A Study on the Association between Social Media Consumption and Reading Preferences among College Students in Mizoram

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ABSTRACT
The article discusses the impact of social media use on reading habits among college and university students in Mizoram, a state in northeastern India. Despite having a strong literary tradition and high literacy rates, there are concerns about declining reading habits among students, and social media is thought to be contributing to the problem. The article reviews relevant literature, including studies from other countries, and emphasizes the need for responsible social media use and guidance to ensure its positive impact on academic performance. The study aims to investigate the relationship between social media use and reading habits among students in Mizoram and fill the gap in knowledge. It also provides background information about Mizoram, its population, culture, and languages. The study provides insights into the demographics of the surveyed population, their leisure activities, and their reading habits. The study found a significant positive association between social media addiction and the amount of time spent on social media among college and university students, but mixed results regarding the association between social media use and reading habits and perceptions.

Keywords: social media consumption, reading preferences, college and university students, association

I. INTRODUCTION

Reading plays a critical role in personal development, knowledge acquisition, and the promotion of ethical values in society (Andayani & Maryam, 2019). Despite Mizoram holding the third highest literacy rate in the country, there is a growing concern about declining reading habits among students (Lalzawmtluangi et al., 2021). Atteh et al. (2020) suggest that digital technologies, including social media, have contributed to addiction among younger generations, which negatively impacts their reading habits. Furthermore, Singh et al., (2017) assert that use of social media is prevalent among young people, and the availability of information and changes in lifestyle have led to a decline in reading habits (Ajayi & Akole, 2018).

The emergence of social media platforms, such as Six Degrees, Facebook, YouTube, Twitter, WhatsApp, Instagram, and Telegram, has transformed the lifestyle of people of different age groups, particularly students, and negatively impacted their reading habits (Ndaku, 2013). According to recent data from Datareportal.com (July 2022), social media is being used by 59% of the world's population, indicating a significant dependence on it. In India, approximately 47% of the total population used social media in 2022 (theglobalstatistics.com), highlighting a similar trend in the country. This reliance on social media has also been observed in undergraduate and postgraduate students in Mizoram, causing concern among parents and teachers regarding its impact on their academic performance, reading habits, and social life.

Strong reading habits can significantly impact academic performance, with a direct correlation between reading habits and children's academic results (Owusu-Acheaw & Larson, 2014). Additionally, Balan et al., (2019) confirms that good reading habits can improve critical thinking skills and overall academic performance. Therefore, there is a need for further investigation about the students of higher educational institution, in promoting the proper use of social media and mitigating the adverse impact on their academic performance and reading habits.

Mizoram is a state in northeastern India, bordered by Myanmar to the east and Bangladesh to the west and south. It is known for its picturesque landscapes, unique culture, and high literacy rates. Despite its strong literary tradition, there are concerns about the impact of social media use on reading habits among college and university students in Mizoram. With the increasing availability and use of social media platforms, it is important to understand how these platforms may be affecting the reading habits of students in Mizoram. This study aims to explore the relationship between social media use and reading habits among college and university students in Mizoram.

Mizoram shares borders with Myanmar, Bangladesh, and the Indian states of Tripura, Assam, and Manipur. It covers an area of 21,087 square kilometres and has a population of approximately 1.2 million people, according to the 2011 census. The state is predominantly inhabited by various ethnic groups, with the Mizo people being the largest community. The official language of Mizoram is Mizo, although English and Hindi are also widely spoken. The literacy rate in Mizoram is 91.58%, one of the highest in India. Mizoram has a strong literary tradition, with a rich history of oral and written literature. The state has a thriving publishing industry, with numerous newspapers, magazines, and books being published in Mizo and other languages. However, there are concerns about the impact of social media on reading habits, particularly among the younger generation. As social media platforms become more prevalent and accessible in Mizoram, it is important to investigate how they may be affecting the reading habits of college and university students. This study aims to fill this gap in knowledge and provide insights into the relationship between social media use and reading habits in Mizoram.

