



RABSEL: the CERD Educational Journal  
ISSN 2957-8019(Online) | ISSN 2077-4966(Print) |



23(2) 55-72

Journal homepage: Journal.pce.edu.bt

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## Impacts of Facebook on Reading Habits of Higher Secondary Students:Stakeholders' Perspectives

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<http://doi.org/10.17102/rabsel.23.1.13> | Accepted November 2022 | Published November 2022

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### Abstract

Facebook is the most popular network site among young Bhutanese people. Students spend a substantial amount of time checking Facebook and chatting with friends, which could be detrimental to their reading habits. The aim of this study was to investigate the impacts of Facebook on the reading habits of a higher secondary school students in Bhutan. A mixed method, specifically a convergent design, was adopted for the study, and it was guided by the Pragmatism worldview. Quantitative data were gathered from 274 participants and qualitative data were collected from 10 interviewees and one focus group discussion. Participants included teachers, parents, and students from a higher secondary school in Thimphu Thromde. A descriptive and inferential statistical following thematic analysis was used for quantitative data and the qualitative data were analyzed along the same themes. The findings of the study revealed that use of Facebook positively affected students' reading habits. Students developed positive attitudes towards reading, after they were exposed to inspiring and interesting articles. However, the study also highlighted the negative impacts of Facebook on students' reading habits. Further, the study revealed that students have become complacent in reading owing to Facebook activities. The findings of the study may help different stakeholders understand the importance of creating awareness about media literacy to enable students to choose authentic reading materials on Facebook. This study recommends the Ministry of Education to develop policy and provide media literacy education to students to ensure they consume media information judiciously.

**Keywords:** Facebook, Reading habits, Detrimental, Impacts, Media literacy

## **Introduction**

The education system in Bhutan mainly focused on its tradition and culture prior to the 1950s, conversely, the arrival of the contemporary western education system has changed the education system in Bhutan. With the implementation of the First Five Year Plan in 1961, the education system began to move at a faster pace to meet students' educational needs. Since then, writing and reading in the education system have been necessary to refine intellectual and competent students. While, on June 2, 1999 the Internet was introduced in Bhutan with the aim of providing citizens access to information and allowing them to interact with the world (Thinley, 2015). Facebook became the most popular network in the world (Albloly & Mohammed, 2013). Facebook was launched on February 24, 2004 by Mark Zuckerberg, Dustin Moskovitz, and Chris Hughes. There are over 2.89 billion active Facebook users monthly, and more than one billion people interact on Facebook every day (Statista Research Department [SRD], 2021). With the introduction of the modern technologies, the reading patterns of the students has changed. Students are no longer confined only to print reading, but its spread has expanded to Facebook.

Since the advent of Facebook in Bhutan in 2004, it has gained popularity among the Bhutanese people due to its enabling services such as sharing of communication, creative expression, and social interaction around the world (Hamidi, 2014). According to the Asian Pacific Digital Overview (2020), there are about 442600 Facebook users in Bhutan, which translates to 52.4 percent of internet users with access to Facebook. Bhutanese youth aged 13 to 24 make up the majority of Facebook users in Bhutan. The widespread usage of Facebook tools has changed traditional reading culture for many readers of higher secondary school students in Bhutan.

Most of the students use Facebook as an entertainment medium, which reduces their focus on reading time (Anderson, n.d.). Further, another study demonstrated that students spend more time on online games and Facebook, which reduces time for reading (Sharma & Shukla, 2016; Yeboah & Ewur, 2014). Dogoriti et al. (2017) suggest that Facebook generally helps to improve students' reading and learning habits. Moreover, the previous research has found that as the amount of digital information available grows, young adults spend more time reading electronics (Ramirez, 2003; Liu, 2005). Additionally, Bedassa (2014) and Ekahitanond (2018) reported that students read news, stories, histories, and other interesting articles on Facebook besides printed books. Nevertheless, another study stated that students feel positive, fun, and motivated to use Facebook (Krasnova et al., 2013; Karakose et al., 2016). In the same vein, literature found that Facebook introduces students to new vocabulary and sentence structures and boosts their confidence in reading English language materials (Cong-Lem, 2018; Kasuma & Tan, 2019; Yuksel & Tanriverdi, 2009). According to MacEntee (2012) the study revealed that students acquire slang words or shortened forms of words from Facebook, which affects their language and reading skills. On the contrary, students acquire writing skills, communicative abilities, and vocabulary learning when students engage with and read the content on social media (Kasuma & Tan, 2019; Obaidullah & Rahman, 2018; Samdrup, 2014; Yuksel & Tanriverdi, 2009). Thus, students learn news words and content from Facebook.

