

## **The Effect of Social Media on Reading and Listening Habits of Polytechnic Students: A Case Study of The Polytechnic, Ibadan**

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### **Abstract**

Nowadays due to the advancement of technology students waste much of their study time in using social media rather than dealing with academic issues. As a result of this, the main objective of this study was to examine the effect of social media on reading and listening habits of polytechnic students, a case study of The Polytechnic, Ibadan. The descriptive research method was adopted for this study and five departments were sampled with the use of simple random sampling technique. A total number of 150 pupils were drawn from the total population of the sampled department. A total number of 150 copies of questionnaire were duly filled, retrieved and used for the study analysis. Descriptive statistics of simple percentage was adopted in the analysis of data of the study. Furthermore, the data output revealed that students spent an average of 6.10 hours and 7.24 hours per day in using different social media accounts than dealing with studying their academic subject matters.

**Keywords:** Polytechnic, Effects, Social Media, Reading, Listening, Habit, Students.

## Introduction

Reading is considered the cornerstone of learning. It is an activity that is required by learners at all levels of education. It is a strategic activity meant to improve the knowledge of students. Reading is an essential tool for knowledge transfer. According to Olaofe (2013), reading is central to academic and intellectual development of learners at all levels. Sekara (1988) as cited in Rahman (2004) also asserts that one of the most important activities in tertiary education is reading, which is not for pleasure but for information that has been researched, organized and documented in accordance with the rules of academic discourse. It is therefore necessary for students at the college level to develop the habit of reading for their academic achievement.

The ability to read is a critical factor in improving students' ability to learn at all stages of schooling and is an essential skill for accessing opportunities beyond school Igwe (2011).

In Nigeria where English Language is an official language, the ability to read equips learners at any level of education to read and understand other subjects in the school curriculum. Therefore, the habit of reading is an academic activity that increases the skills in reading for academic progress. Onwusu-Acheaw (2014) emphasizes that reading habits determine the academic achievements of students to a great extent. Achievement in the colleges requires awareness of facts and acquisition of skills in learner's field of study which is achieved through effective reading habit. Reading habits depicts the behavior which expresses the likeness of reading and tastes of reading, Chettri and Rout (2013). Reading habit is the use of reading as a regular activity. However, student ability to form the habit of reading can widen their academic horizon, and equally improve access to relevant information for their academic achievement. Nssien (2008) opines that reading habit is identified as the single most important determinant of a student's success in education and in our complex society.

While "to listen" is rooted in terms that connote attention and silent obedience, "to hear" has more to do with the perception of sound and the faculties of the ear, Lipari, 2010; and the response by Bodie & Crick, (2014). This distinction often helps separate the focus of work by audiologists who study the physiological components of hearing from those, like communication scholars, who study the individual and relational components of listening. Listening is an analysis of the impressions resulting from concentration where an effort of will is required, Jame (2002), it is the ability to understand a spoken language (Rankin 2013). Amad

(2010) emphasize listening as the comprehension of expository materials presented orally in a classroom situation.

In this era of networking, the Internet has a tremendous influence on the social life of student. The need for and role of social media in the life of adolescent students cannot be overemphasized. As much as they enhance good relationships and communication among users, research has shown that there are high risk factors in the usage among various categories of students. The Internet offers a wide variety of communication tools. Billions of people use facilities like search engines, webpages, e-mails, Really Simple Syndication (RSS), e-journals, e-newspapers, Internet banking, Internet telephony, conferencing, multimedia sharing, online newsroom, social networking, etc. According to Syed (2011) Social media can be defined and refer to all inexpensive and widely accessible electronic tools that enable anyone to/publish and access information, collaborate on a common effort, or build relationships. Challenges tend to arise when social media are incorporated into an academic course despite the increase in learning that occurs through student interactions.

### **Statement of the Problem**

The declining habit and interest in reading among students in Polytechnic is a challenge to education stakeholders, especially in Polytechnics that train teachers in different fields of education. Experience has shown that most students in Colleges of Education lack interest in reading which has contributed to their poor academic performance. Onwusu-Acheaw (2014) observes that the problem most students have that contributes to their poor performance in tests and examinations is lack of proper reading habit. Similarly, Paul, Baker and Cochran (2012) as cited in Kojo, Agyekun and Arthur (2018) discover that in most tertiary institutions, learners do not read, even the few that read only do so as a means of passing their examinations. Fatiloro, Oyekola, Hamid and Adewumi (2017) note that teaching and learning in tertiary polytechnic is faced with endless problems on the part of the learner due to their non-mastery of the skills implicit in reading. In relation to that, investigations reveal that most students who graduated from such institutions have inadequate reading ability which is attributed to poor habit of reading and listening during their school days. The situation has been made worse with the advent of social media as a means of communication among students. They spend more hours on electronic media where they browse, send text messages and chat via instant messaging applications with their friends using their handsets instead of reading their books on any other piece of written materials. Loving and Ochoa (2010) observe that social networking sites have proven to be universally addictive for tertiary institutions 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. It is against this background that the present study investigates the effects of social media on the reading and listening habit of students in the Polytechnic with case study of the Polytechnic, Ibadan.

