

Social Media Use and Reading Culture of Undergraduate Students of Adventist University of Central Africa, Rwanda

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Reading culture is regarded as the highest character of individual's pursuit of enlightenment. It is a regular activity that has to do with the cultivation of an attitude and the possession of skills that make reading pleasurable. Reading culture is having the habit of reading in every life and not just for school purposes. Despite the importance of cultivating the culture of reading, it has been observed that many students have performed below expectation due to poor reading culture. Scholars affirm that social media use have the capacity of enhancing the reading culture of students. This study therefore, examined the influence of social media use and reading culture of undergraduate students of Adventist University of central Africa, Rwanda. The study adopted a survey research design. The population of study comprised of 2,015 undergraduates across all the faculties in Adventist University of Central Africa. A sample size of 334 was derived with the use of Taro Yamane formula. The study adopted simple random sampling technique in gathering the data for the study. The data collection tool was structured and validated questionnaire. The Cronbach's alpha reliability coefficient for the constructs ranged from 0.718 to 0.86. The response rate was 96% and data were analysed using descriptive and inferential statistics. Findings revealed that there was a statistically positive significant influence of social media use on reading culture of Undergraduate Students of Adventist University of Central Africa (AUCA) in Rwanda. ($\beta = 0.343$, $t(317) = 10.911$, $p < 0.05$). Based on the descriptive analysis, the study revealed that there was a high level of reading culture among the undergraduates ($\bar{x} = 3.09$). The undergraduates read for examination purposes ($\bar{x} = 2.76$), improvement in vocabulary ($\bar{x} = 3.18$), and to improve academic performance ($\bar{x} = 3.20$). The undergraduates read different types of materials ($\bar{x} = 3.12$). Class Notes ($\bar{x} = 3.26$), Textbook ($\bar{x} = 3.18$). There was a high reading frequency amongst undergraduates at AUCA ($\bar{x} = 2.63$). The extent to which social media is used by the Undergraduates of Adventist University of Central Africa (AUCA) in Rwanda is high ($\bar{x} = 3.32$). YouTube is the highest used social media tool. ($\bar{x}=3.25$). The undergraduates use social media for different purpose ($\bar{x}=3.23$) such as to collaborate on academic ($\bar{x} = 3.29$). The study concludes that social media is an important element that can drive the reading culture of undergraduates of Adventist University of Central Africa (AUCA) in Rwanda. Therefore, based on the finding of this study, Undergraduates should endeavour to use more of their time in reading their books and are encouraged to direct their social media use more for educational purposes.

Keywords: Social Media, Reading Culture, AUCA, Rwanda.

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INTRODUCTION

Globally, the concept of reading is one of the essential building blocks of learning, it is a process that requires the use of complex thought processes to interpret printed symbols as meaningful units, and to comprehend them as a thought unit in order to understand. This implies that reading is a process of interpreting symbols in order to derive meaning to shape the mind. Beyond shaping the mind, reading is an important element for everyday activities of being informed. According to Ogbuiyi, Oriogu, Momoh and Ogbuiyi (2013), reading is said to be an encapsulating process which is integrative in nature, and which affects the reader's perceptual, cognitive, and affective domains. It is also the action carried out by some individual to read anything they want to understand very well in order to develop his or her skills and knowledge as talent. Reading therefore enables an individual to grow and develop insights into life and the world at large. Also, through reading individuals can make decisions that lead to personal health and happiness. Owusu-Acheaw and Larson (2014) assert that reading provides information necessary for day-to-day survival. This suggests that the act of reading bridges the gap between ignorance and knowledge. The concept of reading is viewed as the ability to recognize and understand characters or words that may be printed or written on paper. It is defined by Ogugua, Emerole, Egwim, Anyanwu and Haco-Obasi (2015) as the ability to obtain meaning from words, understand words contained in a document with the intention of making use of the knowledge for personal growth.

According to Palani (2012) reading is significant aspect of creating a literate society. It helps individuals to develop a good thinking ability that can help them make good decision. Also, Hanna (2011) is of the view that reading is the realization of general interpretative process which underlies all communicative activities. This means that, when one is reading; one is thinking, predicting, questioning, evaluating and redefining a concept. Igwe (2011) is of the view that reading is reasoning, because it involves all types of thinking, such as critical, analytical, creative, imaginative, evaluative, judgmental, and problem solving. Jegbefume, Yaji and Dala (2017) describe reading as an integrative process that starts with the reader and includes the effective, perceptual and cognitive domains. Reading consists of activities to achieve academic excellence and good examinations result for students. To read is to carefully understand written words and the meaning it conveys. When students read, it is a knowledge acquiring process which involves the reader and the text. Reading helps individuals to be better informed. This assertion is supported by Ruterana (2012) who established that reading is vital to our becoming better informed, having a better understanding of ourselves and others.

