent of use by undergraduate students of Library and Information Science in MOUAU
ii.    Examine the reading habits of undergraduate students of Library and Information in MOUAU
iii.   Ascertain the positive influence of social media on the reading habits of undergraduate students of Library and Information Science in MOUAU
iv.    Assess the negative influence of social media on the reading habits of undergraduate students of Library and Information Science in MOUAU
v.     Determine the relationship between social media usage and reading habits of undergraduate students of Library and Information Science in MOUAU

## Hypothesis

**H0:**   Social media usage has no significant relationship with reading habits of undergraduate students of Library and Information Science in MOUAU.

## Literature Review

In this section, the concepts of social media, reading habits, influence of social media on reading habits – positive and negative, as well as relevant empirical studies were briefly reviewed.

## Social Media and Social Media Platforms

Social media are fundamentally a part of the numerous innovative technologies with vast potentials for enhanced creation and communication of information within an online environment (Akpan-Atata et al., 2014). According to Galadima et al. (2020), social media are online technology platforms that help to connect people together by facilitating the creation and sharing of information, ideas and interest among groups. Adomi and Ejirefe (2012), as cited in Galadima et al. (2020) defined social media networking as the activities, practices and behaviour among communities of people who gather online to share information, knowledge and opinion using interactive media. Social media also encompasses a wide range of technological applications that enable users to create, manage, and share contents, post comments and engage in discussions anywhere around the world in real time (Rafiq et. al., 2019). It is ubiquitous, pervading everywhere and enhancing quick and rapid way of communication. The most popular social media platforms that are commonly used by majority of the Nigerian students include: Facebook, X (formerly called Twitter), YouTube, WhatsApp, TikTok, Instagram, Telegram, Google+, Snapchat, LinkedIn, etc.

Ezeah et al. (2013) described social media as the modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of common interest. They often require computers and mobile devices such as smart phones, Android phone, Ipad, and Labtop with internet access to share information online (Ukume et al., 2018). They also require digital skills such as social media or Web 2.0 skills to be effectively used (Akwang 2021; Udoh & Okafor 2022; Udoh et al., 2020). Social media skills particularly help in creating social media contents such as pictures, images, files, texts, etc., typing and sending posts, responding to comments, as well as sharing information within an online environment.

## Reading Habits: Delineation

Reading habits is in a nutshell, the way and manner an individual perceives reading either by appreciating, loving or demonstrating positive interest for reading. Rafiq et al. (2019) defined reading habit as an active reading ability based on the construction of meaning and gaining information from written text. Reading habits refer to how an individual organizes his or her reading (Davidovitch et al., 2016). Azikiwe, as cited in Hussain et al. (2021) described reading habits as the

adopted way and manner a student plans his or her private readings, after classroom learning to attain mastery of the subject. Reading habits is further conceived in terms of the number of materials being read, the frequency of reading as well as the average time spent on reading (Hussain et al., 2021). It is the habitual and regular reading of books and information materials among individuals (Oyedokun & Busuyi, 2018).

Reading habits facilitates the building of competencies for comprehension and increasing vocabulary development by students. It empowers students with effective and meaningful study skills, acquiring knowledge of various study resources, effective retention capacity, and enhances students' academic performance and achievement (Diwan, 2020). Effective reading habits improves students' comprehension skills, vocabulary development, pronunciation, speed, and knowledge (Akande & Oyedapo, 2018). It promotes self-education while enhancing the modification of student's personality and training of the minds, broadening students' horizons and knowledge-base of their subjects, while bringing about the fulfilment of personal ingenuity, inventiveness, creativity and imagination as readers are more inspired for self-discovery (Udoh & Akwang, 2023). Effective reading habits encourages sleep, lengthens lifespan, better writing skills, sense of independence, improved focus and concentration, stronger analytical thinking skills, memory improvement, vocabulary expansion, improved knowledge, reduces stress, and enhances mental stimulation (Anyira & Udem, 2020). In summary, students including the undergraduate students of Library and Information Science need effective, active and purposeful reading habits to enhance their critical, evaluative, analytical, imaginative, and problem-solving skills as well as emotional and social intelligence (Udoh & Akwang, 2023).

