

Assessing The Impact Of Social Media Addiction On Reading Patterns: A Study Of Riphah International University Students



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Abstract: *The goal of this Investigation is to look at the connection between pupils at Riphah International University's reading habits and social media addiction. Using a quantitative approach, the study selected 350 participants from Riphah International University by using random sampling methods. In order to gather data, analysis were conducted to evaluate reading and social media habits. Results show that reading habits among students at Riphah International University are significantly correlated with social media addiction. Greater degrees of social media addiction have been associated with decreased reading engagement. It may be possible for governments and educational institutions to decide what steps are required to encourage students to utilize social media in a healthy way by understanding how social media addiction influences reading habits. Plans that support social media usage in moderation and foster a culture of reading can be developed with the aid of this knowledge. This study broadens the body of research by examining the consequences of social media addiction on university students' reading habits and sheds light on the potential drawbacks of excessive social media use for academic purposes. The results highlight how crucial it is to treat social media addiction within the context of initiatives aimed at encouraging youth to engage in academic and intellectual endeavors.*

Keywords: Social Media, Reading Patterns, Addiction, Students Behaviors, Social Behaviors

Introduction

Riphah International University, situated in Pakistan, stands as a beacon of academic excellence and innovation in higher education. Well-known in 2002 by the Islamic International Medical College Trust (IIMCT), Riphah University has rapidly emerged as a distinguished institution committed to fostering holistic development and producing socially responsible graduates. At the heart of Riphah's mission is a dedication to providing quality education that integrates modern knowledge

with Islamic principles. The university offers a various range of programs across various disciplines, including health sciences, engineering, management sciences, social sciences, and humanities. Through its innovative curriculum and state-of-the-art facilities, Riphah University endeavors to equip students with the skills, knowledge, and ethical values necessary to thrive in today's dynamic global landscape. The university is endorsed by the President of Pakistan. The pro-chancellor of University is Hassan Muhammad Khan, while its founding chancellor was Zulfiqar Ali Khan (Late). The

first vice-chancellor of University is educationist Dr. Anis Ahmad. The university's highest policy-making entities are the Academic Council and the Board of Governors. The vice-chancellor is the head of the university's academic and administrative departments. Riphah University includes 14 campuses in different cities of Pakistan and One International Campus in UAE.

Researchers looked into the impacts of prolonged internet use (Young, 1999; Charlton, 2002; Widyanto & Griffiths, 2006; Liu & Kuo, 2007; Young, 2009; Weinstein & Lejoyeaux, 2010; Thomas, 2011; Widyanto et al., 2011) but internet dependability is still a difficult concept to define and diagnose. Despite this, research on the subject appears to be getting recognition. The internet addiction test (IAT) was initially employed to evaluate online obsession (Young, 1999). According to Young, individuals are stuck to some really engaging internet applications rather than the internet itself. These activities, which allowed users to interact and socialize with others, were discovered to be the real source of internet addiction in earlier studies (Young, 1996).

We live in a time of diversion and addiction. Technological innovation is creating addictive temptations and discovering methods to keep us constantly linked. The world of digital connectivity is full with distractions and addictions, from gaming and video streaming to social networking and texting (Liu et al., 2023). It's critical to understand why individuals use social media before entering into its potentially addictive nature. Social media is a crowd of online resources that form on the technological and theoretical basis of Web 2.0 and enable the establishment and dissemination of user-generated content (Kaplan & Haenlein, 2010).

When someone uses Facebook, Twitter, Instagram, or other social media platforms excessively to the point where it interferes with other facets of everyday life, it's commonly referred to as social media addiction. Students at Riphah International University, who have been proved to spend a lot of time online and frequently use the internet for social purposes, particularly value social media sites (Kittinger et

al., 2012). According to (Kircaburun, 2016), teenage depression was found to be indirectly caused by social media addiction and to have a direct impact on daily internet usage. (Rafiq et al., 2019) stated that social media growth and usage has exploded globally over the past few years, radically altering the way people connect and share.