Reading culture is regarded as the highest pursuit of enlightenment. According to Nyam (2015) reading culture is a regular activity involving the cultivation of an attitude and the possession of skills that make reading pleasurable and constant activity. Ailakhu and Unegbu (2017) is also of the view that reading culture is having the habit of reading in every life and not just for school purposes. There is link between reading culture and academic pursuit in that student who have the habit of reading tend to perform well in school. Globally, there seems to be a decline in reading culture which has become a global issue. This statement supported by Studies such as Kamalova and Koletvinova (2016) and Watson (2019) who affirm that reading culture is on the decline both in the Russian and in the American societies. Reading culture especially in Africa have been on the decline for a very long time. With the emergence of digital technologies and various modes of social interaction, reading seems to be on a decline among young people because of their interest in social media and internet-based activities. According to Owusu (2020), poor reading culture of students in developing countries in Africa is due to the habit of reading. This poor reading culture according to him affects Nigeria, Zambia, South Africa, Uganda, Malawi and Rwanda. Ruterana (2012) reported that there is poor reading culture in Rwanda, and most of the adults hardly read books. Student in tertiary institutions read only for exam purposes and stops to read after they finish writing their exams.

Several factors seem to influence reading culture, one of such is the use of social media. Social media is the newest technological explosion in the information world. It is an online networking platform that focuses on developing, building and reflecting on the social relation among people, who share the same interest, goal or activities. Since the advent of social networking sites in 1994, social media has enabled extensive communication with people around the world and beyond. It is a common knowledge that millions of people across the world use social media on a regular basis for various reasons making the world a global village (Daluba & Maxwell, 2013). The use of social media cuts across all age groups in the society. Young people including tertiary students are not left out among those who extensively use social media. Globally, there is a rapid increase in the number of young people who have joined popular social media sites such as Facebook, WhatsApp, twitter, LinkedIn and Instagram. According to Onuoha and Saheed (2011), the use of social media is predominant among young people in the society including tertiary students. Scholars such as Dahlstrom, Grunwald, Boor, Vockley (2011); Al-rahmi, Othman, Musa (2014) are of the view that social media helps to facilitate communication with youths and enable them have information to keep abreast with the happenings in the society. Although social media use and reading culture of

undergraduate students have been studied by different scholars in different context (Albarashdi, 2020; Boateng & Amankwaa, 2016). However, the level at which social media use affects undergraduates reading culture has not been clearly stated, especially at Adventist University of central Africa, Rwanda.

Statement of the problem

Reading culture is the basic foundation of literacy, it assists in the promotion of comprehension and critical thinking skills of individuals. The development of reading culture among undergraduate students enhances the acquisition of general knowledge and broadmindedness of the students. However, reading culture is declining on a daily basis. In Africa, the reading culture of developing societies such as Nigeria, Ethiopia, Benin, and Rwanda is very low (Owusu, 2020). Despite the numerous benefits derived from social media, it has been noticed that social networking sites have some negative impact on the reading culture among students. According to Aina, Okusaga, Taiwo & Ogundipe, (2011) there is also an overriding desire amongst young people to spend more time with their friends than remain at reading academic materials. The interest in reading is challenged and seems to have waned significantly especially at Adventist University of Central Africa, of which the internet seems to have progressively taking a steady control over the reading culture of undergraduate students. It is on this note that the researcher intends to investigate the influence of social media use on the reading culture of students at Adventist University of central Africa Rwanda

Objectives of the study

The main objective of the study is to investigate the influence of social media use on reading culture of undergraduate students of Adventist University of Central Africa in Rwanda. The specific objectives are to:

1. Ascertain the reading culture of undergraduates of Adventist University of Central Africa in Rwanda.
2. Ascertain the purpose of reading by undergraduates of AUCA in Rwanda.
3. What are the types of materials read by undergraduates of AUCA in Rwanda
4. Find out the frequency of reading by undergraduates of AUCA in Rwanda
5. Determine the types of social media used by undergraduates of AUCA in Rwanda
6. Find out the extent of social media use by undergraduates of AUCA in Rwanda
7. Ascertain the purpose of social media use by undergraduates of AUCA in Rwanda
- 8 Determine the influence of social media use on reading culture of undergraduates in AUCA

Research questions

The following research questions will provide answers to the outlined objectives:

1. What is the reading culture of undergraduates of Adventist University of Central Africa (AUCA) in Rwanda?
2. What is the purpose of reading by undergraduates of AUCA in Rwanda?
3. What types of Materials are read by AUCA in Rwanda?
4. What is the frequency of reading by undergraduates of AUCA in Rwanda?
5. What are the types of social media used by undergraduates AUCA in Rwanda?
6. What is the extent of social media use of undergraduates of AUCA in Rwanda?
7. What is the purpose of social media use of undergraduates of AUCA in Rwanda?

Research Hypothesis

One null hypothesis was tested for the research work at 0.05 % level of significance:

1. Social media use does not significantly influence reading culture of undergraduates in Adventist University of Central Africa (AUCA), Rwanda.

