

EFFECTS OF SOCIAL MEDIA AND ELECTRONIC MEDIA ON THE READING HABITS OF ENGINEERING STUDENTS AT SRI KALAHASTISWARA INSTITUTE OF TECHNOLOGY

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ABSTRACT

The objective of this study is to examine the effect of social media and electronic media on reading habits of engineering students at Sri Kalahastiswara Institute of Technology (SKIT) Srikalahasti. The required data was collected from 150 students using a questionnaire. The result shows that the social media has resulted in distraction in reading habits because of reduction in time spent for reading. Since technology is the main order of the day, the study therefore concluded that social networking could be used wisely, not only for keeping in touch with friends, but could be used wisely as source for vital information that would be of great benefit to the students and the society of large.

Keywords: Engineering college libraries, user surveys, reading habits, social media, electronic media.

1. INTRODUCTION

Reading is considered as essential for overall development of human being. However, with the advent of modern digital technologies, especially the growing popularity of

social networking on the web, mobile phones, televisions, and other means of entertainment, the reading habit of the general public, especially the younger generation, is undergoing a decline.

Social Media refers to communicate among people in which they create, share and exchange information and ideas in invisible society. The growing accessibility of high-speed Internet advanced the popularity of the concept leading to the creation of social networking sites such as Facebook in 2004 which popularized the term social media and made it widely recognized.

Social media includes diverse channels like Collaborative projects such as Wikipedia Blogs, Micro blogs such as word press, Twitter, Content communities like YouTube, Social Networking sites such as Facebook, Orkut, etc., Virtual Game, Virtual social worlds. The platforms to use the social media sites were Linked in, Facebook, Twitter, YouTube, Flickr, My space, iTunes U, Second life, Yahoo Messenger, Black Berry Messenger.

Electronic media are [media](#) that use [electronics](#) or [electro-mechanical audience](#) to access the content. They include television, radio, cinema, news channels, FM Radio, DVD, etc,

About SKIT

Sri Kalahasteeswara Institute of Technology, very popularly known as SKIT was established in the year 1997 under the management of Sri Kalahasteeswara swami variDevasthanam. SKIT has emerged as a major Technological Institute in the Rayalaseema Region and it provides education to poor people on No Loss, No Profit Basis.

The college is located in a sprawling area of 50.00 acres on Tirupati – Vijayawada State high way at Panagal area of Srikalahasti. In the inception, the Institute has offered four engineering Undergraduate courses namely Mechanical Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering and Computer Science and Engineering with an intake of 60 students in each discipline. In 2004, Civil Engineering course with an intake of 60 students joined in its feather. In 2009, with the active support of the SKIT faculty, four Diploma Courses viz. Civil Engineering, Electrical & Electronics Engineering, Mechanical Engineering and Electronics and Communication Engineering have been added with an intake of 60 seats in each branch. In 2010, two M.Tech Courses one in Electronics and Communication Engineering with specialization of Digital Electronics and Communication Systems (DECS) and one course in Mechanical Engineering with a specialization of CAD/ CAM were added.

Review of Literature

Olutola, Adekunle Thomas and others (2016) have carried out a study on the assessment of social media utilization and study habits of students of Tertiary Institutes in Katsina state in Nigeria. The study revealed that regular orientation should be given to students on how to and when to use social media to enhance their study habits and achievement. The study shows that positive use of social media should be encouraged to improve students' performance and to increase their study habits in Nigerian tertiary institutions.

Rosemary, Adu Sarkodee and others (2015) examined in their study on the relationship between the use of social media and its impact on the reading habits among the senior high school students in Ghana. The study found that all the constructs of social media, Facebook, Whatsapp, Yahoo messenger, Skype and Tango showed a

positive significant interrelationship with one another. Also there was a significant relationship between all the (Facebook, WhatsApps, Yahoo messenger, Skype and Tango) independent variables.

Faisal, Azeez and others (2014) carried out a study on the impact of electronic media on the Academic performance of Female students. The study found that 36.1% opined that the power of attraction of some TV programmes compelled them some times to shirk the allotted homework. It concluded that media, especially TV played an important role in their daily life. It had both positive and negative impact. The student used electronic media to solve their academic problems and how it compelled them to delinquency, smoking behaviour etc.

Objectives

The objectives of this study are

- To determine the effect of Social media and Electronic media on the reading habits among engineering students in Tirupati.
- To examine the frequency and purpose of students read generally.
- To examine how long students stay on using Social media and Electronic media.
- To analyze the reading culture of students with the usage of Social media and Electronic media.