This study also offers important insights into the impacts of Facebook on students' reading habits.

Moreover, this study aims to contribute to this growing area of research by exploring various strategies to use Facebook appropriately and enhance students' reading habits. Additionally, the easy availability and accessibility of reading materials on Facebook is considered advantageous for reading culture. However, Facebook services such as online videos and games are considered a threat to print reading (Dealeal & Tasir, 2017). Moreover, students spend less time reading since they are exposed to inaccurate information, which might lead or tempt students into unlawful or disruptive behavior (Oni et al., 2017). Further, students are addicted to Facebook rather than academic reading and study (Karakose et al., 2016). Therefore, there is a need to assess the impact of Facebook on reading habits.

### **Statement of the Problem**

Facebook is currently the most popular website on the internet. There are over 2.7 billion monthly active users worldwide, with 45.5 percent between the ages of 13 and 24 (Clement, 2020). There were 373.2 thousand internet users in Bhutan as of January 2021 (Kemp, 2021). According to NapoleonCat (2020), the number of Facebook users in Bhutan increased from 418100 to 522900 in 2019 and 2020. There is a gradual increase in the number of Facebook users annually in Bhutan. Bhutanese youth between the age group of 13-24 make up the most significant group using Facebook (Samdrup, 2014).

Currently, Facebook is used by students to connect with their friends and relatives around the globe (Brydolf, 2007; Ellison & Steinfeld, 2007). Further, students read articles and news on Facebook (Bedassa, 2014) In the contrast, it is also observed that most high school students spend time surfing Facebook rather than reading. Similarly, another study showed that most high school students never finish reading a fiction book from cover to cover after leaving school (Brydolf, 2007). Furthermore, Facebook not only influences students' learning and studying in the classroom, it affects their reading behaviors at home (Shen, 2006). Therefore, it is becoming difficult to ignore the fact that there is a direct relationship between Facebook usage and students' reading habits in higher secondary schools. While there are international studies conducted on the impacts of social media on students' reading habits, there is a dearth of literature on this topic in Bhutan. Thus far, there is only one study by Samdrup (2014) which examined the impact of Facebook on academic performance. Therefore, the primary purpose of the study is to explore the impact of Facebook on reading habits of higher secondary school students in Bhutan.

### **Purpose of the study**

The study aims to explore students', parents' and teachers' perceptions on the impact of Facebook on students' reading habits. It also aims to identify the relationship between Facebook usage and reading habits of Bhutanese higher secondary school students.

### **Significance of the study**

The research findings provide insights into the impacts of Facebook on students' reading habits. This knowledge might help different stakeholders to design strategies to use Facebook appropriately, and promote reading. Moreover, the study is intended to contribute to the body of literature and knowledge on

the impacts of Facebook on students' reading habits. Moreover, this study would help teachers and parents select valid reading materials and Facebook pages for their children and students. Lastly, this study would provide scope for future researchers to conduct further research in this area.

### **Research Question**

The following main and sub research questions guided the study.

#### **Primary Question**

What are the perspectives of stakeholders on the impacts of Facebook on students' reading habits?

#### **Sub-questions**

- 1) What are the perspectives of students on the impacts of Facebook in students' reading habits?
- 2) What are the perspectives of teachers on the impacts of Facebook on students' reading habits?
- 3) What are the perspectives of parents on the impacts of Facebook on students' reading habits?