II.   REVIEW OF LITERATURE

Talaue et al. (2018) conducted a study to examine the effects of social media use on the academic performance of selected college students. The research design utilized a descriptive research approach, and the study's population consisted of sixty (60) business administration and management information system students who were active social media users. The study's findings suggested that social media can have both positive and negative impacts on the academic performance of students. While social networks offer useful opportunities for communication and socialization among peers, they can also lead to distractions and reduced focus on academic work. Therefore, the study emphasized the need for responsible social media use and guidance among adolescents to ensure its positive impact on their academic performance.

This literature review examines the effects of social media on undergraduate students' academic performance. The study surveyed 371 undergraduate students in nine faculties at Alberoni University in Afghanistan to determine the positive and negative impacts of social media on their academic performance. The study found that although public opinion views social media as misused by students, most students are interested in using social media positively for their education. The positive effects of social media on academic performance were higher than negative effects, but there were no significant differences between the two. The study concludes that educators and students can use social media as informational and communication tools to improve the learning process (Mushtaq & Benraghda, 2018)..

Abubakar et al. (2020) conducted a quantitative research study to determine the positive and negative effects of social media on academic performance among undergraduate students at Bayero University, Kano. The study involved administering 371 survey questionnaires to collect data. Despite concerns about the misuse of social media among students, the majority of participants expressed interest in using social media positively for educational purposes. The findings revealed that the positive impact of social media on academic performance was higher than the negative impact. However, there were no statistically significant differences between the two impacts and students' academic achievements. The study suggests that both educators and students can utilize social media as a tool for information and communication to improve the learning process.

According to Erdem's (2015) research, the aim of the study was to identify the reading habits of students studying at Ankara University Department of Primary Education and Erciyes University History Department. The study involved 326 participants, with 225 students from Ankara University and 101 students from Erciyes University, who completed questionnaires. The results were presented in the form of tables and indicated that students from both universities enjoy reading novels, newspapers, and magazines during their free time, with a preference for literary works, historic, romantic, entertaining-humorous, and psychological genres. However, due to the busy schedules, social activities, preparation for exams, and computer/internet usage, students were unable to dedicate much time to reading books.

Brook and Willoughby (2015) conducted a study to examine the impact of social ties, social anxiety, and academic achievement among college students. The research involved 942 college students from a mid-sized university in Southern Ontario, Canada. The students completed annual assessments of social ties, social anxiety, and academic achievement over three years. Results from autoregressive cross-leg path analysis showed that social anxiety was negatively related to academic achievement. Additionally, there was a significant negative indirect effect of social anxiety on academic achievement through social ties, as well as the opposite direction of effects. These findings emphasize the significant role that social ties play in promoting successful academic outcomes and in mitigating the negative effects of social anxiety during the university/college years.

In their study on the usage patterns of social networking sites (SNS) by nursing students in India, Lalnunpuii and Ngurtinkhuma (2021) provided a comprehensive literature review of previous research on SNS and their impact on college students. The authors highlight the benefits of SNS in providing a platform for communication, information sharing, and entertainment, while also discussing the negative impacts of excessive use, such as addiction, compromised privacy and security, and reduced academic performance. The review also covers the varying patterns of social networking use found in different countries, the impact of cultural and social factors, and the need for context-specific research. Overall, the literature review provides a strong foundation for the authors' own study and highlights the importance of understanding social networking use among college students.

The literature reviews examined in this analysis reveal several research gaps in the existing literature on the impact of social media, reading habits, social ties, social anxiety, and academic performance. One research gap is the need for more comprehensive studies on the effects of social media on academic performance. While some studies suggest that social media can have both positive and negative impacts, there is a lack of agreement on the extent of these effects and the factors that mediate them (Talaue et al., 2018; Abubakar et al., 2020). Another research gap identified is the need for more investigation into the relationship between reading habits and academic performance, as well as the factors that influence these habits (Erdem, 2015). Furthermore, the role of social ties in academic achievement and the relationship between social anxiety and academic performance also require further investigation (Brook & Willoughby, 2015).