### **Objective of the study**

The main objective of the study is to study the effect of social media on the reading and listening habit of polytechnic student. A case study of The Polytechnic, Ibadan. The specific objectives are to:

- i. Examine the effect of social media on reading and listening and reading habit of students at The Polytechnic, Ibadan.
- ii. Examine the types of social media frequently used by the students at The Polytechnic, Ibadan
- iii. Examine the benefit of social media usage in reading and listening habit of students at The Polytechnic, Ibadan.
- iv. Examine the time wasted and cost incurred by students in using social media at The Polytechnic, Ibadan.
- v. Examine the number of times students visit library to read books.

### **Research Questions**

The following research questions were formulated to guide the study:

- i. What are the effects of social media on reading and listening habit of students at The Polytechnic, Ibadan?
- ii. What are the types of social media frequently used by students at The Polytechnic, Ibadan?
- iii. What are the benefits of social media usage in reading and listening habit of students at The Polytechnic, Ibadan?
- iv. How many hours do students waste in the using social media at The Polytechnic, Ibadan?
- v. How many times do students visit library to read books?

## Literature Review

Reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development, Dadzie (2008). This implies making meaning out of recorded information either printed or non-printed in the life of an individual. People read for different reasons and purposes, some of which include for pleasure, leisure, relaxation, and information and for knowledge. Reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context Palani (2012). He believes reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving. Reading is an essential tool for knowledge transfer and the habit of reading is an academic activity that increases skills in reading strategies. To know about the world and its environment, a child helps himself through reading books, newspapers and other magazines. Once the child has been taught to read and has developed the love for books, he can explore for himself the wealth of human experiences and knowledge through reading. Children, who miss the opportunity of getting in touch with books in their early stages of life, find it hard to acquire good reading habits in their later years, Deavers (2000). Reading is an intellectual action which is possible only if a man forms a habit of reading and practices these from childhood. Reading habits, therefore, play a very crucial role in enabling a person to achieve practical efficiency. "Laws die but books never." Indeed, books are the most suitable medium through which knowledge is transmitted from generation to generation, Issa et al (2012).

Singh (2011) examined academic achievement and study habits of higher secondary students. The study was conducted on hundred (100) higher secondary students randomly from two higher secondary schools. The result indicates that girls and boys differ significantly in their study habits and academic achievement. The process of listening is often contrasted with hearing. Lundsteen considered hearing a physical act and listening a mental act. Hearing she said had to do with our physiological capacity to receive and process sounds Lunin (2005). Problems with our ability to hear could hinder our listening. Hence, it behoves each of us to have our hearing checked if we think it could be affecting our ability to listen. In contrast to hearing, listening has to do with assigning meaning to the stimuli received by our brain. To listen, according to Nichols and Lewis, is to attach "meaning to the aural symbols perceived" Amiri (2006).

We will maintain this defined distinction between hearing and listening, here, even though in our day-to-day usage the words may be used interchangeably. We may say “I did not hear you.” But we did hear, we just were not fully attending and hence were not listening. (Sometimes, if we quickly focus our mind on what was said we can still remember what was said? The words remain in short term memory for a brief period of time and can be recalled.)

There is also confusion in our everyday usage because parents tell their children “you’re not listening.” What the parent often means is “you are not obeying.” In the Germanic roots of the Anglo-Saxon language there is a sense in which “to listen” means “to obey”. Hearing and listening will have precise meanings in this text.

Social media technology is now an essential requirement in people’s daily lives contributed by a combination of factors that include growth of affordability of mobile computing devices, improved internet wireless bandwidth, social media technologies and several other web 2.0 technologies, Lenhart, Purcell, Smith, & Zickuhr, (2010). The present day college students are exposed to existing, new and emerging technologies in many aspects of their lives, Browning, Gerlich, & Westermann, (2011). They use the following devices on daily basis: e-readers, tablets, desktop computers, laptops, and cell phones / mobile devices to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more, Cassidy, Griffin, Manolovitz, Shen, & Turney, (2011). Paliktzoglou and Suhonen (2014) argued that concept behind social media tools were not a new phenomenon as interfaces such as chat rooms, internet forums, message boards, web communities and blogs were being used since the revolution of internet.