Limitations of the study

The study has covered only Sri Kalahastiswara Institute of Technology, Sri Kalahasti. The sample population study is limited to B.Tech engineering students only. The study is focused on the effect of Social media and Electronic media on reading habits of engineering students.

Methodology

For data gathering, a questionnaire with closed and open ended questions was designed by the researcher and the copies of the questionnaire were distributed to a sample of 180 (120 male students and 60 female students) B.Tech engineering students at Sri Kalahasti Institute of Technology, Sri Kalahasti. A total of 150 filled in questionnaires were received back. Overall response rate was 83.3%. Data was analyzed and inferences were made using simple statistical techniques.

Data Analysis

The collected data was analyzed and the results were discussed in the following paragraphs.

1. Gender-wise distribution of respondents

The distribution of students according to their gender is shown in Table 1

Table-1: Gender wise distribution of respondents

Gender	Respondents	
	No.	Percentage
Male	98	65.33
Female	52	34.67
Total	150	100.00

Source : Primary data.

Table-1 indicates that majority of respondents (65.33%) participated in the survey are male students and the remaining 34.67% are female students.

2. Frequency of adopting reading habits

The distribution of respondents according to the frequency of adopting reading habits is shown in Table 2.

Table-2: Distribution of respondents according to frequency of adopting reading habits

(N= 150)

Frequency	Respondents	
	No.	Percentage
Daily	83	55.33
Twice in a Week	04	2.66
Trice in a week	35	23.33
During leisure time	28	18.67
At the time of examinations	00	0
Total	150	100

Table 2 illustrates that majority of the respondents (55.33%) used to read daily followed by 23.33 percent of the respondents used to read trice in a week, 18.67 percent of the respondents used to read during leisure time, and the remaining 2.66 percent of the respondents used to read

twice in a week. It can be concluded that majority of the respondents (55.33%) used to read daily.

3. Kind of material used for reading

The distribution of respondents according to the kind of the material used daily for reading is shown in Table 3.

Table-3: Distribution of respondents according to kind of material used for reading daily

Kind of material	Respondents	
	No. (n=150)	Percentage
Newspapers	92	61.33
Text books	122	81.33
Reference books	35	23.33
Competition exam books	54	36.00
Magazines & Journals	38	25.33

Note: Respondents are permitted for multiple answers

Table 3 explains that most of the respondents (81.33%) used to read text books followed by 61.33 percent for reading newspapers, 36 percent preferred to read competitive exam books, 25.33 percent used magazines & journals and the remaining 23.33 percent prepared reference books.

4. Activities in leisure time

Distribution of respondents according to their activities in leisure time is shown in Table 4.

Table-4: Distribution of respondents according to activities in leisure time

Activities in leisure time	Respondents	
	No. (n=150)	Percentage
Reading	53	35.33
Internet surfing	64	42.67
Listening to music	35	23.33
Chitchat with friends	68	45.33
Playing games	55	36.67
Relaxing	49	32.67

Table 4 illustrates that 45.33% of respondents preferred to surf internet during their leisure time followed by 42.67 percent go for chitchat with friends, 36.67 percent used to play games, and 35.3 percent prefer to read the books and the remaining 23.33 percent of students prefer listen music in their leisure time.

5. Time Spent on social media

The distribution of students according to the time spent on social media daily is shown in table 5.

Table: 5 Distribution of respondents according to time spent on social media daily

Time	Respondents	
	No.	Percentage
Less than one hour	20	13.33
One to Two hours	36	24.00
Two to Three hours	64	42.66
More than three hours	30	20.00
Total	150	100.00

Table 5 describes that 42.66% of respondents spend 2-3 hours per day on social media followed by 24 percent used to spend 1-2 hours and the remaining 13.33 percent of students spend less than one hour on social media daily.

6. Platform for using the social media by the students

The distribution of students according to the platform for using the social media is shown in table 6.

Table-6: Distribution of respondents according to platform for using the social media

Platform for using social media	Respondents	
	No. (n=150)	Percentage
Facebook	124	82.67
Twitter	14	9.33
Yahoo Messenger	26	17.33
My Space	16	10.67
YouTube	109	72.67

Table 6 shows that most of the students (82.67%) preferred Facebook followed by You Tube (72.67%), Yahoo Messenger (17.33%) My Space (10.67%) and remaining 9.3 percent of the respondents used Twitter as the platform to use social media sites.

7. Purpose of using the social media

The distribution of respondents according to their purposing using social media is shown in Table 7.