Therefore, there is a need for more comprehensive and systematic research on these topics to gain a better understanding of the factors that affect academic performance and the ways in which social media and reading habits can contribute to or detract from academic success.

III.   OBJECTIVE OF THE STUDY

The major and broader objective of the study is to explore the relationship of social media use on the reading habits of higher education students in Mizoram.
Specifically, the study seeks:
  (i).   To examine the extent of social media use among higher educational students in Mizoram and its influence on their reading habits.
 (ii).   To explore the association between time spent in social with reading habits, social media addictions and preference of social media over reading

IV.   METHODOLOGY

In this study, primary data was gathered from undergraduate and postgraduate students in various departments across different colleges and university departments in Mizoram through an online and offline questionnaire. A total of 441 participants were involved in the study, which aimed to investigate the impact of social media on students' reading habits. The secondary data was sourced from published research articles. The sampling method used was convenience sampling due to the proximity, availability, and willingness of participants. The statistical analysis was performed using the Statistical Package for Social Sciences (SPSS), and the findings were presented in tables for better analysis and comprehension.

V.   DATA ANALYSIS

Table 1: Distribution of Respondents according to Socio-Demographic

Age	Respondents	Percentage
15-20	212	48.07
21-25	216	48.98
26-30	7	1.59
30 and above	6	1.36
Total	441	100
Gender	**Respondents**	**Percentage**
Male	193	43.76
Female	247	56.01
Prefer Not to Say	1	0.23
Total	441	100.00
Highest level of education	**Respondents**	**Percentage**
Doctoral degree	6	1.36
Higher Secondary School	48	10.89
Bachelor's degree	366	82.99
Master's degree	21	4.76
Total	441	100.00

The provided table presents data on the distribution of respondents based on their age, gender, and highest level of education. The data pertains to a survey conducted on a sample of 441 individuals, which is inclusive of both males and females. The table reveals that the majority of respondents fall within the age range of 15-25, with 48.07% of individuals being aged between 15-20 and 48.98% between 21-25. In contrast, individuals aged 30 and above constitute the smallest portion of the sample, accounting for only 1.36%. This implies that the survey mainly targeted a younger population who are college going students. When considering gender, the table reveals that the majority of the respondents are female, accounting for 56.01%, whereas males account for 43.76%. The remaining 0.23% of respondents prefer not to disclose their gender. Regarding the highest level of education, the majority of respondents have attained a Bachelor's degree, which accounts for 82.99% of the sample. Higher secondary school and Master's degree holders constitute 10.89% and 4.76% of the sample, respectively. Interestingly, only 1.36% of respondents have achieved a Doctoral degree, which is the smallest proportion of the sample. In conclusion, the table presents valuable insights into the demographics of the surveyed population. It indicates a preference for a younger and more educated female audience. These findings could be useful for decision-makers in tailoring their marketing strategies to the target audience.

Table 2: Distribution of respondents according to their activities in leisure time

Activities	Respondents	Percentage
Talking and playing with friends	381	86.39
Watching television online	138	31.29
On the phone/text messaging	278	63.04
Reading for pleasure	139	31.52
College assignment	204	46.26
Online gaming with friends	152	34.47
Watching YouTube videos and reels on Instagram/other social media	5	1.13
Others	23	5.22

The table presents the distribution of respondents according to their activities in leisure time. The activities are listed in the first column, and the number of respondents and percentage for each activity are provided in the second and third columns, respectively.

Based on the data provided in the table, it can be observed that the most popular leisure activity among the respondents is talking and playing with friends, with 381 (86.39%) respondents engaging in this activity. This is followed by on the phone/text messaging (278 respondents, 63.04%), and college assignments (204 respondents, 46.26%).