People have struggled with addiction to compounds for thousands of years, therefore it is not a recent issue. But the introduction of social media presents a fresh perspective on this problem. The increasing use of this new technology is correlated with the growth in popularity of social media platforms. People with this addiction spend a lot of time on social media every day, are troubled if they can't check their accounts, feel compelled to check social media constantly, and use social media so frequently and intensely that they neglect important tasks (Sun and Zhang, 2021).

Reading is essential for knowledge gain, personal growth, and the advancement of moral principles in society (Andayani & Maryam, 2019). Even though Mizoram has the third-highest literacy rate in the nation, there is growing concern over kids' decreasing reading habits (Lalzawmtluangi et al., 2021). According to (Atteh et al., 2020), social media and other digital technologies may have had a role in the rise of addiction among younger people, which has a detrimental effect on their reading habits.

It is crucial to thoroughly investigate how social media addiction impacts students' reading habits given the popularity of digital reading and the extensive usage of social media among youth. Research on reading behaviors is scarce, despite the fact that social media's influence on students' learning has received a lot of attention. With their never-ending material, social networks vie for our attention all the time. Little is known, though, about how reading habits are impacted by social media use, including the tendency to consume fragments of information or the anxiety of missing vast amounts of information. Specifically, the effects of social media use on reading concentration and the effects of obsessive social media participation on deep reading have not been studied in the literature.

Closing these gaps is essential to lessening the negative consequences of social media addiction and enabling readers in a time of greater digital connectedness and pervasive displays.

Problem statement

Our study focuses on how students at Riphah International University utilize social media and how this affects their reading habits. We want to know if they read less whether they invest a lot of time in it on applications like Facebook, Instagram, and others. Our objective is to discover whether social media use among students and reading frequency are related. This will enable us to ascertain whether pupils who use social media excessively are incapable of appreciating books and articles to their fullest extent.

Objectives of the study

These are some objectives

1. Determining the degree of social media compulsion amongst Riphah International University students.
2. How often do pupils at Riphah International University check their social media accounts?
3. What is the average daily amount of time that students at Riphah International University spend on social media?
4. How has social media affected reading habits among Riphah International University students?
5. What are the profits and drawbacks of using social media?

Literature Review

As of 2020, global social media users amounted to 3.8 billion. On average, individuals allocate around 2.5 hours per day to social media engagement (Kemp, 2020; Allcott et al., 2021). Young people's everyday life now focuses around social media, which provides a stage for lively engagement. EDUCAUSE data indicates that 90% of college students in the US and Canada use social networking sites, with 97% of them being Facebook users (Smith and Caruso, 2010). (Junco, 2012) students were informed to

dedicate approximately 1 hour and 40 minutes daily to Facebook usage. (Junco et al., 2011) discovered in an experimental study that using Twitter boosts student engagement, which could lead to higher GPAs. Through connections and interactions on Twitter, the teachers and students were actively involved in the learning process. (Junco, 2012) concluded that the amount of time invested on and monitoring Facebook had a negative connection with GPA overall.

Numerous studies (Madge et al., 2009; Junco et al., 2011; Olutola et al., 2016) have shown that pupils' reading patterns and academic achievement were enhanced by their constructive usage of social media. However, studies by (Lubis et al. 2012; Shabir et al. 2014) displayed no connection at all between social media use and academic achievement. However, a number of research (Khan, S et al., 2024; Barton et al., 2021; Koranteng et al., 2019; Boahene et al., 2019; Wood et al., 2012) have shown a negative correlation between students' use of social media and their academic performance.

Our reading habits have changed as outcome of social media's emergence. Seniors in high school spend "six hours a day texting, on social media, and online," according to a 2018 report. In the meantime, only 16% of 18-year-old students read a book, newspaper, or magazine on a daily basis that isn't given for school, down from 60% in 1980 (Twenge, 2018).

In order to investigate the impact of social media use on the academic achievement of particular college students, (Talaue et al. 2018) carried out a study. 60 pupils majoring in business administration and management information systems who frequently used social media made up the study's population. A descriptive research design was used in the study. The study's findings suggested that social media can have both beneficial and negative effects on kids' academic achievement. Social media platforms can facilitate peer interaction and communication, but they can also be sources of distraction and make it more difficult to focus on academic tasks. Therefore, the study emphasized the need for guidance and responsible use in order to ensure that teenage

social media use has a positive impact on their academic achievement.