**Social Media Influence on Reading Habits of Students**

Social media has strong positive and negative influence on reading habits of students. Basically, with social media, students across academic disciplines and institutions, can now communicate with each other, share files, still and motions pictures, videos, generate discussion on social media forums through text messages, and conduct real-time live audio-video conversations (Munir, et al., 2021). Similarly, Kojo et al. (2018) opined that social media positively influences students' reading habits by contributing to the development of the students' mind and personality, while enhancing their intellectual capabilities. Galadima et al. (2020) noted that social media helps students to connect with their colleagues, facilitating the possibility of creating and sharing of information, lectures materials, while igniting online learning experience and interests. Hussain et al. (2021) observed that the positive influence of social media on students' reading habits could also be seen in

the areas of exchanging reading materials, communicating with teachers and classmates, and obtaining vital information for their learning purposes. This is also as Amutha and Kennedy (2015) remarked that social media sites are used by students in uploading, downloading, getting information concerning their career/academics, chatting with friends, watching online movies, personal updates, and building up relationships.

On the other hand, Adekunjo and Unuabor (2024) remarked that with the invention and advancement of social media, there has been a decline in students' love for reading, as most students spend a lot of time on their phones and other gadgets surfing the net, talking with their friends and catching the latest gist on social media such that there is hardly any time left for reading, except there is a test or an examination around the corner (Adekunjo & Unuabor, 2024). Anyira and Udem (2020) equally stated that social media usage negative influences students' reading habits as most students devote much time to social media with less attention and time for reading. Mbamalu and Onyido (2019) further noted that greater immersion or excessive use of social media by students has adverse influence on undergraduate students' reading habits.

Moreover, Adekunjo and Unuabor (2024) investigated the effect of social media on the reading culture of selected private secondary school students in Akinyele Local Government Area, Ibadan, Oyo State Nigeria. The study showed that students' excessive use of social media adversely impacted their reading culture and, to a lesser extent, their academic performance. It indicated that social media has largely replaced other forms of communication in students' daily lives and slowly but steadily consuming the students' consciousness, with strong negative impact on their reading habits.

Aliyu et al. (2023) investigated the effect social media addiction on reading habits among undergraduate students of Usmanu Danfodiyo University, Sokoto, Nigeria. The study revealed that using social media in excess or addiction by undergraduate students deprived them from reading which have negatively affected their academic performance. It recommended that students should limit their time on social media, and freeze their social media application during their academic activities in order to focus on reading activities for enhanced academic success.

Similarly, Hussain et al. (2021) examined the use and impact of social networking sites on reading habits of college students in the Srinagar District of Kashmir, India. The study revealed that students of all academic disciplines use social networking sites for both academic and non-academic purposes, including exchanging reading materials, communicating with teachers and classmates, obtaining information, and reading newspapers and magazines. It showed that majority of the students also indicated that social networking sites

help in improving reading skills, understanding texts, and critical reading.

Anyira and Udem (2020) also conducted study on the effect of social media addiction on reading culture: A study of Nigerian students. The study revealed that social media mostly used by student include: Facebook, WhatsApp, YouTube, Pinterest, Twitter, Instagram, Snapchat, etc., while over 80% of the students use the social media daily. It was discovered that while over 97% use the social media to chat with friends, only 43% use the social media to read for examinations, and 67.3% rarely visit the library. The study also showed that social media has negative effect on reading habits as it consumes their time and distraction them from reading. It recommended that lecturers and libraries should create learning opportunities that will make the social media more beneficiary to students' reading habits than a source of distraction.

In another study, Rafiq et al. (2019) conducted a survey on the effects of social media on reading habits of the students. It revealed that social media has both positive and negative effects, with distraction during the time of the study as the adverse effect. It showed a significant difference of opinion among male and female students in terms of certain effects, while highlighting Facebook, WhatsApp, Google+ and YouTube as the social media that were used daily by the students. Most of the students were using social media technologies through cell phone.