In social media, people use the web based and mobile applications for social interaction. In addition, individuals and organizations can generate new content, share existing content in the cyberspace. A number of interfaces used for social media have increased with Twitter, Facebook, WhatsApp, MySpace, and Flickr being among the top. Davis, Deil-Amen, RiosAguilar & Gonzalez-Canchem, (2012); Junco, Heiberger, & Loken, (2010). The social media tools and networking sites enables students to engage with one another, express and share their creativity. There are drawbacks associated with social media technology especially when students develop a continuous usage of internet which encompasses reduction in higher-order reasoning processes. In addition, continuous internet use is likely to exposes students to

interactive, repetitive, and addictive stimuli that produce permanent changes in brain structure, WCER (2011). Polytechnic students are expected to read and keep abreast of what is happening around them. However, that apparently does not happen anymore, thanks to the advent of the social media. Many polytechnic students now spend quality time surfing the internet on gossips and other immaterial issues. Different studies have revealed that most individuals never finish reading a fiction book from cover to cover after leaving school, Brydolf (2007).

Also, there are distinct investigations which reveal that many students have graduated from polytechnic with inadequate reading abilities, attributing it to the weak culture developed during their university days (see Singh 2011). In most tertiary institutions, learners do not read, even the few who read, only do so as a means of passing their examinations (Paul et al. 2012). The libraries that are intended for reading have now been turned into browsing centres, points of reference and copying of lecture notes as only a few students are seen reading in the libraries most times. As Shabo and Usofia (2009) pointed out, the reading culture of learners has been washed down the drain as a consequence of the evolution of technology and advent of social media. Reading is the fundamental factor that determines the foundation of prominence in people's lives irrespective of status, gender, and age. It improves and develops an individual and is also essential when writing an examination. One of the principal causes for the dwindling speed at which students read is as a result of the invasion of social media as mentioned earlier.

### **Methodology**

According to Saunders and Thorn Hill (2015) cited in Adefolarin (2017), research design means the plan and structure of investigation so conceived as to seek answers to questions for a research study. Moises and Heaton (2017) explained that survey research method is the collection of information from a sample of individuals through their response to questions. It is widely used method by scholars and researchers all over the world. Due to the fact that this study is based on educational research, the descriptive method of survey research was used because it is suitable and efficient for studying large population. The research work can best be described as a survey research. A survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or the entire group. Indeed, in a more specific objective this research work is a comparative stand point of research study where it deals in survey research as only a sample of the population is studied.

The simple random sampling method was used in this research. Saul McLeod (2013) explained that Sample random sampling method is an unbiased surveying technique. It is also called

probability sampling method such that each student of the faculty of science The Polytechnic, Ibadan has the same probability of being chosen at any stage during the sampling. The sampling fraction was 100% from the total population of the school. A total of 150 students.

The research instrument is divided into sections: Section A, B, C, D, E, and F. Section A consist of demographic information of respondents, Section B contains, the effect of social media on the reading and listening habit of polytechnic students, Section C contain details on the types of social media used by polytechnic students, Section D contains the benefit of social media to the polytechnic students, Section E contains details on the time wasted and cost incurred by polytechnic students in the usage of social media while Section F contains detail of how many number of time do students visit library to read books. The questionnaires were administered to the ND 1 and ND 2 students in faculty of science in The Polytechnic, Ibadan. In the course of data collection, the researcher went to the faculty environment to administer the questionnaire to the students. The researcher shared the questionnaire were collected from the respondents after it must have been filled.

## Results, Findings and Conclusions

### Results:

The result of the study that was conducted on the effect of social media on reading and listening habit of polytechnic students are presented in Table 1- 5. The analysis is presented after each table.

**Table 1:**

Effects of social media on reading and listening habit of students at The Polytechnic, Ibadan.