This study of the literature looks at how social media affects undergraduate students' academic performance. 371 undergraduate students from nine different faculties participated in the study, which was carried out at Alberoni University in Afghanistan. Its goal was to look into the advantages and disadvantages of using social media for educational reasons. Research shows that students are generally interested in using social media in a constructive way for learning, despite the widespread belief that it is a distraction for them. It's interesting to note that the study found that social media primarily had favorable benefits on academic achievement, with no discernible difference between the two. As a result, the results imply that social media can be used by educators and students alike as a useful tool for communication and information sharing, improving the quality of the educational process overall. (Mushtaq & Benraghda, 2018).

Finally, our assessment of the literature shows how social media addiction affects society and affects reading habits. The data points to a strong link between reduced reading time and excessive social media use. Creating ways to encourage good reading habits in the digital age requires an understanding of these dynamics. In order to investigate successful interventions adapted to the unique requirements of university students, more study is required. In general, encouraging a culture of reading and academic achievement requires combating social media addiction.

Methodology

The research used a questionnaire-based survey approach to collect data, according to a quantitative research method. Based on methodological considerations from previous study on related topics, which frequently used structured questionnaires to investigate the phenomenon, this research design was selected. A comprehensive analysis of relevant literature was conducted before creating the structured questionnaire.

Primary data was collected from students enrolled in different departments at Riphah

International University, utilizing both Print and Electronic questionnaires. The study, which focused on exploring the effect of social media on pupils' reading behaviors, engaged a total of 350 respondents. Secondary data were derived from published scholarly articles. Random sampling technique was used. "The Statistical Package for Social Sciences (SPSS) was used to conduct the statistical analysis", tables and graphs utilized for presenting the results for easier understanding and analysis.

Data Analysis

The process of gathering relevant details, cleaning, modifying, and modeling data in order to make inferences and support decision-making is known as data analysis. It comprises sifting through enormous volumes of data to identify patterns, trends, correlations, and anomalies before deriving useful insights that support corporate goals and strategic initiatives.

Demographic Information

The findings according to the Table No.1 revealed that Male repliers make up 55.4% of the sample, while female repliers make up 44.6%. When examining how social media addiction affects reading habits, it's important to take this gender distribution into account since there can be behavioral and preference variations based on gender. The age group of 16-21 accounts for 68.0% of the sample, which is the biggest proportion of respondents. This age range probably refers to undergraduate students, who might use social media and read in different ways than do older students. Most respondents of our survey were undergraduate students with the percentage of 65.4. As one advances in education, the percentage of responders decreases (masters, MS/M.Phil., and PhD).

Gender	Respondents	Percentage
Male	128	55.4
Female	103	44.6
Age		
16-21	157	68.0
22-26	36	15.6
27-32	19	8.2
33-36	15	6.5
Above 36	4	1.7
Level of Study		
Bachelor's	151	65.4
Masters	20	8.7
MS/M.Phil.	39	16.9
PhD	21	9.1

Table No.1 Demographic Information (N=350)

Platform for using social Media by Riphah International University Students'

Facebook has the lowest representation of the listed social media networks, with only 7.8% of respondents using it. This finding may indicate that Facebook's popularity among Riphah International University students has decreased in comparison to other social media platforms. Instagram is the most common social networking stage among repliers, with 13.4% of students using it. Its visual style and popularity among younger groups may help explain its higher usage compared to other platforms. Twitter has a low representation, with 0.4% of respondents using it. This shows that Riphah International University students may not use Twitter as much as other social media sites. Snapchat usage is not significant, with only 3.9% of respondents using it. Its use may be more prevalent among certain demographics or for specialized reasons than on broader social

media sites such as Instagram. No responders mentioned using LinkedIn. This study could indicate that LinkedIn is not a key social media platform for personal use among Riphah International University students, who may prefer to utilize it for professional networking. YouTube is used by a comparable percentage of responders as TikTok (8.7%). YouTube's wide content and educational tools may make it a popular alternative for students seeking fun as well as academics. WhatsApp has a very little presence, with only 1.3% of respondents using it. This could mean that students use WhatsApp mostly for communication rather than content consumption or social interaction. The category "Above All" includes responders who utilize social media platforms not on the list. This category accounts for 56.3% of all responses. Further examination into the specific platforms listed in this category may yield useful information regarding new or niche platforms popular among Riphah International University students.