This was as Kojo et al. (2018) also investigated the effects of social media on the reading culture of students in Tamale Technical University. The study revealed that students are negatively affected by their constant access to social media platforms, as excessive use of social media by students has a statistically significant impact on the reading culture and to an extent their academic performance. It identified the positive impacts of social media on reading to include development of the mind and the personality of the students, as well as enhancement of students' intellectual capabilities. It also revealed that social media has become a vital component of the daily life of tertiary students and steadily taking over their consciousness and consequently affecting their reading culture. The study recommended that authorities in tertiary institutions should establish rules and regulations that will limit students' use of social networking sites during lecture and library sessions.

From the above reviews, it was ascertained that though social media and reading habits have received a reasonable research attention locally and internationally, literature available to these researchers showed no empirical evident about any study on social media influence and reading habits of undergraduate students of Library and Information Science in Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria. Thus, this study was conducted to fill the observed gap in knowledge.

## Methodology

This study adopted the correlational research design to examine the social media influence on reading habits of undergraduate students of Library and Information Science in Michael Okpara University of Agriculture, Umudike. The population consisted of one hundred and nine (109) final year students in the 2023/2024 session who are currently undertaking their research work, while the census sampling technique was adopted since the population was quite small and manageable. The instrument for data collection was the researcher's structured questionnaire designed with closed-ended questions, comprising a total of 40 items. The questionnaire was titled, ***"Social Media Influence on Reading Habits of Undergraduate Students of Library and Information Science Questionnaire – SMIRHUSLISQ."*** The questionnaire was validated by two (2) research experts from the Akwa Ibom State University and subjected to pilot test using the test-re-tests approach, which yielded a correlational coefficient value (r) of 0.81. Accordingly, 109 copies of the questionnaire were distributed to the respondents, while 101 copies representing 92.67%, approximated to 93% response rate were retrieved and used for the analysis. Consequently, the data collected were analysed with the use of descriptive and inferential statistics. Research objective 1 was analysed using simple percentage and chart, while research objectives 2, 3 and 4 were analysed using descriptive statistics of percentage counts, mean scores and standard deviation with a criterion mean of 2.5, whereas objective 5 was analysed using Pearson Product Moment Correlation (PPMC). The strength of the association of the variables was determined and interpreted using Creswell's correlation coefficient scale, as cited in Akwang and Udoh (2024), which states that correlation coefficient (r) of ±0.00 - 0.20 = very low association; ±0.21 – 0.40 = low association; ±0.41 – 0.60 = moderate association; ±0.61 – 0.80 = high association; and ±0.81 – 1.00 = very high association. The single null hypothesis was tested using linear regression statistics at 0.05 level of significance. The decision rule was to reject the null hypothesis if p-value is less than the alpha value at 0.05, or accepted the null hypothesis if the p-value is more than the alpha value at 0.05.