S/N	ITEMS	Strongly Agree	Agree	Strongly Disagree	Disagree
1.	It causes distraction while listening during Lectures.	47 (35.6%)	35 (26.5%)	22 (16.7%)	28 (21.2%)
2.	It makes me become addictive	60 (45.5%)	42 (31.8%)	17 (12.8%)	13 (9.8%)
3.	It affects my communication skills	42 (31.8%)	56 (42.4%)	20 (15.1%)	14 (10.6%)

4.	It creates stress for me in time management	34 (25.8%)	43 (32.6%)	35 (26.5%)	20 (15.1%)
5.	It affects my daily reading routine activities	72 (54.5%)	33 (25%)	10 (7.6%)	17 (12.9%)

Table 4.6 shows the effect of social media on reading and listening habit of students at The Polytechnic, Ibadan. For the purpose of interpretation, the measurement scale which was Strongly agree, Agree, strongly disagree and disagree was combined into two parts with strongly agree and agree representing “Agreed”, strongly disagree and disagree representing “Disagreed”. 82 (62%) of the respondents agreed that social media causes distraction while listening during lectures while 50 (38%) disagreed. 102 (77.3%) of the respondents agreed that social media makes them become addictive while 30 (22.6%) disagreed. 98 (74.2%) of the respondents agreed that it affects their communication skills while 34 (25.7%) disagreed. 77 (58.4%) of the respondents agreed that it creates stress for them in time management while 55(41.6%) disagreed. 105 (79.5%) of the respondents agreed that it affects their daily reading routine activities while 27 (20.5%) disagreed.

**Table 2:**

Types of social media used by students at The Polytechnic, Ibadan.

SN	ITEMS	YES	NO
1.	Facebook	110 (83.3%)	22 (16.7%)
2.	Whatsapp	101 (76.5%)	31 (23.5%)
3.	Telegram	86 (65.2%)	46 (34.8%)
4.	Instagram	77 (58.3%)	55 (41.7%)
5.	TikTok	120 (90.9%)	12 (9.1%)

This table shows the types of social media used by students at The Polytechnic, Ibadan. 110 (83.3%) of the respondents said that Facebook is among the type of social media used by students while 22 of the respondents representing 16.7% disagree that Facebook is not used, 101 (76.5%) agreed that Whatsapp is used while 31 (23.5%) said Whatsapp is not used, 86 (65.2%) of the respondents agreed that Telegram is used, while 46 (34.8%) Telegram is not used, 77 (58.3%) of the respondents agree that Instagram is used, while 55 (41.7%) disagree that Instagram is not available, 120 (90.9%) of the respondents agree that TikTok is used while 12 (9.1%) disagree that TikTok is not used.

**Table 5:**

Benefits of social media usage in reading and listening habits of students at The Polytechnic, Ibadan.

S/N	ITEMS	Strongly Agree	Agree	Strongly Disagree	Disagree
1.	It helps me collaborate with course mates on assignments	65 (49.2%)	37 (28%)	12 (9%)	18 (13.6%)
2.	It helps me access literature	41 (31%)	60 (45.5%)	19 (14.4%)	12 (9%)
3.	To be up to date with news and events	80 (60.6%)	40 (30.3%)	2 (1.5%)	10 (7.6%)
4.	To download and read educational materials	74 (56%)	51 (38.6%)	7 (5.3%)	0 (0%)
5.	It enhances my studies	82 (62.1%)	36 (27.3%)	8 (6.1%)	6 (4.5%)

This table above shows the benefits of social media usage in reading and listening habits of students at The Polytechnic, Ibadan. 102 (77.3%) of the respondents agreed that social media helps them collaborate with course mates on assignment while 30 (22.7%) disagreed. 101 (76.5%) of the respondents agreed that it helps them access literature while 31 (23.5%) disagreed. 120 (90.9%) of the respondents agreed that it helps them to be up to date with news and events while 12 (9.1%) disagreed. 125 (94.7%) of the respondents agreed that social media is used to download and read educational materials while 7 (5.3%) disagreed. 118 (89.4%) of the respondents agreed that social media has significantly enhances their studies while 14 (10.6%) disagreed.

**Table 4:**

Hours students waste in using social media at The Polytechnic, Ibadan.

S/N	ITEMS	<30 minutes	One Hour	Two Hours	Three Hours	Above Four Hours
1.	Facebook	40 (30.3%)	37 (28%)	23 (17.4%)	26 (19.7%)	6 (4.5%)

2.	Whatsapp	36 (27.3%)	29 (22%)	35 (26.5%)	17 (12.9%)	15 (11.4%)
3.	Telegram	70 (53%)	33 (25%)	12 (9.1%)	13 (9.9%)	4 (3%)
4.	Instagram	85 (64.4%)	20 (15.2%)	11 (8.3%)	14 (10.6%)	2 (1.5%)
5.	TikTok	30 (22.7%)	56 (42.4%)	15 (11.4%)	21 (15.9%)	10 (7.6%)