## **METHODOLOGY**

### **Research Paradigm, Design and Approach**

A pragmatic paradigm is guided the study. This paradigm allows exploration of complex phenomena and is the philosophical framework for mixed methods (Teddlie & Tashakkori, 2003). A pragmatic paradigm supports the use of both qualitative and quantitative research methodologies to collect information and make inquiry into complex phenomena of social and natural context (Morgan, 2007). It focuses on the problems and tries to find practical solutions with the use of mixed methods (Ihuah & Eaton, 2013). Since the aim of the study was to explore the perceptions of the impact of students' reading habits on academic performance in English, a pragmatic framework offered the researcher a means of gaining in - depth and diverse knowledge on the research question. Thus, the practicality of pragmatism allowed the researcher to gather data by using relevant methods when addressing the research problem.

This study adopted a mixed methods research approach. The use of this design provided an in-depth understanding of the subject matter through personal experiences, interviews and surveys (Denzin & Lincoln, 2018). This study also associates with personal experiences and behaviors, and hence this approach guided in the collection of data and the process of analysis. Of the different types of research designs, this study employed a convergent mixed methods design. It further allowed to understand the lived experiences of individuals on the impacts of Facebook on students' reading habits of Bhutanese higher secondary students. In addition, this design provided greater understanding of the research problem by obtaining different complementary data (Creswell, 2013).

### Sampling strategies and Sample process

Sampling plays a very important role in mixed methods research (Creswell, 2013). After confirming the population, Cochran’s (1977) method of sample size determination was used at a 95% confidence level with a 5% margin of error. A total of 274 participants participated in this study. A random sampling technique was used in order to get better information. The sample ensured equal gender representation. Therefore, the study collected questionnaire data from 274 students at a Bhutanese higher secondary school. Out of 274 students, 113 were male and 161 were female. There were 53 students from Class IX, 105 from X, 59 from XI and 57 from XII. There were 70 participants under the age of 11-15, 179 falling under the age of 16-20, and 7 falling under the age of 21-25 (see Figure 3.1).

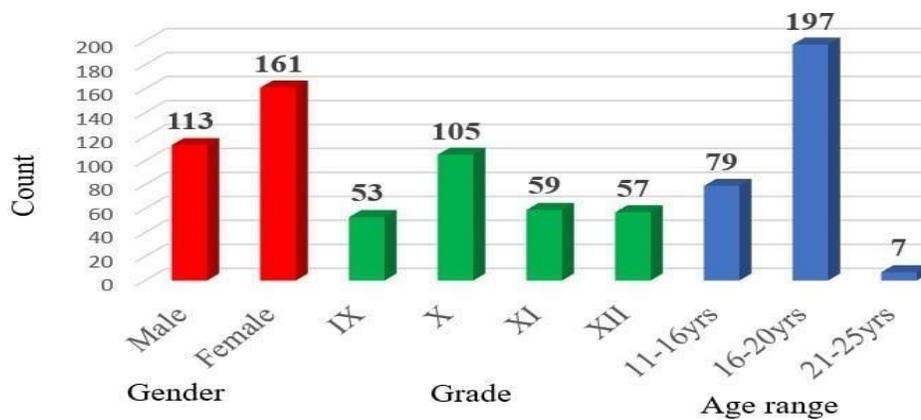


Fig 3. 1: Background Demographic and Research Participants

Semi-structured interviews were conducted with participants from a higher secondary school. This study used purposeful sampling techniques since the researcher was interested in participants who had the best knowledge concerning the research topic. One-on-one interview was conducted as one of the data collection techniques in this study with the aim to acquire in - depth understanding of students, teachers and parents on the impacts of Facebook on reading habits of higher secondary students. In this interview, parents and teachers were included (see Table 3.1). Focus Group Discussion (FGD) was included as one of the data collection techniques with the aim to acquire an in-depth understanding of students’ perceptions (see Table 3.1).