Social Media	Respondents	Percentage
Facebook	18	7.8
Instagram	31	13.4
Twitter	1	0.4
Snapchat	9	3.9
LinkedIn	0	0

TikTok	19	8.2
Youtube	20	8.7
Whatsapp	3	1.3
Above All	130	56.3

Table No.2 Platform for using social Media (N=350)

Frequency of checking social media

16.9% of respondents said they used social media rarely. This shows that a small proportion

of students use social media infrequently, potentially giving more time to other activities such as reading. 19.0% of respondents said they used social media occasionally.

This group is most likely made up of students who use social media but don't dedicate much time to it in comparison to other activities. The majority of respondents (50.2%) said they use social media frequently. This data suggests that a weighty proportion of Riphah International University pupils use social media on a daily

basis, which may influence their reading habits. 13.9% of respondents acknowledged to using social media constantly. This group comprises those who are very active on social media and may have a greater impression on their reading habits as a result of excessive screen time and distraction.

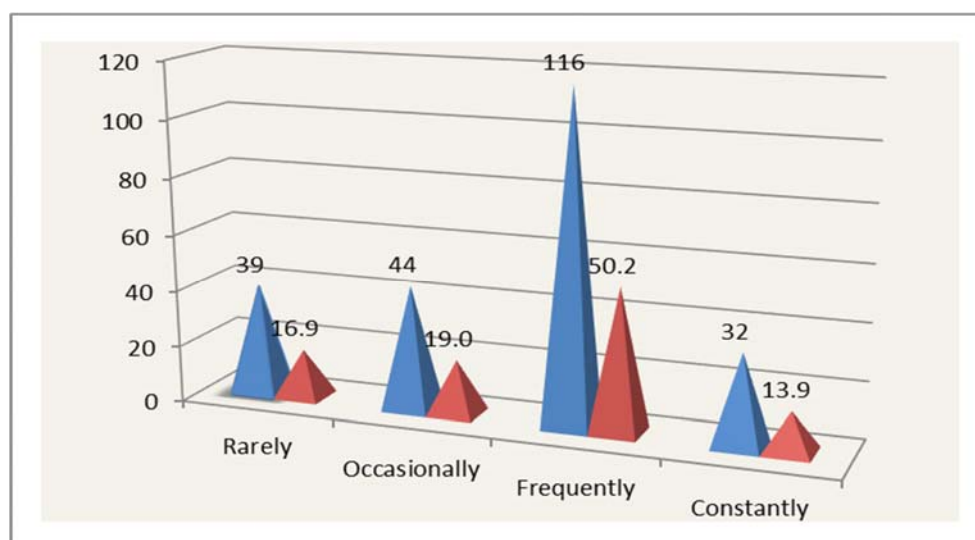


Figure No.1 Frequency of checking social media (N=350)

Average time spent on social media

7.8% of respondents indicated they spent less than one hour every day on social media. This group includes those who use social media sparingly, maybe spending more time to other pursuits like reading or studying. The bulk of respondents (28.1%) stated they spent 1-2 hours per day on social media. This implies that a sizable proportion of Riphah International University students spend moderate amounts of time on social media each day. 33.3% of respondents claimed they spent 2-3 hours a day on social media. This group includes people who

spend a significant amount of time on social media each day, which may have an impact on their reading habits and academic achievement. 30.7% of respondents revealed they spent more than three hours per day on social media. This data implies that a large proportion of students use social media extensively, which may have a substantial impact on their reading habits and general time management.