Literature Review

This section gives details of existing literature on the concept of social media and reading culture.

Concept of Reading culture

Reading is an act of being able to understand, comprehend, make sense and interpret written symbols or letters (Victoria & Nwanne, 2017). Reading provides experience through which an individual may expand his horizons of knowledge and intensify his interest. Owusu-Acheaw (2014) asserts that reading is more concerned with reasoning, meaningful interpretation of words, phrases, and sentences, requires all types of thinking, such as critical, analytical, creative, imaginative and problem solving. He further noted that reading provides the key to all forms of information necessary for our day-to-day survival and growth. Reading is not just for school, it is for life. Reading is vital to being better informed, and having a better understanding of others (Raphael, 2016). Students read for a variety of purposes such as examinations, relaxation or for information (Issa, 2012). Reading activities in which students engage may considerably influence their studying skills and academic performance.

Reading is one of the fundamental skills which students

are expected to acquire through the process of schooling without which there would possibly be no other means of achieving academic success (Oyewole, 2017). Ogbonna (2014) is of the view that reading is the foundation of literacy. The reason for reading depends very much on the purpose for reading. Reading can have three (3) main purposes; for survival, for learning or for pleasure. Ruterana, (2012) defines reading as an integrated pattern of reading behaviours, practices, beliefs, perceptions and knowledge. (Palani, 2012) views are reading as a process of thinking, evaluating, judging, imagining, reasoning and problem-solving. Reading, therefore, is an essential tool for knowledge transfer, and the culture of reading is an academic activity that increases skills in reading strategies. Therefore, for students to deal with their academic endeavours they are to read. Akanda, Hoq and Hasan (2013) postulated that the ability to read is at the heart of self-education and lifelong learning and that it is an art that is capable of transforming life and society. Reading culture is essential in the life of any individual who intends to grow academically. Ailakhu and Unegbu (2017) are of the view that reading culture is having the habit of reading in every life and not just for school purpose only. Reading culture is the kind of culture that imbibes reading as the basis of growth and development. It is a type of culture that sees continuous and dedicated reading to information resources as a means of knowledge acquisition, which will be applied practically for development (Akabuike, 2017).

Concept of Social media Use

Social media is the application that allows users to interact with each other online. It is an online space that is used by people to connect, share, communicate, establish or maintain connection with others for various purposes. Social media is an online platform which enables people to build social networks or relations with other people who share similar personal or career interests and activities. Social media can be described as technologies that facilitate social interaction, make collaboration possible, and enable deliberation among people at the global level (Tayo, Adebola, & Yahya, 2019). Ezeah, Asogwa, and Edogor (2013) describe social media as a modern interactive communication channel through which people connect to one another, share ideas, experiences, pictures, messages and information of common interest. Lundmark and Verhaal (2016) suggest, social media, as a unique form of communication, integrates multiple sources of legitimacy, and as a result, presents a unique and important context through which to study the topic. Xu and Zhang (2013) commonly refer to social media as a set of internet-based technologies/applications, which are aimed at promoting the creation, modification, update and exchange of user-generated content, while establishing

new links between the content creators themselves.

Social media has great role to play in our daily lives by connecting individuals. Students also use it for multiple purposes. Hung (2010) examined Taiwanese students in particular and found that they experience feelings of connectedness and favourability when social networks are used as an educational tool. Kaplan (2010) demonstrate through qualitative and quantitative measures that a blogging project can lead to a range of positive outcomes in the classroom. Rinaldo et al. (2011) explore the use of a microblogging tool, Twitter, in a business classroom and advocate its benefits for student engagement in experiential learning. The authors found that the tool aids in reaching educational goals with particular benefits in cases where the students interact with the professor on Twitter. Individuals visit social media sites to engage in many different types of entertainment and social activity including playing games, socializing, passing time, communicating, and posting pictures (Allen, Ryan, Gray, McInerney, & Waters, 2014). Though development of social media assists students in multiple tasks, it can also be one of the causes that can leads students not engage in their studies due to how they spend long time on social media. Instead of using it to receive or retrieve information and/or entertainment only at certain points in time and for a specific amount of time, many people have now developed the habit of being online and connected with others almost permanently (Quinn & Oldmeadow, 2013).

Social media and reading culture

Kojo and Arthur (2018) conducted a study on exploring the effects of social media on the Reading Culture of Students in Tamale Technical University. Their study sought to explore the effects of social media on the reading culture of tertiary students in Ghana. The quantitative approach to data collection and analysis was adopted. Self-administered questionnaires were distributed to 478 Tamale Technical University (TaTU) students. The study demonstrates that students are negatively affected by their constant access to social media platforms. The findings also revealed that excessive use of social media by students has a statistically significant impact on the reading culture and to an extent their academic performance. Since most of the students' access social media with a wireless network, it is recommended that authorities in tertiary institutions must establish rules and regulations that will limit students' use of social networking sites during lecture and library sessions. Their study consequently recommends relative orientation on when and how to manage social media by students in tertiary institutions in Ghana. Also, since most of the student's access social media with a wireless network, authorities in tertiary institutions should establish rules and regulations that will

curtail or restrict students' use of social networking sites during lectures and library sessions. Again, students must endeavour to use more of their time in reading their books than social media surfing.