Further, data collected through survey and interviews had helped in the triangulation of the data.

Table 3. 1 Number of *Focus Group Discussions and One-on-One interviews*

| Interviewees                       | Number of Interviewees | Male | Female |
|------------------------------------|------------------------|------|--------|
| Focus Group Discussion             | 1                      | 2    | 4      |
| One on one Interview with Teachers | 5                      | 2    | 3      |
| One on one interview with parents  | 5                      | 3    | 2      |

### Data gathering tools

Data collection is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer mentioned research questions and analyze new insights to great effect (Creswell, 2013). The data had collected through survey, semi- structured interview and document analysis. Each data collection tool complemented the other, which enabled a greater depth of understanding of the issue under study. The discussion of tools is provided in the following sections.

#### Survey

The aim of the survey is to gather objective data on respondents’ perceptions on the impacts of Facebook on students’ reading habits of Bhutanese higher secondary schools. Further, this method of collecting data provides insights into participants’ opinions on how reading habits impacts academic performance in English. Survey questionnaire consists of 2 sections: broadly positive impacts and negative impacts. The survey items had been expressed on a six-point Likert scale ranging from Strongly Agree (6), Agree (5), Somewhat Agree (4), Disagree (3), Somewhat Disagree (2) and Strongly Disagree (1). The scale on the level of the opinion was adapted from Tshering, Tamang and Rinchen, 2021, to guide the descriptive analysis mean score (see Table 3.2). Prior to the administration of the survey questionnaire, pilot test was conducted. Pilot test is important to establish the content validity of scores on an instrument. Pilot testing all study materials provides an opportunity to assess how long the study takes (Creswell & Creswell, 2018). The reliability of students’ survey questionnaire was verified through a pilot test study of 24 students from Samtse Higher Secondary School. Thus, the reliability of the items was measured through Cronbach’s Alpha of 0.92.

Table 3. 2 Scale of Level of Opinion

| Scale      | Level of Opinion  |
|------------|-------------------|
| 1-1.50     | Strongly disagree |
| 1.51-2.50  | Disagree          |
| 2.151-3.50 | Somewhat disagree |
| 3.51-4.50  | Somewhat agree    |
| 4.51-5.00  | Agree             |
| 5.51-6.00  | Strongly agree    |

(Scale adapted from Tshering, Tamang and Rinchen, 2021)

### ***Semi-structured Interview***

For qualitative data collection, the study employed a semi-structured interview tool. This tool provides a framework for respondents to express their own understanding in their own words (Denzin & Lincoln, 2018). This method of collecting data enabled the researcher to understand the impact of Facebook on students reading habits. The study used guiding interview questions for both one-on-one interview and focus group discussion.

Interview questions seek to gain deeper insights into the research question. To ensure methodological soundness, the interview questions were pilot tested with 2 teachers, 2 parents and 4 students outside of the study sample. The pilot test was necessary to establish the effectiveness of the instrument in terms of both the content and process of administration.

Focus Group Discussion is an efficient way of gaining large amount of information from the participants (Creswell & Creswell, 2018). Focus Group Discussion was used in order to gather information from similar group of students having same experiences, background and knowledge on the subject. This study included six participants from Classes IX to XII. Each participant was provided the information sheet, the consent form, and interview guiding questions. Thus, Focus Group Discussion provided in-depth insights into the impacts of Facebook on reading.

### **Data Analysis Methods**

The analysis of data in a mixed methods design involves the analysis of both quantitative and qualitative data, which was analyzed using appropriate methods of analysis (Creswell, 2013). The study analyzed the survey questionnaire using the statistical package for Social Science (SPSS)

22. The data were analyzed through features such as frequencies, mean, standard deviation one-way Anova and correlation, which were represented in the forms of tables. To determine the degree of correlation, the idea of Best and Khan (2006) was adapted (see Table 3.3). Interview data were analyzed thematically following procedures of Braun and Clarke (2018). Audio-recorded interviews were transcribed verbatim and coded using descriptive and In Vivo coding. The codes were further developed into categories or themes, which became the units of discussion. In order to safeguard the identity of participants, pseudonyms such as FGA, FGB, FGC, FGD, FGE, and FGF, P1, P2, P3, P4, P5, T1, T2, T3,

T4 and T5 were used to represent Focus Group Discussion, Parents, and Teachers.