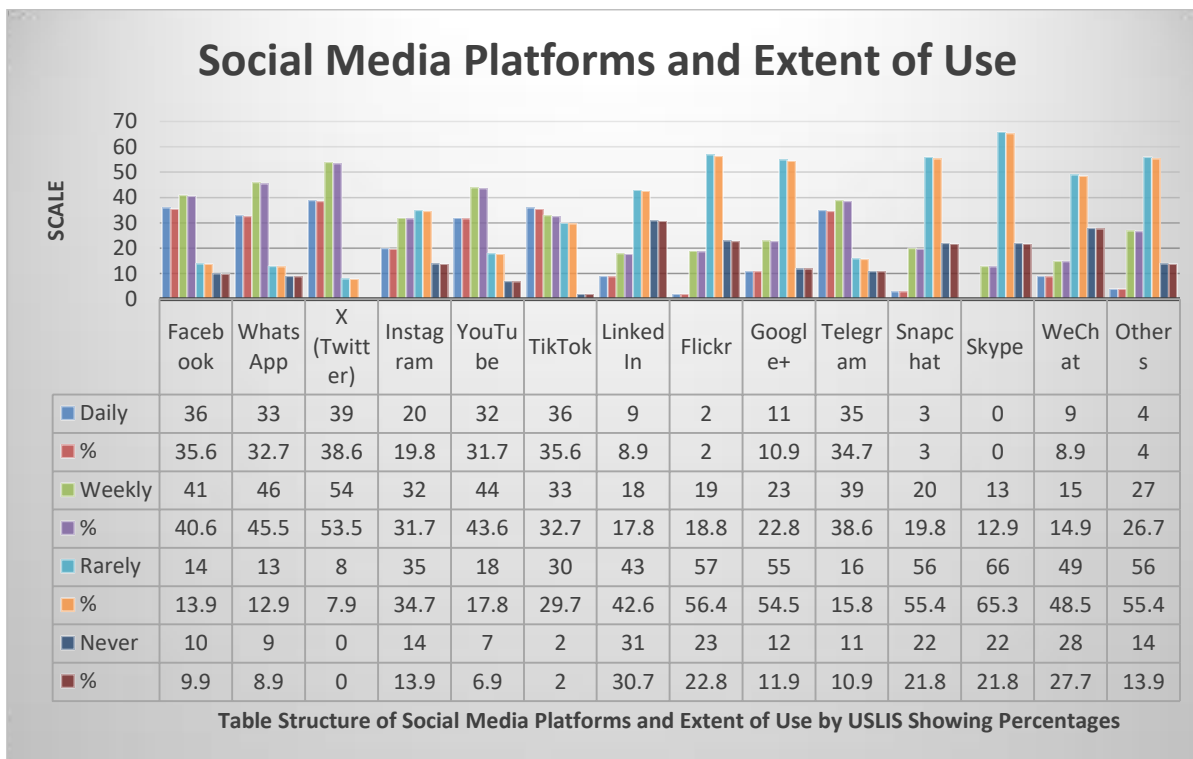## Results and Discussion of Finding

The analysis of data was based on the copies of questionnaire completed and retrieved with valid information. The results of the study were presented in a simple chart and tables.

**Research Objective 1:** To determine the social media platforms and extent of use by undergraduate students of Library and Information Science in MOUAU

**Table 1:** Simple percentage responses on social media platforms and extent of use by undergraduate students of LIS in MOUAU (N = 101)

| S/N. | Items | Daily | % | Weekly | % | Rarely | % | Never | % | Decision |
|------|-------|-------|------|--------|------|--------|------|-------|------|----------|
| 1. | Facebook | 36 | 35.6 | 41 | 40.6 | 14 | 13.9 | 10 | 9.9 | Very High |
| 2. | WhatsApp | 33 | 32.7 | 46 | 45.5 | 13 | 12.9 | 9 | 8.9 | Very High |
| 3. | X (Twitter) | 39 | 38.6 | 54 | 53.5 | 8 | 7.9 | 0 | 0 | Very High |
| 4. | Instagram | 20 | 19.8 | 32 | 31.7 | 35 | 34.7 | 14 | 13.9 | High |
| 5. | YouTube | 32 | 31.7 | 44 | 43.6 | 18 | 17.8 | 7 | 6.9 | Very High |
| 6. | TikTok | 36 | 35.6 | 33 | 32.7 | 30 | 29.7 | 2 | 2.0 | High |
| 7. | LinkedIn | 9 | 8.9 | 18 | 17.8 | 43 | 42.6 | 31 | 30.7 | Low |
| 8. | Flickr | 2 | 2.0 | 19 | 18.8 | 57 | 56.4 | 23 | 22.8 | Very Low |
| 9. | Google+ | 11 | 10.9 | 23 | 22.8 | 55 | 54.5 | 12 | 11.9 | Low |
| 10. | Telegram | 35 | 34.7 | 39 | 38.6 | 16 | 15.8 | 11 | 10.9 | Very High |
| 11. | Snapchat | 3 | 3.0 | 20 | 19.8 | 56 | 55.4 | 22 | 21.8 | Very Low |
| 12. | Skype | 0 | 0 | 13 | 12.9 | 66 | 65.3 | 22 | 21.8 | Very Low |
| 13. | WeChat | 9 | 8.9 | 15 | 14.9 | 49 | 48.5 | 28 | 27.7 | Very Low |
| 14. | Others | 4 | 4.0 | 27 | 26.7 | 56 | 55.4 | 14 | 13.9 | Very Low |