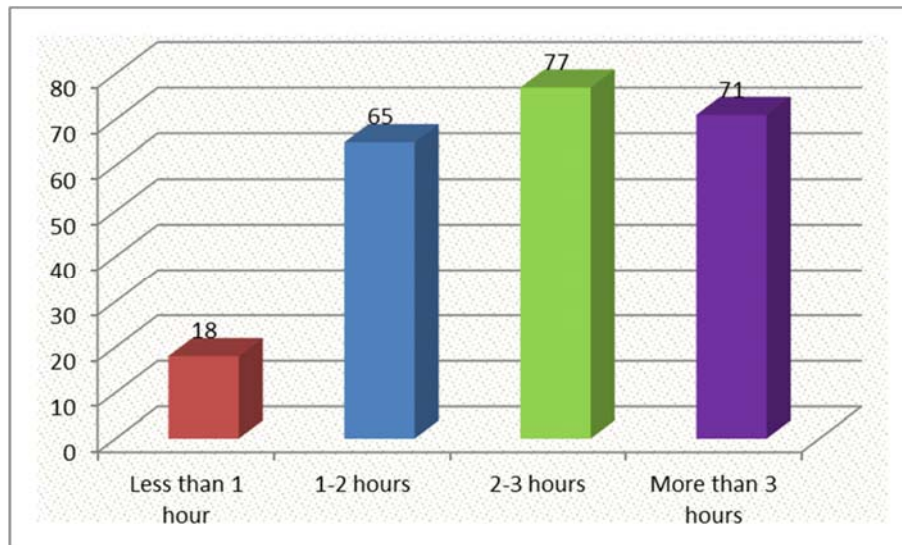


Figure No.2 Average time spent on social media (N=350)

Social media addiction and concentration on reading

48.1% of respondents reported feeling addicted to social media. This research reveals that a considerable proportion of Riphah International University students consider themselves to be addicted to social media, which may influence their behaviors and habits. 27.7% of respondents reported not feeling addicted to social media, indicating that a sizable proportion of students do not consider themselves addicted. 24.2% of respondents were unsure whether they were addicted to social media. This ambiguity emphasizes the complexities of the concept of social media addiction, as well as the subjective

nature of self-assessment. 35.5% of respondents had difficulty concentrating on reading for an extended period of time. This data implies that a considerable proportion of students struggle with continuous focus during reading tasks, which could be influenced by a variety of factors, including social media use.

28.1% of respondents stated that they did not have difficulty concentrating during extended reading sessions.

36.4% of respondents were unsure whether they found it difficult to focus on reading for an extended period. This ambiguity illustrates the variation in individual experiences and judgments of attention issues when reading.

Statement	Yes % (f)	No % (f)	Not sure % (f)
Feel addicted to social media	48.1 (111)	27.7 (64)	24.2 (56)
Find difficult to concentrate on reading for an extended period	35.5 (82)	28.1 (65)	36.4 (84)

Table No.3 Social media addiction and concentration on reading (N=350)

Social media affects reading habits

30.3% of respondents stated that social media has increased their reading habits. According to this research, some students at Riphah International University may believe that social media has a beneficial impact on their reading habits. This may be because they are exposed to reading materials or participate in conversations about books on social media. A greater percentage of participants (45.5%) stated that their reading habits have been negatively

impacted by social media. This suggests that a sizable proportion of students believe social media use has had a detrimental effect on their reading habits, possibly by stealing their focus from reading-related tasks or decreasing their desire to read. Of those surveyed, 24.2% said social media had no effect on their reading preferences. This group consists of those who believe that social media and reading are unconnected activities and that using social media has no effect on a person's decision to read.