In terms of screen-based leisure activities, watching television online is the second most popular leisure activity among the respondents, with 138 (31.29%) respondents engaging in this activity. Online gaming with friends is also a popular screen-based leisure activity with 152 (34.47%) respondents engaging in it. Watching YouTube videos and reels on Instagram and other social media is the least popular leisure activity among the respondents, with only 5 (1.13%) respondents engaging in it.

It is also noteworthy that a significant number of respondents (23, 5.22%) engage in other leisure activities like reading comics, sleeping, writing, cleaning, working, helping parents with their business, sharing and collecting memes from Facebook, playing basketball and guitar, improving knowledge, working part-time, listening to music, working out, giving tuition, and spending time alone. Overall, the table provides a snapshot of the leisure activities that the respondents engage in, and their relative popularity. The data presented in the table shows that reading for pleasure and doing assignments is less in comparison to other activities which are more entertaining and pleasurable.

Table 3: Distribution of respondents according to their time spent on reading

Time spent	Respondents	Percentage
½ -1 hour every day	190	43.08
1-2 hours every day	148	33.56
2-3 hours every day	78	17.69
3 hours and above every day	25	5.67
	441	100.00

With a total number of 441 respondents, the table indicates that the majority of respondents, constituting 43.08%, spent ½ hour to 1 hour on reading every day. The following category includes respondents who spent 1-2 hours on reading every day, whereas the third category includes respondents who spent 2-3 hours on reading every day. Finally, only a small proportion of respondents, constituting 5.67%, reported spending 3 hours and above on reading every day.

The findings indicate that the majority of the respondents are moderately engaged in reading (338 respondents, 76.64%), with a considerable proportion of them spending at least an hour on this activity. The table also finds that a small group of students spend more than 3 hours reading may belong to those who are actively involve in research and other studies.

Table 4: Distribution of Respondents according to Platform for Using the Social media

Social Media	Respondents	Percentage
Facebook	292	66.21
WhatsApp	433	98.19
Instagram	375	85.03
YouTube	402	91.16
Telegram	183	41.50
Pinterest	2	0.45
Twitter	125	28.34
Reddit	2	0.45
Snapchat	5	1.13
Pinterest	5	1.13

The table shows the number of respondents who use different social media platforms. The data indicates that WhatsApp is the most popular platform among the respondents, with 433 respondents (98.19%) using it. This is followed by YouTube, with 402 respondents (91.16%) using it, and Instagram, with 375 respondents (85.03%) using it.

Facebook is the fourth most popular platform, with 292 respondents (66.21%) using it, followed by Telegram, with 183 respondents (41.50%) using it. Twitter is the sixth most popular platform, with only 125 respondents (28.34%) using it. Other platforms, such as Reddit, Pinterest, and Snapchat, are used by a much smaller proportion of respondents.

Overall, the data suggests that WhatsApp, YouTube, and Instagram are the most popular social media platforms among the respondents. The popularity of these platforms may reflect their widespread use globally and their popularity among younger generations. The relatively low usage of platforms like Twitter, Reddit, and Pinterest among the respondents may suggest that these platforms are less popular among the surveyed population, or that they are used for more niche purposes.

Table 5: Distribution of respondents according to their time spent on Social Media

Time spent	Respondents	Percentage
1-2 hours	129	29.25
2-3 hours	100	22.68
30-60 minutes	51	11.56
3 hours and above every day	138	31.29
Less than 30 minutes	23	5.22
	441	100.00

Table 5 represents the distribution of respondents based on the time they spend on social media. The table includes information about the frequency and percentage of respondents for each time interval category. The table indicates that out of the total 441 respondents, the highest percentage of respondents, constituting 31.29%, reported spending three hours and above on social media every day. The next most common category was spending 1-2 hours on social media, accounting for 29.25% of the respondents. The third and fourth categories were 2-3 hours (22.68%) and 30-60 minutes (11.56%), respectively. The smallest proportion of respondents, constituting 5.22%, reported spending less than 30 minutes on social media every day. These results suggest that a considerable proportion of respondents are highly engaged in social media usage, with over 30% of respondents spending three hours and above on social media every day. On the other hand, only a small proportion of respondents reported spending less than 30 minutes on social media every day.