*Source: Researcher's Field Survey, 2024.*



**Social Media Platforms and Extent of Use**

| | Faceb ook | Whats App | X (Twitt er) | Instag ram | YouTu be | TikTok | Linked In | Flickr | Googl e+ | Telegr am | Snapc hat | Skype | WeCh at | Other s |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Daily | 36 | 33 | 39 | 20 | 32 | 36 | 9 | 2 | 11 | 35 | 3 | 0 | 9 | 4 |
| % | 35.6 | 32.7 | 38.6 | 19.8 | 31.7 | 35.6 | 8.9 | 2 | 10.9 | 34.7 | 3 | 0 | 8.9 | 4 |
| Weekly | 41 | 46 | 54 | 32 | 44 | 33 | 18 | 19 | 23 | 39 | 20 | 13 | 15 | 27 |
| % | 40.6 | 45.5 | 53.5 | 31.7 | 43.6 | 32.7 | 17.8 | 18.8 | 22.8 | 38.6 | 19.8 | 12.9 | 14.9 | 26.7 |
| Rarely | 14 | 13 | 8 | 35 | 18 | 30 | 43 | 57 | 55 | 16 | 56 | 66 | 49 | 56 |
| % | 13.9 | 12.9 | 7.9 | 34.7 | 17.8 | 29.7 | 42.6 | 56.4 | 54.5 | 15.8 | 55.4 | 65.3 | 48.5 | 55.4 |
| Never | 10 | 9 | 0 | 14 | 7 | 2 | 31 | 23 | 12 | 11 | 22 | 22 | 28 | 14 |
| % | 9.9 | 8.9 | 0 | 13.9 | 6.9 | 2 | 30.7 | 22.8 | 11.9 | 10.9 | 21.8 | 21.8 | 27.7 | 13.9 |

**Table Structure of Social Media Platforms and Extent of Use by USLIS Showing Percentages**

*Source: Researcher's Field Survey, 2024*

Data in Table 1 and chart above showed the social media platforms and the extent of use by the undergraduate students of Library and Information Science in MOUAU. The result revealed via the cumulative rate of "daily and weekly usage" that X - formerly called Twitter (93, 92.1%); WhatsApp (79, 78.2%); Facebook (77, 76.2%); YouTube (76, 75.3%); Telegram (74, 73.3%); TikTok (69, 68.3%); and Instagram (52, 51.5%) have the highest degree of usage by the students. It also indicated via the cumulative rate of "rarely and never use" that Skype (88, 87.1); Flickr (80, 79.2); Snapchat (78, 77.2); LinkedIn (74, 73.3); Google+ (67, 66.4) and others (70, 69.3) had low level of usage among the students. The finding agrees with previous studies conducted by Anyira and Udem (2020); as well as Rafiq et al. (2019), which revealed that social media mostly used by student include: Facebook, WhatsApp, YouTube, Twitter, and Instagram.

**Research Question 2:** To examine the reading habits of undergraduate students of Library and Information in MOUAU.

**Table 2:** Mean and standard deviation responses on the reading habits of undergraduate students of Library and Information in MOUAU (n = 101)

Data on Table 2 revealed the mean and standard deviation responses on the reading habits of undergraduate students of Library and Information in MOUAU. The result specifically showed that majority of the students agreed that they read for examinations (3.46, 0.66); tests (3.25, 0.79); read to write research project (3.25, 0.80); and assignments/term-papers (3.10, 0.70). Others agreed that they read other materials to get more information about my course of study (3.04, 0.82) and to enhance their knowledge of events and happenings (2.81, 0.83). On the other hand, the students disagreed with the items that examined whether they read only textbooks and recommended course materials (2.28, 0.92); read regularly for recreational purposes (2.24, 0.99); or read only note books consistently after every lesson (2.27, 0.79). It indicated a high level of reading habits among the students as reflected in a higher grand mean of 2.86 against the 2.50 criterion mean. The finding disagreed with Adekunjo and Unuabor (2024), which found that social media has largely replaced other forms of communication in students' daily lives and slowly but steadily consuming the students' consciousness, with strong negative impact on their reading habits. It also disaffirms Anyira and Udem (2020), who investigated the effect of social media addiction on reading culture among Nigerian students, and found that while over 97% of students use the social media to chat with friends, only 43% use the social media to read for examinations and other academic activities.