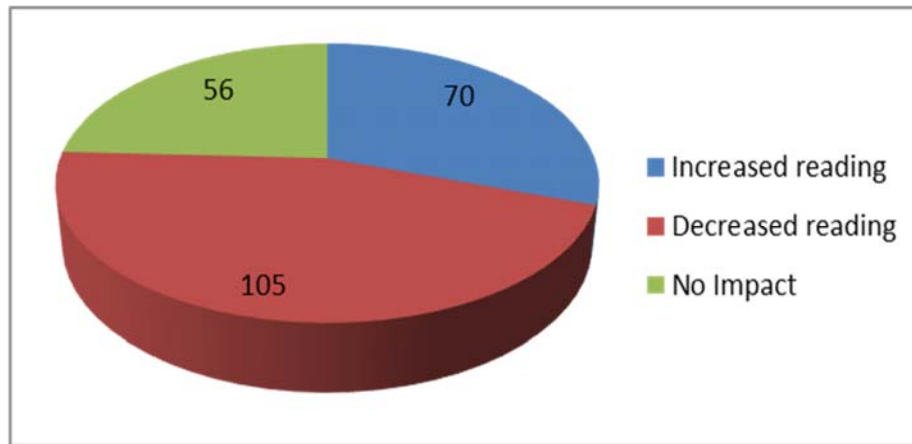


Figure No. 3 Social media affects reading habits (N=350)

Impact and outcomes of Social Media

It appears that most respondents (46.8%) do not become impatient when reading longer documents since they disagreed with this notion. Significantly, 21.6% of respondents indicated neutrality, indicating that they don't strongly agree or disagree with the statement. Fewer respondents (11.3%) agreed or strongly agreed that reading lengthy documents makes them impatient. The majority of respondents (33.8%) disagreed with this assertion, suggesting that their time on social media has not made them feel compelled to read other content quickly. A significant percentage (26.4%) indicated neutrality, indicating that they don't agree or disagree with the statement. Due to their extensive use of social media, a smaller percentage (4.8%) strongly agreed or agreed with the statement, suggesting that they feel compelled to read other items quickly. The majority of respondents (43.7%) disagreed with this statement, showing that they do not believe

that continually monitoring social media causes distractions from reading. Twenty-three percent of respondents indicated neutrality, indicating that they don't agree or disagree with the statement. The percentages of respondents who strongly agreed or agreed that their regular social media checking distracts them from reading was comparatively lower (3.5%). 52.4 percent of respondents disagreed with the idea that using social media has beneficial effects, indicating doubt or disagreement about social media's advantages. Regarding the benefits of social media use, a sizable percentage (28.6%) indicated indifference, demonstrating a lack of conviction. A smaller percentage of respondents (1.7%) indicated strong agreement or agreement with the statement, indicating that not everyone believes social media use has benefits. Uncertainty or disagreement over the negative impacts of social media was demonstrated by the diversity of respondents (35.5%) who disagreed with the idea that using social media has bad consequences. Significantly, 34.2 percent were

unclear, indicating that they were not very convinced about the drawbacks of social media use. A minority view of detrimental effects linked to social media use appears to be supported by the relatively small percentage of

respondents (2.2%) who strongly agreed or agreed with the statement.

Statement	Strongly agree % (f)	Agree % (f)	Neutral % (f)	Disagree % (f)
I get used to reading small blocks. I lose patience when reading longer document	8 (3.5)	26 (11.3)	50 (21.6)	108 (46.8)
I spend too much time on social media, so I need to rush when I read other materials	11 (4.8)	54 (23.4)	61 (26.4)	78 (33.8)
My reading is distracted due to constantly checking social media	8 (3.5)	54 (23.4)	47 (20.3)	101 (43.7)
Positive outcomes of social media use	4 (1.7)	6 (2.6)	66 (28.6)	121 (52.4)
Negative outcomes of social media use	5 (2.2)	41 (17.7)	79 (34.2)	82 (35.5)

Table No. 4 Impact and outcomes of Social Media (N=350)

Discussion

The current study sought to investigate how social media addiction affected the reading habits of students at Riphah International University. Our research highlights the range of viewpoints and experiences that students have with social media use and how it affects their reading preferences.

The frequency of social media addiction among the students polled is one important finding: 48.1% of the respondents said they were addicted to social media. This research highlights the importance of social media in college students' life and how it may impact several facets of their everyday routines and habits.