Abbas, Aman, Nurunnabi and Bano (2019) carried out a study on the impact of social media on learning behavior for sustainable education: evidence of students from selected universities in Pakistan. The study aims to examine the constructive and adverse factors that impact on students' minds and how these helped students to share positive and negative aspects with others. The study adapted the cluster sampling method, and respondents participated from five selected regions. Researchers distributed 1013 questionnaires among the targeted sample of university students with an age range of 16 to 35 years. The findings revealed that the usage of social media in Pakistan has a negative influence on a student's behaviour. Tokwe (2018) carried out a study on accessing the world through promotion of a reading culture in Zimbabwe rural schools: The case for Mavhurazi Primary School. The study explored the collaboration and partnership of a rural community, parents, schools, local traditional leaders and international trust organizations in promoting a reading culture in schools by encouraging the community to develop an interest in books as resources that can transform their livelihoods. The study used survey research method. The study found that 90% of the schools have no reading culture. Only 10% in the selected schools has a better reading culture as there are a few reading materials.

Akindede (2012) conducted research on Reading Culture, Parental Involvement and Children's Development in Formative Years: The Covenant University Experience. The study was guided by the following objectives: Highlight the perception and practice of early childhood reading culture among the parents in the Covenant University by showing how much time parents spend reading to their children, highlight the benefits observed by parents as a result of the practice of early childhood reading, reveal what the hindrances are, if any, to the early childhood reading culture among parents in the university community. The descriptive survey, designed method was adopted and specifically designed 20-item questionnaire with open and close ended questions was used as a main instrument for data collection. The target population of the respondents for this study were academic and non-academic staff of the university. Study showed that the practice of early childhood reading among parents in Covenant University is high (95.2%) and the respondents have a good perception on the need and importance of early childhood reading. However, there is evidence to show that there is poor habit of borrowing books from libraries. This trend has a direct negative impact on inculcating reading culture in their children. Most of the respondents (87.7%)

are of the opinion that learning activities provided by nursery school are not sufficient for children's development without parental involvement. On the average, parents spend at least one hour reading to their children, but mainly during the weekends. The availability of time is a major obstacle faced by parents in cultivating reading culture for their children in (83.4%) of cases, while lack of parental involvement account for (23.3%). Only (3.3%) of the respondents thought reading to children is a waste of time. Based on the results of the study appropriate recommendations were made.

Talaue, AlSaad, AlRushaidan, AlHugail and Altaha (2018) carried out a study on the impact of social media on academic performance of selected college students. The purpose of the study was to assess the impact of social media on academic performance of selected college students. Descriptive research design was utilized where population was sixty (60) business administration and management information system students who were actively using social media. They concluded that, undoubtedly, in social networks, there are also things useful for the development of the students. In addition, communication with peers through social networks can help a student socialize, find new friends, discuss with them issues related to studies. Thus, it can be concluded that social media have a dual impact on student achievement, and it is necessary to approach adolescents' use of social networks with ultimate responsibility.

Sotiloye and Bodunde (2018) carried out a study on Assessment of students' reading culture in a Nigerian university: The study assessed the trend of the reading culture of the students of the Federal University of Agriculture, Abeokuta (FUNAAB), and Nigeria. The study used a descriptive survey design, and sample was composed of five hundred and nine (509) students in the first and last years of study across eight colleges by means of a questionnaire. The findings revealed that the most preferred language activity was reading with a high percentage engaging it daily. Most students only read to pass examinations as they hardly engaged in any reading outside school books. The study recommended that, students have to read magazines, novels, and other recreational materials in order to improve their reading habits. Oyewole (2017) conducted a research on the impact of Poor Reading Culture among Selected Secondary School Students in Owo Local Government Area of Ondo State, Nigeria. The population of the study was one hundred and twenty while the sample of twenty five students was randomly selected from the students and twenty teachers were also selected from four secondary schools in Owo Local Government Area of Ondo State, Nigeria. The data collected were analysed quantitatively using simple percentage. Results of the findings of the study indicated that majority of the respondent were of the opinion that students from

educated home read fluently than students from uneducated home, it also revealed that 80% of the respondent believed that parent's inability to set high standard for students affects their reading performance, it also indicated that students do not read as much as they are expected to read, and also students do not have well-equipped libraries to aid effective reading performance.

METHODOLOGY

The research adopted a survey research design. The population comprised of 2,015 undergraduates across all the faculties in Adventist University of Central Africa. A sample size of 334 was given through the use of Taro Yamane formula. The study adopted simple random sampling technique in gathering the data for the study. The data collection tool was structured and validated questionnaire. The analysis was carried out using descriptive and inferential statistics.