The data on Table 3 showed the mean and standard deviation responses on the positive influence of

social media on reading habits of undergraduate students of LIS in MOUAU, with a higher grand mean of 2.96 against the 2.50 criterion mean. It revealed that majority of the students agreed that social media keeps them updated about their academic activities (3.22, 0.83); helps them to have access to information easily and quickly (3.19, 0.69); enables them to share reading materials with their friends and classmates (3.19, 0.70); and communicate with their lecturers and get help when the need arises (3.10, 0.83). The result also showed that the students affirmed that social media enables them to share exciting moments using funny videos with friends and loved ones (2.96, 0.97); share lecture materials, class notes and other information (2.86, 0.82); and provides an opportunity for collaborative reading (2.83, 0.90). On the contrary, it revealed that the students disagreed with the option that social media helps them to build professional contacts (2.34, 0.89). The finding aligns with previous studies conducted by Hussain et al. (2021), which found that students of all academic disciplines use social networking sites for both academic and non-academic purposes, including exchanging reading materials, communicating with teachers and classmates, obtaining information, etc. It equally gives credence to Kojo et al. (2018) which reported that the positive impacts of social media on reading include development of the mind and the personality of the students, as well as enhancement of students' intellectual capabilities.

Data on Table 4 revealed the mean and standard deviation responses on the negative influence of social media on reading habits of undergraduate students of Library and Information Science in MOUAU. The study indicated a higher grand mean of 2.76 against the criterion mean of 2.50, which shows that the students are well-aware and fully acknowledge the negative influence of social media on reading habits. It specifically showed that the students agreed that social media emboldens examination malpractices (3.20, 0.71); affects personal privacy (3.19, 0.89); leads to misuse of personal information due to some social media inciting chats (3.04, 0.84); drives them into abuse and misuse of time (3.03, 0.81); seriously distracts them from learning and reading (2.92, 0.88); while addiction to social media discourages them from reading (2.91, 0.83). On the contrary, the students disagreed with the options that social media exposes them to life threatening situations (2.36, 0.98); pushes them into crimes and fraudulent activities (2.17, 0.68); and encourages laziness (2.04, 0.76). The finding agrees with previous studies conducted by Aliyu et al. (2023); as well as Anyira and Udem (2020), which discovered that social media has negative effect on reading habits as it consumes students' time and distracts them from reading, with serious negative influence on their overall academic performance.

**Research Question 2:** To examine the reading habits of undergraduate students of Library and Information in MOUAU.

**Table 2:** Mean and standard deviation responses on the reading habits of undergraduate students of Library and Information in MOUAU (n = 101)

| S/N. | Item Statements | SA | A | D | SD | Mean | Std. Dev. | Decision |
|------|-----------------|----|----|----|----|------|-----------|----------|
| 1. | I read to write assignments/term-papers | 27 | 60 | 11 | 3 | 3.10 | 0.70 | Agreed |
| 2. | I read for tests | 43 | 44 | 10 | 4 | 3.25 | 0.79 | Agreed |
| 3. | I read for examinations | 53 | 43 | 3 | 2 | 3.46 | 0.66 | Agreed |
| 4. | I read to write research project | 43 | 44 | 10 | 4 | 3.25 | 0.80 | Agreed |
| 5. | I read to enhance my knowledge of events and happenings | 20 | 49 | 25 | 7 | 2.81 | 0.83 | Agreed |
| 6. | I read only textbooks and recommended course materials | 14 | 18 | 51 | 18 | 2.28 | 0.92 | Disagreed |
| 7. | I read other materials to get more information about my course of study | 30 | 51 | 14 | 6 | 3.04 | 0.82 | Agreed |
| 8. | I read regularly for recreational purposes | 15 | 19 | 42 | 25 | 2.24 | 0.99 | Disagreed |
| 9. | I read my note books consistently after every lesson | 10 | 18 | 62 | 11 | 2.27 | 0.79 | Disagreed |
| | *Grand Mean* | | | | | *2.86* | *0.81* | *Agreed* |