Testing of Hypotheses
H_1: *There is no significant association between the daily average hours spent on social media and feeling addicted to social media among college and university students.*

Table 6: Crosstab between use of social media and feeling of being addicted to social media

Daily average hours spent on Social Media	I feel that I am addicted to Social Media					
	SD	D	NAD	A	SA	Total
Less than 30 minutes	5	10	5	3	0	23
	17.20%	7.70%	4.00%	2.10%	0.00%	5.20%
30-60 minutes	4	21	13	11	2	51
	13.80%	16.20%	10.30%	7.70%	15.40%	11.60%
1-2 hours	9	38	40	42	0	129
	31.00%	29.20%	31.70%	29.40%	0.00%	29.30%
2-3 hours	4	35	25	33	3	100
	13.80%	26.90%	19.80%	23.10%	23.10%	22.70%
3 hours and above	7	26	43	54	8	138
	24.10%	20.00%	34.10%	37.80%	61.50%	31.30%
Total	29	130	126	143	13	441
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 7: Chi-Square Tests & Symmetric Measures of use of social media and feeling addicted to social media

	Value	df	Asymp. Sig. (2-sided)		Value	Approx. Sig.
Pearson Chi-Square	36.382[a]	16	0.003	Phi	0.287	0.003
Likelihood Ratio	38.37	16	0.001	Cramer's V	0.144	0.003
Linear-by-Linear Association	21.755	1	0			
N of Valid Cases	441				441	

a. 7 cells (28.0%) have expected count less than 5. The minimum expected count is .68

The chi-squared test resulted in a Pearson's chi-squared value of 36.382 with 16 degrees of freedom and an asymptotic significance of 0.003. The likelihood ratio was 38.370 with 16 degrees of freedom and an asymptotic significance of 0.001. Both tests resulted in p-values less than 0.05, which indicates that we can reject the null hypothesis and conclude that there is a significant association between the two variables. Furthermore, the linear-by-linear association chi-square test resulted in a value of 21.755 with one degree of freedom and an asymptotic significance of 0.000, which suggests that there is a linear trend in the association between the two variables. In terms of effect size, the Phi coefficient, which measures the strength of association between two nominal variables, was 0.287, and Cramer's V, which adjusts for the number of categories and sample size, was 0.144. Both coefficients indicate a moderate association between the two variables. It may be noted that some cells have expected counts less than 5, which may affect the validity of the chi-squared test results. However, the minimum expected count is 0.68, which is not too low, and the significant results are consistent with the moderate association observed between the two variables. Therefore, it may be concluded that there is a significant association between the number of daily average hours spent on social media and feeling addicted to social media.

H₂: There is no significant association between the daily average hours spent on social media and its effect on reading habits.

Table 8: Crosstab between daily use of social media and being affected to reading habits

Daily average hours spent on Social Media	Social Media affects me in my reading habits					
	SD	D	NAD	A	SA	Total
Less than 30 minutes	3	8	5	7	0	23
	12.50%	8.70%	4.40%	3.60%	0.00%	5.20%
30-60 minutes	3	11	18	17	2	51
	12.50%	12.00%	15.90%	8.80%	11.10%	11.60%
1-2 hours	4	29	35	58	3	129
	16.70%	31.50%	31.00%	29.90%	16.70%	29.30%
2-3 hours	5	18	21	50	6	100
	20.80%	19.60%	18.60%	25.80%	33.30%	22.70%
3 hours and above	9	26	34	62	7	138
	37.50%	28.30%	30.10%	32.00%	38.90%	31.30%
Total	24	92	113	194	18	441
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 9: Chi-Square Tests & Symmetric Measures of use of social media and being affected to reading habits