Table 4.9 shows the time students spend or waste while using social media in the faculty of science, The Polytechnic, Ibadan. 40 (30.3%) of the respondents use Facebook for less than thirty minutes, 37 (28%) of the respondents use it for one hour, 23 (17.4%) of the respondents use it for two hours, 26 (19.7%) of the respondents use it for three hour and 6 (4.5%) of the respondents use it for above four hours. The table also shows that 36 (27.3%) of the respondents use Whatsapp for less than thirty minutes, 29 (22%) of the respondents use it for one hour, 35 (26.5%) of the respondents use it for two hours, 17 (12.9%) of the respondents use it for three hour and 15 (11.4%) of the respondents use it for above four hours. The respondents that makes use of Telegram, 70 (53%) of them uses it for less than thirty minutes, 33 (25%) use it for one hour, 12 (9.1%) use it for two hours, 13 (9.9%) use it for three hours, and 4 (3%) use it for above four hours. The respondents that makes use of Instagram, 85 (64.4%) of them uses it for less than thirty minutes, 20 (15.2%) use it for one hour, 11 (8.3%) use it for two hours, 14 (10.6%) use it for three hours, and 2 (1.5%) use it for above four hours. The respondents that uses TikTok, 30 (22.7%) of them uses it for less than thirty minutes, 56 (42.4%) use it for one hour, 15 (11.4%) use it for two hours, 21 (15.9%) use it for three hours, and 10 (7.6%) use it for above four hours.

**Table 5:**

Number of times students visit library to read books.

S/N	ITEMS	YES	NO
1.	Once a week	105 (79.5%)	27 (20.5%)
2.	Twice a week	67 (50.8%)	65 (49.2%)
3.	Three times a week	41 (31%)	91 (69%)
4.	Four times and above	33 (25%)	99 (75%)
5.	Non	21 (16%)	111 (84%)

This above table shows the number of times that students visit library to read books at the faculty of science, The Polytechnic, Ibadan. 105 (79.5%) of the respondents said that they use the library once a week while 27 (20.5%) don't. 67 (50.8%) of the respondents said that they use the library twice a week while 65 (49.2%) don't. 41 (31%) of the respondents agree that they

use the library three times a week while 91 (69%) disagreed. 33 (25%) of the respondents said that they use the library four times a week while 99 (75%) don't. 21 (16%) of the respondents said that they don't visit the library at all while others 111 (84%) said they can't do without visiting the library at all.

### **Findings:**

This study was carried out to investigate the effects of social media on listening and reading habits of polytechnic students. Five research questions were posited and the major findings were stated as follows:

1. The findings show the effects of social media on reading and listening habits of polytechnic students. It was revealed that social media causes distraction while listening during lectures, it also affects their daily routine activities, it makes them become addictive and it affects their communication skills.
2. This study reveals that Facebook, Whatsapp, Telegram, Instagram and TikTok are the types of social media frequently used by polytechnic students.
3. This study shows that social media has benefited students at polytechnic in diverse ways in their academics positively.
4. This research reveals that students spend time on social media depending on what they need or what they want to use it for.
5. The findings also identified that students do not often visit the library since the advent of the use of social media for academic purposes.

### **Conclusion**

The study was conducted to examine the impact of students use social on media sites on their academic performance. The study revealed that majority of the respondents had mobile phones with internet facilities and had knowledge of the existence of social media sites. As a result, they visit social media sites and spend between thirty minutes and three hours every day. In addition, the study revealed that use of social media had affected academic performance of the respondents negatively and further confirmed that there was a strong positive relationship between the use of social media and academic performance. The study further revealed that the most respondents use the social media sites to chat than for academic purpose.

### **Recommendation:**

Based on the findings, the researchers made some recommendations as follows, students with phones having internet connectivity should be encouraged to either use it to supplement their research in the library rather than the usual chatting with friends all the time. Students should be advised to limit the time they spend on social media sites per day and encourage them to rather substitute those hours to read novels and relevant academic books to improve their knowledge. Since the study confirmed that the use of social media sites had affected the academic performance of students negatively, there is an urgent need for the introduction of students to the availability of novels and other information materials in the library that can help them academically. It is further recommended that students be advised during orientation of the dangers of addition to social networking sites. They should be introduced to sites that can add values to their academic work and research.

Based on the findings of this research, the following possible recommendations are also forwarded for further improvement: -

1. Polytechnics should organize short term training to aware effects of using social media accounts on student's reading habits in each academic year in collaboration with the student union.
2. Polytechnics should develop mechanisms to have off periods for social media accounts access during class and study time within the campus in collaboration with the internet administrators.
3. Ministry of science and higher education (MOSHE) should develop proclamations in collaboration with polytechnics to discourage and penalize students directly copying assignments, project works, and exams using social media accounts.
4. Polytechnics should establish online repositories throughout the country to discourage direct copying of senior essays and project works.

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