*Source: Researcher's Field Survey, 2024          Criterion Mean = 2.50*

**Research Objective 3:** Positive influence of social media on reading habits of undergraduate students of Library and Information Science in MOUAU

**Table 3:** Mean and standard deviation responses on the positive influence of social media on reading habits of undergraduate students of LIS in MOUAU **(n = 101)**

| S/N. | Item Statements | SA | A | D | SD | Mean | Std. Dev. | Decision |
|------|-----------------|----|----|----|----|------|-----------|----------|
| 1. | Social media helps me to have access to information easily and quickly | 34 | 52 | 13 | 1 | 3.19 | 0.69 | Agreed |
| 2. | Social media enables me to share reading materials with my friends and classmates | 36 | 48 | 17 | 0 | 3.19 | 0.70 | Agreed |
| 3. | Social media keeps me updated about my academic activities | 46 | 33 | 20 | 2 | 3.22 | 0.83 | Agreed |
| 4. | Social media provides an opportunity for collaborative reading | 24 | 45 | 23 | 9 | 2.83 | 0.90 | Agreed |
| 5. | Social media enables me to communicate with my lecturers and get help when the need arises | 36 | 43 | 18 | 4 | 3.10 | 0.83 | Agreed |
| 6. | Social media enables me to share lecture materials, class notes and other information | 21 | 52 | 21 | 7 | 2.86 | 0.82 | Agreed |
| 7. | Social media helps me to build professional contacts | 15 | 18 | 54 | 14 | 2.34 | 0.89 | Disagreed |
| 8. | Social media enables me to share exciting moments using funny videos with friends and loved ones | 36 | 34 | 22 | 9 | 2.96 | 0.97 | Agreed |
| | *Grand Mean* | | | | | *2.96* | *0.83* | *Agreed* |

*Source: Researcher's Field Survey, 2024          Criterion Mean = 2.50*

**Research Objective 4:** To ascertain the negative influence of social media on reading habits of undergraduate students of Library and Information Science in MOUAU

**Table 4:** Mean and standard deviation responses on the negative influence of social media on reading habits of undergraduate students of Library and Information Science in MOUAU **(n = 101)**

| S/N. | Item Statements | SA | A | D | SD | Mean | Std. Dev. | Decision |
|------|-----------------|----|---|---|----|------|-----------|----------|
| 1. | Addiction to social media discourages me from reading | 27 | 41 | 30 | 3 | 2.91 | 0.83 | Agreed |
| 2. | Social media seriously distracts me from learning and reading | 28 | 44 | 22 | 7 | 2.92 | 0.88 | Agreed |
| 3. | I misuse my personal information due to some social media inciting chats | 31 | 49 | 15 | 6 | 3.04 | 0.84 | Agreed |
| 4. | Social media affects my privacy | 44 | 39 | 11 | 7 | 3.19 | 0.89 | Agreed |
| 5. | Social media pushes me into crimes and fraudulent activities | 4 | 21 | 64 | 12 | 2.17 | 0.68 | Disagreed |
| 6. | Social media drives me into abuse and misuse of time | 28 | 54 | 13 | 6 | 3.03 | 0.81 | Agreed |
| 7. | Social media encourages laziness | 4 | 19 | 55 | 23 | 2.04 | 0.76 | Disagreed |
| 8. | Social media emboldens examination malpractices | 34 | 56 | 8 | 3 | 3.20 | 0.71 | Agreed |
| 9. | Social media exposes me to life threatening situations | 14 | 30 | 35 | 22 | 2.36 | 0.98 | Disagreed |
| | *Grand Mean* | | | | | *2.76* | *0.82* | *Agreed* |

*Source: Researcher's Field Survey, 2024*      *Criterion Mean = 2.50*

**Research Objective 5:** To determine the relationship between social media usage and reading habits of undergraduate students of Library and Information Science in MOUAU

**Table 5:** PPMC coefficient between social media usage and reading habits of undergraduate students of Library and Information Science in MOUAU

| | | | | Social Media | RH USLIS |
|---|---|---|---|---|---|
| Social Media | Pearson's (2tailed) | Correlation | Sig. | 1 | 0.255 |
| | N | | | 101 | 101 |
| RHUSLIS | Pearson's (2tailed) | Correlation | Sig. | 0.255 | 1 |
| | $R^2$ | | | 0.065 | |
| | **N** | | | **101** | **101** |