Remarkably, a sizable percentage of students (30.3%) stated that using social media has improved their reading habits. According to this research, some students might use social media as a platform to acquire reading lists or conversations about topics that interest them personally or academically. It's crucial to remember, too, that a higher percentage of participants (45.5%) said social media had a negative impact on their reading habits. This result is consistent with other studies that have shown how social media can be distracting and

how it affects reading engagement and attention span (Junco & Cotten, 2012; Rosen, 2017).

Additionally, our findings show that opinions on the connection between social media use and reading comprehension are divided. While a sizable amount of students (43.7%) disagreed with the idea that their regular social media use distracts them from reading, a sizable portion (35.5%) said they have trouble focusing on reading for extended periods of time. This disparity highlights how complicated the relationship is between social media use and reading habits, which can be impacted by social environment, individual characteristics, and other outside variables.

It's interesting to note that a sizable percentage of respondents (28.6% and 34.2%, respectively) were unsure about the benefits and drawbacks of using social media. According to this research, students may not be entirely sure how social media is affecting their lives overall, which could lead to some ambivalence or confusion. Future studies could examine the underlying causes of this ambivalence and how it relates to our understanding of the many ways that social media influences people's behavior and well-being.

All things considered, our research adds to the

expanding corpus of knowledge about how university students' reading habits and social media use interact. The results highlight the necessity of programs and interventions in the form of education that are designed to encourage positive social media usage behaviors and a balanced approach to both academic pursuits and digital participation.

Research Gap

Few studies have clearly explored how social media addiction affects university students' reading habits, despite the fact that many have examined the addiction's effects. It is important to understand this gap, particularly at Riphah International University where students frequently use social media. We can find opportunities and possible obstacles for encouraging healthy reading habits in the digital age by looking at this relationship.

Conclusion

Finally, our study examined the deep impacts of social media addiction on students' reading habits at Riphah International University. By investigating this phenomenon in depth, our goal was to provide insight into the complex interplay between social media use and academic practices. Our research provided important new information about the negative effects that excessive social media use can have on students' reading habits. We found a strong link between the university student body's declining frequency and depth of reading and high levels of social media addiction.

The increasing rate of social media addiction, which has affected many facets of students' lives, including their academic endeavors, is one of the main findings from our study. We found that students who showed symptoms of social media addiction tended to spend an excessive amount of time engaging with online content and scrolling through feeds, so ignoring their reading assignments and course materials.

Our research also emphasizes how critical it is to spread knowledge about the negative impacts of social media addiction on reading habits and academic achievement. Teachers and legislators can reduce the detrimental effects of social

media on students' learning outcomes by implementing targeted interventions and methods after they have a better knowledge of the underlying mechanisms causing this phenomenon.

Essentially, our research highlights the pressing necessity of taking proactive steps to combat university students' addiction to social media and promote a culture of responsible internet use. Through the encouragement of better online practices and a renewed emphasis on reading, we can enable kids to appropriately navigate the digital realm while fostering their intellectual development and academic achievement.

Recommendations

The study's findings lead to the following suggestions being made:

1. Encourage the implementation of educational programs aimed at increasing student awareness of the negative influence that social media addiction has on their reading behaviors at Riphah International University.
2. University should arrange workshops or seminars on time management skills, helping students balance their social media use with academic reading.
3. Encourage the inclusion of reading comprehension activities in the curriculum to help in the development of students' critical reading abilities.
4. University should designate "offline zones" on campus where students can engage in uninterrupted reading without the distractions of social media.
5. To accommodate the wide range of interests and preferences of their students, faculty members should be encouraged to provide a variety of reading materials in their classes.
6. Promote the formation of peer mentorship or support groups for students who are addicted to social media, giving them a secure environment in which they can believe in one another and ask for help.
7. Encourage more investigation into the long-term impacts of social media addiction on

university students' general well-being and academic achievement.

8. In conclusion, by putting these recommendations into practice, Riphah International University may proactively tackle how social media addiction effects pupils' reading traditions and create an atmosphere that is supportive of both academic achievement and personal growth. By working together and taking proactive steps, the university can help students develop a lifetime love of reading and learning while equipping them with the skills they need to navigate the digital world.

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