RESULTS AND DISCUSSION

Research Question One: What is the reading culture of undergraduates of Adventist University of Central Africa (AUCA) in Rwanda?

Table 1. Reading Culture of Undergraduate Students of Adventist University of Central Africa (AUCA) in Rwanda

	SA	A	D	SD	Missing	(\bar{x})	(SD)
I see reading as an extracurricular activity	89.00 27.90%	169.00 52.98%	39.00 12.23%	.00 0.00%	22.00 6.90%	2.95	1.01
I love reading books	139.00 43.57%	155.00 48.59%	18.00 5.64%	.00 0.00%	7.00 2.19%	3.31	0.77
I prefer finishing reading before watching television program	101.00 31.66%	170.00 53.29%	31.00 9.72%	.00 0.00%	17.00 5.33%	3.06	0.94
I like reading books on my subject area	116.00 36.36%	171.00 53.61%	18.00 5.64%	.00 0.00%	14.00 4.39%	3.18	0.89
I read because I like reading	108.00 33.86%	174.00 54.55%	21.00 6.58%	.00 0.00%	16.00 5.02%	3.12	0.92
I cannot go a day without reading	71.00 22.33%	177.00 55.66%	52.00 16.35%	.00 0.00%	18.00 5.66%	2.89	0.94
Average Overall Mean						3.09	0.91

Source: Field Survey 2021

KEY: *Decision Rule if mean is less or equal to 1.49=Strongly Disagree; 1.5 to 2.49 = Disagree; 2.5 to 3.49 =Agree; 3.5 to 4= Strongly Agree.**

Table 1 reveals that there was a high level of reading among the undergraduates of Adventist University of Central Africa (AUCA) in Rwanda (\bar{x} = 3.09 on a scale of 4). The responses towards level of reading were: reading as an extracurricular activity (\bar{x} = 2.95), love for reading books (\bar{x} = 3.31), finishing reading before watching television program (\bar{x} = 3.06), reading books on subject area (\bar{x} = 3.18), read because they like reading (\bar{x} = 3.12) and cannot go a day without reading (\bar{x} = 2.89). This implies that different things awaken students' level of reading different books at different times. Furthermore, the result indicated that reading because undergraduates likes reading has the lowest level, which by implication, suggests that at Adventist University of Central Africa (AUCA) in Rwanda undergraduates read for specific reasons and not just because they want to read.

Research Question two: What is the purpose of reading by undergraduate of Adventist University of Central Africa (AUCA) in Rwanda?

Table 2. Purpose of reading by undergraduates of Adventist University of Central Africa (AUCA) in Rwanda

	SA	A	D	SD	Missing	(\bar{x})	(SD)
I read when I have examination	101.00 31.66%	99.00 31.03%	71.00 22.26%	36.00 11.29%	12.00 3.76%	2.76	1.13
I read in order to improve my vocabulary	128.00 40.13%	150.00 47.02%	23.00 7.21%	6.00 1.88%	12.00 3.76%	3.18	0.93
I read to improve my performance when I have low grades	138.00 43.26%	137.00 42.95%	26.00 8.15%	5.00 1.57%	13.00 4.08%	3.20	0.95
I read for entertainment purpose	72.00 22.57%	126.00 39.50%	64.00 20.06%	44.00 13.79%	13.00 4.08%	2.63	1.10
I read for the fun of it	61.00 19.12%	127.00 39.81%	66.00 20.69%	47.00 14.73%	18.00 5.64%	2.52	1.13
I read only when I have a test to write	41.00 12.85%	103.00 32.29%	100.00 31.35%	59.00 18.50%	16.00 5.02%	2.29	1.07
Average Overall Mean						2.76	1.05

Source: Field Survey 2021

KEY: ***Decision Rule if mean is less or equal to 1.49=Strongly Disagree; 1.5 to 2.49 = Disagree; 2.5 to 3.49 =Agree; 3.5 to 4= Strongly Agree.

Table 2 reveals generally the undergraduate students read for different purposes at Adventist University of Central Africa (AUCA) in Rwanda (\bar{x} =2.76). The responses towards reading for examination (\bar{x} =2.76), reading in order to improve vocabulary (\bar{x} =3.18), reading to improve performance when there are low grades (\bar{x} =3.20), reading for entertainment purposes (\bar{x} = 2.63), reading for the fun of it (\bar{x} =3.52) and reading only when I have test to write (\bar{x} =2.29). However, it should be noted that students read for different purposes in building their reading culture at Adventist University of Central Africa (AUCA) in Rwanda.

Research Question Three: What are the types of materials read by undergraduate students of Adventist University of Central Africa (AUCA) in Rwanda?