Table 3. 3 *Correlation and Coefficient Range*

| Coefficient Interval | Coefficient level |
|----------------------|-------------------|
| 0.00-0.199           | Very low          |
| 0.20-0.399           | Low               |
| 0.40-0.599           | Middle            |
| 0.60-0.799           | Strong            |
| 0.80-1.000           | Very Strong       |

Adapted from Best and Khan (2006)

### **Ethical consideration**

All ethical issues that need to be addressed in the whole process of the study was dealt and adhered to strictly as per the ethical or research code of conduct and regulations of the Royal University of Bhutan, 2014 and ethics clearance was also obtained from relevant authorities in the schools. According to Bryman and Bell (2007), protection of the privacy of research participants has to be ensured. Moreover, anonymity and confidentiality of participants was maintained by not revealing names and identities in the data collection and while reporting the study findings. All participants were clearly briefed on the purpose of the research and their involvement. The participants signed an informed consent form before the interview to indicate their permission to be part of the study (Arifin, 2018). Further, the researcher sought consent from the participants to voice record interviews. All the collected data were compiled and protected for 5 years. Enhancement of Reading Habits

## **RESULT AND DISCUSSION**

### **Positive Impacts**

In the context of this study, positive impacts include students' development and enhancement of reading habits from Facebook reading materials. The analysis of both quantitative and qualitative data showed that Facebook has positive impacts on students' reading habits. These positive impacts translate into enhancement of reading habits, diversity of reading and enhancement of language and perceptions of Challenges is emergent theme. Each of these sub-themes is discussed in the following section.

#### ***Enhancement of Reading Habits***

As shown in Table 4.1, the overall mean and standard deviation for the items on enhancement of reading habits is (M=4.65; SD=1.099). This indicates that students agree that Facebook enhances their reading habits. The current findings corroborated the idea of Dogoriti., et al (2017) who suggested that Facebook generally helps to improve students' reading and learning habits. Further, statistical analysis of the item

Facebook makes reading more fun and enjoyable (M=4.89;SD=1.22) (see Table 4.1). Facebook is identified as a catalyst in adding joy to reading. In the similar vein, FGF said, “Whenever the writers provide us with links and suggestions about books... I feel an interest in reading those books and articles.” This finding aligns with previous studies that revealed that students feel positive, fun and motivated to use Facebook (Krasnova et al., 2013; Karakose et al., 2016). The finding implies that students derive happiness and enjoyment when they read on Facebook. A possible reason for this could be that most articles on Facebook are succinct and visuals accompany them. It is also easier to access articles on Facebook using technological gadgets, which reduces the burden of having to carry a book.

Table 4. 1 Mean and Standard Deviation on Enhancement of Reading Habits

|   | Participants | Mean | Standard Deviation | Level of Opinion |
|---|--------------|------|--------------------|------------------|
| Facebook motivates me to read other books and articles. |              | 4.65 | 1.186              | Agree            |
| Facebook makes reading more fun and enjoyable.          |              | 4.89 | 1.122              | Agree            |
| Reading on Facebook enhances my reading habits.         |              | 4.55 | 1.082              | Agree            |
| Reading on Facebook cultivates my reading habits.       |              | 4.45 | 1.099              | Somewhat Agree   |
| Overall Mean  | 274          | 4.65 | 1.099              | Agree            |