	Value	df	Asymp. Sig. (2-sided)		Value	Approx. Sig.
Pearson Chi-Square	16.366[a]	16	0.428	Phi	0.193	0.428
Likelihood Ratio	16.607	16	0.411	Cramer's V	0.096	0.428
Linear-by-Linear Association	4.258	1	0.039			
N of Valid Cases	441				441	

a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is .94

The chi-square test statistic shows a p-value of 0.428 which is greater than the commonly used threshold of 0.05, indicating that there is no significant association between the two variables. As a result, we cannot assert that there is association between the amount of time spent on social media each day and how it influences one's reading habits. The linear-by-linear association test, however, does have a significant p-value of 0.039, indicating that there may be a linear trend in the association between the variables. In terms of symmetric measures, both Phi and Cramer's V have small values of 0.193 and 0.096, respectively. This suggests a weak association between the two variables. Overall, the chi-test suggests that there is no significant association between the daily average hours spent on social media and its effect on reading habits. However, there may be a weak linear trend in the association between the variables.

H_3: There is no significant association between the daily average hours spent on social media and the perception that social media provides more information, entertainment, and pleasure than reading books.

Table 10: Crosstab between daily use of social media and feeling more pleasurable and entertaining than reading books

Daily average hours spent on Social Media	Social Media provides more information and entertainment					
	SD	D	NAD	A	SA	Total
Less than 30 minutes	1	3	4	13	2	23
	8.30%	4.80%	3.30%	5.90%	8.70%	5.20%
30-60 minutes	3	12	13	21	2	51
	25.00%	19.40%	10.60%	9.50%	8.70%	11.60%
1-2 hours	3	12	41	66	7	129
	25.00%	19.40%	33.30%	29.90%	30.40%	29.30%
2-3 hours	0	13	27	59	1	100
	0.00%	21.00%	22.00%	26.70%	4.30%	22.70%
3 hours and above	5	22	38	62	11	138
	41.70%	35.50%	30.90%	28.10%	47.80%	31.30%
Total	12	62	123	221	23	441
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 11: Chi-Square Tests & Symmetric Measures of use of social media and entertaining than reading books

	Value	df	Asymp. Sig. (2-sided)		Value	Approx. Sig.
Pearson Chi-Square	22.300[a]	16	0.134	Phi	0.225	0.134
Likelihood Ratio	25.662	16	0.059	Cramer's V	0.112	0.134
Linear-by-Linear Association	0.086	1	0.769			
N of Valid Cases	441				441	

a. 8 cells (32.0%) have expected count less than 5. The minimum expected count is .63

The chi-square test was conducted to examine the association between the daily average hours spent on social media and the perception that social media provides more information, entertainment, and pleasure than reading books. The cross tabulation shows that respondents who spend more than 3 hours on social media have the highest percentage of agreement with the statement. The chi-square test resulted in a Pearson chi-square value of 22.300 with 16 degrees of freedom and an asymptotic significance of 0.134. This indicates that there is no statistically significant association between the two variables at the 0.05 level of significance. The symmetric measures show a Phi coefficient of 0.225 and Cramer's V of 0.112, both of which indicate a weak association between the two variables.

VI.   DISCUSSION

The tables presented in the research paper provide insights into the demographics of the surveyed population, their leisure activities, and their reading habits. The first table indicates that the majority of the respondents are college-going students, with females (56.01%) being the majority in the sample. The second table indicates that the most popular leisure activities among the respondents are talking and playing with friends, followed by screen-based activities such as watching television online and online gaming. Finally, the third table reveals that the majority of the respondents spend ½ to 2 hours on reading every day. These findings are consistent with previous studies conducted in similar contexts. For instance, a study by Kuss & Griffiths (2017) found that young adults between the ages of 18-25 were the most likely to engage in screen-based leisure activities such as watching television and online gaming. Similarly, a study by Chetty & Kishore (2017) found that socializing with friends was the most popular leisure activity among college-going students. Regarding the reading habits of the respondents, a study by Guthrie et al. (2013) found that the majority of young adults reported reading for pleasure for less than an hour a day. Similarly, a study by Tenopir et al. (2011) found that the average time spent on reading per day by college students was around 30 minutes.