Table 3. Types of materials read by undergraduate students of Adventist University of Central Africa (AUCA) in Rwanda

	SA	A	D	SD	Others	Missing	(\bar{x})	(SD)
Textbook.	128.00 40.25%	151.00 47.48%	20.00 6.29%	6.00 1.89%	.00 0.00%	13.00 4.09%	3.18	.94
Novels.	97.00 30.41%	127.00 39.81%	57.00 17.87%	17.00 5.33%	.00 0.00%	21.00 6.58%	2.82	1.12
Class notes.	156.00 48.90%	130.00 40.75%	13.00 4.08%	.00 0.00%	.00 0.00%	20.00 6.27%	3.26	1.01
Dictionary.	41.00 12.89%	117.00 36.79%	89.00 27.99%	32.00 10.06%	.00 0.00%	39.00 12.26%	2.28	1.18
Encyclopaedia.	112.00 35.22%	135.00 42.45%	41.00 12.89%	10.00 3.14%	.00 0.00%	20.00 6.29%	2.97	1.08

Table 3. Continues

Newspapers.	98.00 30.72%	123.00 38.56%	53.00 16.61%	29.00 9.09%	.00 0.00%	16.00 5.02%	2.81	1.12
Magazines.	78.00 24.45%	132.00 41.38%	56.00 17.55%	29.00 9.09%	.00 0.00%	24.00 7.52%	2.66	1.16
Others, please indicate	.00 0.00%	.00 0.00%	.00 0.00%	.00 0.00%	15.00 100.00%	.00 0.00%	5.00	.00
Average Overall Mean							3.12	0.95

Source: Field Survey 2021

KEY: *Decision Rule if mean is less or equal to 1.49=Strongly Disagree; 1.5 to 2.49 = Disagree; 2.5 to 3.49 =Agree; 3.5 to 4= Strongly Agree.**

Table 3 reveals generally that undergraduate students read different types of material at Adventist University of Central Africa (AUCA) in Rwanda (\bar{x} =3.12). The responses towards reading textbook (\bar{x} =3.18), response concerning reading novel (\bar{x} =2.82), responses regarding reading class notes (\bar{x} =3.26), reading dictionary (\bar{x} = 2.28), responses regarding reading encyclopaedia (\bar{x} =2.27), responses concerning reading newspapers (\bar{x} =2.81), responses regarding reading magazines (\bar{x} =2.66) and reading other materials not included (\bar{x} =5.00). However, it should be noted that students read different materials at Adventist University of Central Africa (AUCA) in Rwanda. This implies that students at Adventist University of Central Africa (AUCA) in Rwanda read different material such as textbooks, novels, class notes, dictionary, encyclopaedia, newspaper, magazines and other material. Furthermore, the result specified reading dictionary to be the lowest amongst the materials read by students, which by implication, suggest that at Adventist University of Central Africa (AUCA) in Rwanda students rarely reads dictionary.

Research Question Four: What is the reading frequency of undergraduates of Adventist University of Central Africa (AUCA) in Rwanda?

Table 4. Reading frequency of undergraduates of Adventist University of Central Africa (AUCA) in Rwanda

Reading Frequency	SA (4)	A (3)	D (2)	SD (1)	Mean (\bar{x})	Standard Deviation (SD)
I read weekly. It is way of my life to read weekly	99.00 31.03%	130.00 40.75%	63.00 19.75%	15.00 4.70%	2.91	1.01
I read as time permits. I read when I get time	85.00 26.65%	144.00 45.14%	55.00 17.24%	22.00 6.90%	2.83	1.03
I read daily. Reading daily affected my entire life	95.00 29.78%	111.00 34.80%	57.00 17.87%	38.00 11.91%	2.71	1.18
I dislike reading. Always I am not inspired for reading at all.	41.00 12.85%	83.00 26.02%	71.00 22.26%	106.00 33.23%	2.07	1.15
Average Overall Mean					2.63	1.09

Source: Field Survey 2021

KEY: *Decision Rule if mean is less or equal to 1.49 = Strongly Disagree; 1.5 to 2.49 = Disagree; 2.5 to 3.49 = Agree; 3.5 to 4 = Strongly Agree.**

Table 4 shows generally that participants agreed there was an encouraging reading frequency amongst undergraduates at Adventist University of Central Africa (AUCA) in Rwanda (\bar{x} = 2.63 on a scale of 4). The responses towards reading weekly as a way of life (\bar{x} = 2.91), response concerning reading as time permits and when there is time (\bar{x} = 2.83), responses regarding daily reading (\bar{x} = 2.71), response regarding not being inspired to read or dislike reading (\bar{x} = 2.07). Nevertheless, it should be noted that undergraduates have varied reading frequency at Adventist University of Central Africa (AUCA) in Rwanda. This implies that undergraduates at Adventist University of Central Africa (AUCA) in Rwanda have varied reading approaches and frequency. Furthermore, the result specified that not being inspired to read or dislike reading to be the lowest amongst undergraduates' reading frequency.

Research Question Five: What is the extent of social media use of undergraduates of Adventist University of Central Africa (AUCA) in Rwanda?