### ***Diversity in Reading***

The analysis of Table 4.2 showed that students read various genres on Facebook. Students reading comments (M=4.88), news (M=4.97), inspirational quotes (M=5.31), short stories (M=4.76) and history (M= 4.36) fall in the agree category. They agree that they read different genres to enhance their reading habits. Similarly, the standard deviation 0.893 indicates that students have similar opinions. In the same way, majority of the students shared that they read different materials on Facebook, which enhanced their interest in reading. This echoes the findings of Bedassa (2014) and Ekahitanond (2018) who reported that students read news, stories, histories, and other interesting articles on Facebook besides printed books. However, a few students stated that they love to read printed books as they are well organized and one can keep track of reading. This finding agrees with the previous literature. Literature states that students generally had positive perceptions towards printed books and articles (Makwanya, & Oni, 2013). On the other hand, Survey data regarding the item *I read for more than one hour on Facebook in a day* is more slightly inclined to the Agree category with a mean score of (M=4.08; SD=1.340). Similarly, in the interview almost all students agreed that they spend more than an hour on

Facebook reading news and other articles. In line with this study, previous studies indicated that with the growing amount of digital information available, young adults spend more time reading electronics (Ramirez, 2003; Liu, 2005). This finding is further supported by Loan (2011) who contended that improved access to relevant articles through social media has increased students' time on reading. The finding also does not confirm students' use of Facebook in the development of their reading habits. It is difficult to explain this result, however, it might be related to the context of usage and availability of technologies.

Table 4.2 Mean and Standard Deviation on Diversity in Reading

|   | Participants | Mean | Standard Deviation | Level of opinion |
|---|--------------|------|--------------------|------------------|
| I read comments on Facebook.                |              | 4.88 | 1.05               | Agree            |
| I read news on Facebook.                    |              | 4.97 | 1.014              | Agree            |
| I read inspirational quotes on Facebook.    |              | 5.31 | 0.042              | Agree            |
| I prefer reading short stories on Facebook. |              | 4.76 | 1.177              | Agree            |
| I read history on Facebook.                 |              | 4.36 | 1.185              | Somewhat Agree   |
| Overall Mean                                | 274          | 4.85 | 0.89               | Agree            |

### ***Enhancement of Language***

Reading different genres on Facebook not only contributes to reading enhancement but also provides knowledge on language and other skills to students. The survey data revealed that reading articles on Facebook helps students to learn new words, improve grammar, enhance vocabulary, enhance reading skills and comprehensions, as shown by the overall mean score (M=4.51; SD=1.09), which is in the Agree category (see Table 4.4). This shows students are passionate about reading on Facebook. For instance, students acquire new words as evident from the item *reading on Facebook enhances my vocabulary* mean score of (M=4.50; SD=0.99). In the same vein, interview data shows that almost all the students shared reading on Facebook enhances reading habits and acquire their reading ability, reading comprehension and improve language by reading materials on Facebook. Further, this view is echoed by P3 “Whenever my child visits Facebook, she usually learns some words and usage of grammar. Consistent with this finding, studies have found that Facebook introduces students to new vocabulary and sentence structures and boosts their confidence in reading English language materials (Cong-Lem, 2018, Kasuma & Tan, 2019; Yuksel & Tanriverdi, 2009). However, majority of the participants expressed that students are exposed to articles strewn with grammatical errors, spelling and invalid information. For instance, FGF and FGA said that reading on Facebook does not improve language since articles are posted

without proper edition. This finding is in line with the study results of study Kasuma and Tan (2019) show that Facebook negatively affects grammar, spelling and academic achievement. In the same way, the quantitative data also showed that students read for tests and assignments as evident from the overall mean score of (M=3.79). Interview data findings validated that student's search information related to their assignments and tests on Facebook pages. This is supported by Bana (2020) and Dheal and Tasir (2017) revealed that Facebook helps in discussion of assignments and clarification, posting information and supporting each other. It is, therefore, assumed that students only read when an assignment has been assigned or during examination.