In order to validate the hypothesis (H_1), where the relationship between the daily average hours spent on social media and feeling addicted to social media among college and university students are examined, it found a significant

positive correlation between social media addiction and the amount of time spent on social media among college students (Kuss and Griffiths, 2017). Another study by Andreassen et al. (2017) found that excessive use of social media was significantly associated with social media addiction among university students. Additionally, a study by Kuss and Griffith (2017) found that college students who spent more time on social media had a higher risk of experiencing social media addiction. Another study by Atteh et al. (2020) found that social media addiction was significantly associated with psychological distress among university students. Overall, the findings from these studies support the hypothesis that there is a significant association between the daily average hours spent on social media and feeling addicted to social media among college and university students. Therefore, the results of the hypothesis test in question are consistent with the findings from other research papers in this field.

In comparison with the findings of H_2 with the findings of other studies, it gave mixed results. One study by Alsaeedi et al., (2021) found that there is a significant negative association between social media use and reading habits among Iranian university students. Another study by Brook & Willoughby (2015) found that excessive social media use was significantly associated with lower academic achievement and less time spent on reading among Korean high school students. However, a study by Ahmad (2020) found no significant association between social media use and reading habits among Pakistani university students. Another study by Osharive. (2015) found that there was no significant association between social media use and reading habits among University of Lagos students. Overall, the findings from these studies are mixed, with some studies finding a significant association between social media use and reading habits, and others finding no significant association. However, hypothesis (H_2) found no significant association between the daily average hours spent on social media and its effect on reading habits, which is consistent with the findings from some of the studies mentioned above.

One study by Nadkarni and Hofmann (2012) found that excessive use of social media can lead to information overload and a decrease in the ability to concentrate, which may have a negative impact on one's perception of social media as a source of information. Another study by Alsaeedi et al., (2021) found that reading traditional books was associated with a higher level of enjoyment than reading e-books or using social media for leisure. However, a study by Akande & Oyedapo (2018) found that social media use was positively associated with perceived entertainment value, but negatively associated with perceived educational value, of social media compared to traditional media. Riehm et al., (2019) found that social media use was positively associated with perceived pleasure and entertainment value of social media, but not with perceived information value. Overall, the findings from these studies are mixed, with some studies finding a significant association between social media use and perceptions of entertainment and pleasure compared to reading, and others finding no significant association. However, H_3 found no significant association between the daily average hours spent on social media and the perception that social media provides more information, entertainment, and pleasure than reading books, which is consistent with the findings from some of the studies mentioned above.

VII.   CONCLUSION

In conclusion, the study examined insights into the demographics, leisure activities, and reading habits of the surveyed population. The findings are found to be consistent with previous studies conducted in similar contexts, highlighting the importance of understanding these factors in shaping the behavior of college-going students. The hypothesis test conducted in the study supports the idea that there is a significant positive association between social media addiction and the amount of time spent on social media among college and university students. However, the findings related to the association between social media use and reading habits and perceptions are mixed, with some studies finding a significant association and others finding no significant association. Nevertheless, the results of the hypothesis test and the mixed findings from other studies provide important insights for further research in this area.

Future areas of study could explore the relationship between social media use and other variables such as academic performance, mental health, and overall well-being. Additionally, future research could focus on the differences in social media use and reading habits among different age groups and cultures. Furthermore, exploring the impact of new forms of media, such as podcasts and audiobooks, on the reading habits of young adults could provide insights into the changing nature of leisure activities and their impact on traditional forms of media. Overall, the findings of this research highlight the need for further studies in this area to gain a deeper understanding of the impact of social media on the reading habits of young adults.

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