Table 5. Extent of Social Media Use by undergraduates of Adventist University of Central Africa (AUCA) in Rwanda

Social Media Use	Very High Extent (4)	High Extent (3)	Low Extent (2)	Very Low (1)	Mean (\bar{x})	Standard Deviation (SD)
Facebook	.00 0.00%	80.00 25.08%	152.00 47.65%	.00 0.00%	2.64	1.24
Twitter	.00 0.00%	74.00 23.20%	152.00 47.65%	.00 0.00%	2.50	1.37
YouTube	.00 0.00%	143.00 44.83%	154.00 48.28%	.00 0.00%	3.25	0.98
Google+	.00 0.00%	133.00 41.69%	121.00 37.93%	.00 0.00%	2.86	1.40
LinkedIn	.00 0.00%	35.00 11.01%	87.00 27.36%	.00 0.00%	1.57	1.44
Meebo	.00 0.00%	14.00 4.39%	59.00 18.50%	.00 0.00%	1.08	1.25
Average Overall Mean					3.32	1.28

Source: Field Survey 2021

KEY: ***Decision Rule if mean is 0 to 1.0 Very Low Extent; 1.1 to 2.0 = Low extent; 2.1 to 3.0 = High Extent, 3.1-4.0 = Very High Extent

Table 5 reveals the extent to which social media is being used by the Undergraduates of Adventist University of Central Africa (AUCA) in Rwanda to be high ($\bar{x} = 3.32$ on a scale of 4). The responses towards YouTube was to a high extent ($\bar{x}=3.25$), Google+ ($\bar{x}=2.86$), Facebook ($\bar{x}=2.64$), responses concerning Twitter ($\bar{x}=2.50$), responses towards LinkedIn ($\bar{x}=1.57$) and Meebo ($\bar{x}=1.08$). However, it should be noted that the Undergraduates of Adventist University of Central Africa (AUCA) in Rwanda use different social media platforms. Furthermore, the result indicated that the use of YouTube is highest ($\bar{x}=3.25$), and Meebo ($\bar{x}=1.08$) the lowest, which by implication, suggest that at Adventist University of Central Africa (AUCA) in Rwanda undergraduates use YouTube more and Meebo less.

Research Question Six: What is the purpose of social media use by undergraduates of Adventist University of Central Africa (AUCA) in Rwanda?

Table 6. Purpose of social media use by undergraduates of Adventist University of Central Africa (AUCA) in Rwanda

Purpose of Social Media Use	SA (4)	A (3)	D (2)	SD (1)	Missing	Mean (\bar{x})	Standard Deviation (SD)
To collaborate on academic matters in school	153.00 47.96%	137.00 42.95%	11.00 3.45%	6.00 1.88%	12.00 3.76%	3.29	0.92
To share academic knowledge with colleagues	144.00 45.14%	145.00 45.45%	17.00 5.33%	5.00 1.57%	8.00 2.51%	3.29	0.84
I use social media to obtain information	178.00 55.80%	127.00 39.81%	4.00 1.25%	.00 0.00%	10.00 3.13%	3.45	0.81
I use social media to keep in touch with friends	154.00 48.28%	146.00 45.77%	7.00 2.19%	.00 0.00%	12.00 3.76%	3.35	0.85

Table 6. Continues

To share photos with friends using social media	89.00 27.90%	147.00 46.08%	54.00 16.93%	14.00 4.39%	15.00 4.70%	2.88	1.02
For reaching out to distance friends	118.00 36.99%	157.00 49.22%	23.00 7.21%	5.00 1.57%	16.00 5.02%	3.12	0.97
To share ideas with friends	140.00 43.89%	154.00 48.28%	8.00 2.51%	2.00 0.63%	15.00 4.70%	3.26	0.92
To carry out an assignment	126.00 39.50%	149.00 46.71%	25.00 7.84%	2.00 0.63%	17.00 5.33%	3.14	0.98
For doing research	160.00 50.16%	124.00 38.87%	16.00 5.02%	6.00 1.88%	13.00 4.08%	3.29	0.95
Average Overall Mean						3.23	0.92

Source: Field Survey 2021

KEY: ***Decision Rule: If mean is less or equal to 1.49 = Never Use; 1.5 to 2.49 = Very; 2.5 to 3.49 = Agree; 3.5 to 4 = Strongly Agree.