*RHUSLIS = Reading Habits of Undergraduate Students of Library and Information Science*

*N = No. of Observations*
*R = Correlation Coefficient*
*$R^2$ = Coefficient of Determination*

The data on Table 5 showed a low degree of association between social media usage and reading habits of undergraduate students of Library and Information Science in MOUAU, Abia State, as indicated by the correlation coefficient (r) of 0.225, which is positive and falls within ±0.21 – 0.40. The coefficient of determination ($r^2$ = 0.065) revealed that 65% of the variance observed in reading habits of the undergraduate students of Library and Information Science in MOUAU, Abia State, was accounted for by social media usage. This implies that social media usage to a very high extent influence the reading habits of the undergraduate students of Library and Information Science in Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria.

**Test of Hypothesis**

**H0₁:** Social media usage has no significant relationship with reading habits of undergraduate students of Library and Information Science in MOUAU.

Table 6: Simple regression analysis of the relationship between social media usage and reading habits of undergraduate students of Library and Information Science in MOUAU

| Model | Df | Sum of Square | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 1 | 42.188 | 42.188 | 7.163 | 0.009 |
| Residual | 99 | 583.059 | 5.889 | | |
| Total | 100 | 625.248 | | | |

Data in Table 6 above showed a p-value of 0.009, which is less than the alpha value of 0.05. Since the p-value of 0.009 is less than the p-value of 0.05, the null hypothesis of a no significant relationship between social media usage and reading habits of undergraduate students of Library and Information Science in MOUAU was rejected and the alternative hypothesis accepted. Thus, excessive social media usage has a strong positive significant relationship with reading habits of undergraduate students of Library and Information Science in MOUAU. The finding aligns with Kojo et al. (2018), which investigated the effects of social media on the reading culture of students in Tamale Technical University, and found that excessive use of social media by students has a statistically significant impact on the reading culture and to an extent their academic performance.

**Conclusion**

Social media are online applications for the creation and exchange of user-generated contents, enhancing quick and rapid way of communication, and enabling students to share lecture materials, create public profiles, initiate conversation, create social groups, build social relationships and interact with other members of the same social media platforms. Social media usage has strong positive and negative influence on reading habits of the students. In this study, it was revealed that undergraduate students of LIS used X (Twitter), WhatsApp, Facebook, YouTube, Telegram, TikTok, and Instagram to a very high extent on daily and weekly basis. The study showed that majority of the students agreed that they read for examinations, tests, to write research project, for assignments/term-papers, read other materials to get more information about their course of study, and to enhance their knowledge of events and happenings. The study specifically indicated that the positive influence of social media usage on reading habits of the students include: keeping updated about academic activities, access to information easily and quickly, sharing reading materials with their friends and classmates, communicating with lecturers and getting help when need arises, etc., while the negative influence of social media includes: emboldening examination malpractices, abuse of personal privacy, misuse of personal information due to some social media inciting

chats, distraction from learning and reading, etc. The study concluded that excessive social media usage has a strong positive significant relationship with reading habits of undergraduate students of Library and Information Science in MOUAU.

**Recommendations**

Based on the findings of this study, the following recommendations were made:

i. University institutions should provide current and useful reading materials and conducive reading condition as well as establish rules and regulations that will guide and/or restrict students' use of social media in order to enhance students' reading habits.

ii. University libraries should create more awareness and user education programmes in order to engender active reading habits and/or the development of love for reading among students.

iii. University libraries should intensify public enlightenment campaigns on the adverse effects of social media addiction on reading habits in order to help students avoid excessive use or abuse of their time on social media.

iv. Parents should instil or inculcate reading culture in their children in order to enable them value reading and avoid abuse or misuse of the social media platforms.

v. Students should see the social media platforms as complementary sources of vital information for their academic activities rather than merely the channels for chatting, posting, content creation and exchanges with families and friends.

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**Conflict of Interest**

The authors hereby declare that the research was carried out in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest. They all contributed to the research uniquely from conceptualization to completion.