Table-7: Distribution of respondents according to purpose of using the social media

Purpose of using social media	Respondents	
	No. (n=150)	Percentage
Instant Messages	76	50.67
To meet new people	59	39.33
To find information	94	62.67
To share information	88	58.67
Participation in discussion	42	28.00
Sharing photos, videos and pictures	51	34.00
Entertainment	68	45.33

Table 7 implies that majority of the students (62.67%) use social media to find information followed by 58.67 percent share information, 50.67 percent for instant messages, 45.33 percent for entertainment, 39.33 percent for to meet new people, 34 percent sharing photos, videos and pictures and 28 percent of the students using to participate in discussions.

8. Time spent on electronic media

The distribution of students according to their time spent on electronic media per day is shown in Table 8.

Table-8: Distribution of respondents according to time spent on electronic media daily

Time spent	Respondents	
	No.	Percentage
Less than one hour	36	24.00
One to Two hours	88	58.67
Two to Three hours	21	14.00
More than three hours	05	3.33
Total	150	100.00

Table 8 describes that majority of the students (58.67%) spending one to two hours per day on electronic media followed by 24 percent spent on less than one hour, 14 percent spent two to three hours and remaining 3.33 percent of students spent more than three hours on electronic media daily.

9. Purpose of using electronic media by the students

The distribution of respondents according to their purpose of using electronic media is shown in table 9.

Table-9: Distribution of respondents according to purpose of using electronic media

Purpose of using electronic media	Respondents	
	No. (n=150)	Percentage
To watch news	104	69.33
To watch serials	62	41.33
To get relax	47	31.33
To enjoy movies	61	40.67
Sports and games	97	64.67
others	52	34.67

Table 9 describes that majority of the students (69.33%) use electronic media to watch news followed by 64.67 percent to watch sports and games, 41.33percentto watch serials, 40.67percentto enjoy movies, 34.67percent to use other purposes and 31.33 percentof the students prefer to get relax from electronic media.

10. Opinion on utilization of social media and electronic media for education purpose

The distribution of students according to their opinion on utilization of social media & electronic media for education is shown in Table 10.

Table-10: Distribution of respondents according to their opinion on utilization of social media and electronic media for education purpose

Opinion	Respondents	
	No. (n=150)	Percentage
Improves online communication	95	63.33
Improves different learning styles	80	53.33
Overcome from the kind of isolation	63	42.00
Improves communication skills	72	48.00
Provides familiarity with technology	87	58.00

Table10 shows that majority of the students (63.33%) opined that social media and electronic media improves their online communication followed by 58percent expressed that there is possibility to develop familiarity with technology, 53.33percent stated that improves different learning styles,48percent opined improves communication skills and 42 percent opined that they can overcome from the kind of isolation.

Findings

The findings here will be related to research questions earlier mentioned to have an insight to the study, as follow:

- Majority of respondents (65.33%) participated in the survey are male students and the remaining 34.67% are female students.
- Majority of the respondents (55.33%) used to read daily.
- Most of the respondents (81.33%) used to read text books.
- 45.33 percentof respondents preferred to surf internet during their leisure time.
- 42.66 percent of respondents spend 2-3 hours per day on social media .
- Most of the students (82.67%) preferred Facebook.

- Majority of the students (62.67%) use social media to find information.
- Majority of the students (58.67%) spending one to two hours per day on electronic media.
- Majority of the students (69.33%) use electronic media to watch news.
- Majority of the students (63.33%) opined that social media and electronic media improve their online communication.

Conclusions

It is clear that most of the students in *Sri Kalahastiswara Institute of Technology* have taken advantage of social media to enhance their social relationship with friends, relations and others. They also use the social media to share and exchange academic information. Though they enjoy these benefits from social network, some of the students reported that the social media has resulted in distraction in reading habit because of reduction in time spent for reading. Since technology is the main order of the day, the study therefore concluded that social media could be used wisely, not only for keeping in touch with friends, but could be used wisely as source for vital information that would be of great benefit to the student and the society of large.

Proper orientation on when and how to operate social media such as facebook, whatsApp and so on should be given to students in tertiary institutions. Since most of these students access social media sites with cell phones these should not be put on during lecture hours. The social media being an effective tool of transformation should be used intensively to enlighten on the negative effect on student's future as bad readers and dreadful leaders in the society. This campaign should be reinforced by way of interpersonal communication among individuals and groups in schools and gathering places, the

message should be imparted through music, drama, lectures displays and other forms of interaction.

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