Table 4. 3 *Mean and Standard Deviation on Enhancement of Language*

|   | Participants | Mean | Standard Deviation | Level of Opinion |
|---|--------------|------|--------------------|------------------|
| Reading on Facebook improves my language.                           |              | 4.73 | 1.149              | Agree            |
| Reading on Facebook enhances my knowledge on reading comprehension. |              | 4.47 | 1.063              | Somewhat Agree   |
| Reading on Facebook helps me to improve my grammar.                 |              | 4.42 | 1.184              | Somewhat Agree   |
| Reading on Facebook enhances my reading skills.                     |              | 4.45 | 1.154              | Somewhat Agree   |
| Reading on Facebook enhances my vocabulary.                         |              | 4.50 | 0.991              | Agree            |
| Overall Mean  | 274          | 4.51 | 1.09               | Agree            |

## Negative Impacts

Negative impacts in this context are described as the deterioration of students' reading habits by spending time on diverse activities on Facebook. The mean of ( $M=3.81$ ) for the item *I spend more than three hours a day on Facebook* falls into the Somewhat Agree category (see Table 4.7). This indicates that excessive use of Facebook by students has a statistically significant effect on their reading habits. This finding corroborates with the previous literature. Literature states that students spend a considerable amount of time actively on Facebook (Dealeal & Tasir, 2017). Similarly, the interview data revealed that majority of the students spend more than 2 to 3 hours on Facebook. This view is represented in the quote by T3, "Students are negatively affected by constant access to Facebook activities."

### *Deterioration of Reading Habits*

One of the findings confirms that students spend their time chatting, watching videos, and engaging in other activities, with an overall mean of ( $M=3.80$ ;  $SD=1.34$ ). In accordance with the present results, previous studies have demonstrated that students use Facebook to connect with friends and relatives, watch videos, and comment. This practice, however, affects good reading habits among students (Bayucan, 2017; Rafiq, 2020). Further, another study pointed out that most students use Facebook as an entertainment media, which reduces their focus on reading time (Anderson, n.d.). Similarly, parent participants said, "Facebook activities such as games, videos, chats, updating profiles and other entertaining items do not affect students' reading habits as long as they know how to choose good sites and materials from Facebook." The results of this study indicate that students are inquisitive about utilizing Facebook and are enthusiastic about exploring the different features of Facebook, especially games and chat facilities. However, they lose their focus on academic activities and reading.

For instance, P1 said, "My children are addicted to Korean advertisements and other unwanted pictures and videos. Which not only affects their reading passion but also their emotions." This finding confirms with the findings of other studies which elucidated that the majority of students spend less time reading since they are exposed to inaccurate information, information that might lead or tempt students into unlawful or disrupted behavior (Oni et al., 2017). This might be due to lack of media literacy and parents' monitoring. The results of this research support the idea that students need to receive media literacy education before they explore reading materials on Facebook.

Moreover, a low positive correlation was found between the items *I spent more than 3 hours on Facebook in a day* ( $r=231$ ;  $p=0.000$ ) and *Facebook reduces my reading passion* ( $r=231$ ;  $p=0.000$ ) at  $p < 0.01$ . This presents an impression that the use of Facebook affects reading negatively. Further, interview data shows that students spend their time watching videos, chatting, commenting, and viewing profiles on Facebook, which affects their reading passion. In accordance with the present findings, previous studies have demonstrated that students spend more time on online games and Facebook which reduces time for reading (Sharma & Shukla, 2016; Yeboah & Ewur, 2014). Further, students are addicted to Facebook rather than academic reading and study (Karakose, et al., 2016). This finding implies that our students are affected by the tills of Facebook, however, with the right kind of education and guidance, this

can be remediated. This finding may help us to understand the value of time and social life.

Table 4.4 Mean and Standard Deviation on Deterioration of Reading Habits

|  | Participants | Mean | Standard Deviation | Level of Opinion  |
|--|--------------|------|--------------------|-------------------|
| I love updating profiles on Facebook instead of reading. |              | 3.46 | 1.432              | Somewhat Disagree |
| I prefer chatting with friends instead of reading.       |              | 3.98 | 1.287              | Somewhat Agree    |
| I prefer playing games on Facebook instead of reading.   |              | 3.35 | 1.418              | Somewhat Disagree |
| I watch videos on Facebook rather than reading.          |              | 4.06 | 1.34               | Somewhat Agree    |
| I do other activities on Facebook rather than reading.   |              | 4.13 | 1.22               | Somewhat Agree    |
| Overall Mean   | 274          | 3.80 | 1.34               | Somewhat Agree    |

### Challenges

The study showed that students do not read when they are assigned with assignments, homework, and other academic-related activities. This view is exemplified by FGD: “Right after school I do homework, project work, and other academic activities. I do not get time to read on Facebook.” The findings of the current study do not support previous research. Literature stated that students normally read Facebook’s articles when they are assigned with assignments or during examinations as most of them do not read other books such as novels, newspapers and magazines (Babalola, 2020). In the same way, T1, P2 & T3 expressed that students read notes or articles related to topics when they share through messenger and post on the school Facebook page. This finding may be explained by the fact that students focus more on academic materials than other articles. Therefore, this finding suggests that teachers should post more articles related to their assignments and subjects. The interview findings revealed that students do not have sound knowledge to evaluate the validity of articles on Facebook, and thus they end up choosing articles that are strewn with grammatical errors and false information. The current finding is congruent with the previous study. The study revealed that students acquire slang words or shortened forms of words from Facebook

which affects their language and reading skills (MacEntee,2012). In the same way, T1, T3 & T5 shared that students use colloquial, abbreviations and jargon in their formal writing and speaking. It seems possible that these results are due to lack of guidance and support from parents and teachers. An important issue emerging from these findings is a need for media literacy education.

One of the findings revealed that there was a lack of monitoring from parents and teachers. For instance, P1 said, "My children read whatever post is seen on Facebook." Literature emphasized that encouragement from parents and teachers plays a vital role in infusing reading habits into students (Taha, 2021). This finding has important implications for parents and teachers to establish reading time once in a day.

## **CONCLUSION**

Reading on Facebook enhances students' reading habits. Students are exposed to diverse reading materials on Facebook, such as news, comments, stories, book reviews, quotations, and histories. In addition, students also explore academic-related materials on Facebook, which encourages them to read more articles on Facebook. Furthermore, it also helps improve their grammar and vocabulary. On the other hand, students are exposed to slang, colloquial and abbreviations, which deteriorate their language. This finding is noteworthy because Facebook is not only used for social purposes but is also a source for nurturing students' reading habits. This finding implies that Facebook has the potential to boost students' reading habits. Therefore, it is necessary to capitalize on Facebook and use it for academic purposes such as reading. In the 21<sup>st</sup> century world, apps are becoming a dispensable tool for learning.

The findings also demonstrated that excessive use of Facebook by students has a statistically significant impact on their reading habits. Students do not use Facebook for reading purposes; rather, they use it for social networking and engaging in other entertainment activities. Additionally, inappropriate videos are easily accessible to children, which can affect their attitude toward reading habits. The significance of this finding is that Facebook is not only a source of positive influence but also a breeding ground of negative influence. Relevant stakeholders, such as parents and teachers, must guide the students to select useful materials and use Facebook to their advantage to grow and advance both professionally and personally. If students do not receive timely guidance and support, they may be easily swayed by the multitude of options on Facebook. This could have a detrimental effect on their studies and health.

This study also highlights one of the challenges as a lack of media literacy among students. This finding suggests that stakeholders need to provide education on media literacy to students. Parents and teachers could guide students in learning how to think deliberately about their use of Facebook, and ask them to consider the outcomes of proper use of social media sites. This goal can be appropriately reached when parents and teachers receive appropriate training on the use of social media.

Overall, Facebook enhances students' reading habits and language skills by exploring and reading various articles on it. However, students spend their quality time surfing for entertaining activities, which hinders their reading habits. Further, students' lack of social media education and proper guidance from parents and teachers hinder the development of reading habits.

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