Table 6 shows the different purposes of social media use by the undergraduates of Adventist University of Central Africa (AUCA) in Rwanda. They use social media to collaborate on academic matters in school ($\bar{x} = 3.29$), to share academic knowledge with colleagues ($\bar{x} = 3.29$), use social media to obtain information ($\bar{x} = 3.45$), to keep in touch with friends ($\bar{x} = 3.35$), to share photos with friends ($\bar{x} = 2.88$), to reach out to distance friends ($\bar{x} = 3.12$), to share ideas with friends ($\bar{x} = 3.26$), to carry out an assignment ($\bar{x} = 3.14$) and to carry out research ($\bar{x} = 3.29$). Nevertheless, it should be noted that the undergraduates of Adventist University of Central Africa (AUCA) in Rwanda use different social media platforms for different purposes, also in carrying different tasks. Furthermore, the result indicated that the use of social media to obtain information ($\bar{x} = 3.45$ on a scale of 4) is the highest, while the use of social media to share photos with friends ($\bar{x} = 2.88$) is the lowest, which by implication, suggests that at Adventist University of Central Africa (AUCA) in Rwanda undergraduates use social media to obtain information more and to share photos with friends less.

Table 7. Influence of Social media use on the reading culture of students in Adventist University of Central Africa (AUCA)

Model	Beta (β)	T	Sig.	R ²	Adj. R ²	F	ANOVA (Sig.)
(Constant)		9.107	.000	0.523	0.273	119.044	0.000
Social Media Use	.343	10.911	.000				
Dependent Variable: Reading Culture Predictor: Social Media Use DF (F-Statistic) = 1, 318 DF (T-Statistic) = 317							

Source: Field Survey Results, 2021

Table 7 shows the simple regression analysis result for the effect of social media use on reading culture by the Undergraduate Students of Adventist University of Central Africa (AUCA) in Rwanda. The independent variable of social media use was regressed against reading culture using simple linear regression analysis. The result revealed that social media use ($\beta=0.343$, $t(317) = 10.911$, $p<0.05$) has moderate, positive, and significant influence on the reading culture of the Undergraduate Students of Adventist University of Central Africa (AUCA) in Rwanda. The F-test (1, 318) is 119.044. This shows that there is sufficient evidence (significant at $p<0.05$) to substantiate the model's usefulness in predicting reading culture. The R² is the coefficient of determination which explains the variation in the dependent variable due to changes in the independent variable. The R² value also indicates the effect size. The R² (0.523) of the regression model indicates that 52.3% of the variation in reading culture is explained by social media use by the Undergraduate Students of Adventist University of Central Africa (AUCA) in Rwanda. Therefore, the null hypothesis was rejected. The finding suggests that social media use contributes to the reading culture of Undergraduate Students of Adventist University of Central Africa (AUCA) in Rwanda. It is evident from this finding that perceptions of reading culture of Undergraduate Students of Adventist University of Central Africa (AUCA) in Rwanda depend on the social media use.

Discussion of Findings

The study revealed that there was a high level of reading among undergraduates of Adventist University of Central Africa. These findings agreed with Kojo and Arthur (2018) who explored the effects of Social Media on the Reading Culture of Students in Tamale Technical University. The findings show that excessive use of social media by students has a statistically significant impact on the reading culture and to an extent their academic performance. Sotiloye and Bodunde (2018) in their own study revealed specifically the level of reading is a bit above average, which is considered good compared to general notion that undergraduates do not read. The findings also corroborated with Kikas, Silinskas and Soodla (2015) whose study found that reading culture play a very important role in students' performance. The findings of this study also affirm the works of Oakhill and Petrides (2007) who reported that students perform well in subject that they have an interest culture in reading. This confirms Murshidi (2014) who was of the view that that students' interests encourage them to continue working on reading despite the challenges they may face.

Furthermore, undergraduates read for different purposes at Adventist University of Central Africa (AUCA) in Rwanda. This finding is in agreement with Haliru, Marjanatu, Mohammed and Dangani (2015) who carried out a study on an assessment of reading habit among secondary school students in Kaduna Metropolis. The study found that majority of the students read their textbooks for the purpose of gaining knowledge in their respective academic areas. Also, Annamalai and Muniandy (2013) investigated on reading habit and attitude among Malaysian Polytechnic students using 119 respondents. The findings revealed that 68.9 % of the students read the newspaper every day while 57.1% enjoy reading magazines. Odewole (2019) conducted research on Reading culture and use of library information resources among the undergraduate students in University of Ilorin, results revealed that majority of the respondents spend 1-2 hours on reading every day and the reasons why they use information materials in the library are to pass exam, complement studies, acquire new knowledge, develop themselves academically, and to do assignment.

The results that participants agreed there was an encouraging reading frequency amongst undergraduates at Adventist University of Central Africa (AUCA) in Rwanda. This is related to Ogbonna's (2014) work which revealed that reading is something that we do every day, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do. This corroborates with the finding of this study. The extent to which social media is being used by the undergraduates of Adventist University of Central Africa (AUCA) in Rwanda is high. This is in line with

Ezeah, Asogwa and Edogor (2013), who ascertained that the adoption of social media has grown extensively in recent years. Albarashdi (2020) found that Facebook, YouTube, WhatsApp are common social media used by undergraduate students through their smartphones that are now in abundance. There is no difference with the findings of this research. The findings of the study is in agreement with Loving and Ochoa (2010) who found that tertiary students use social media for various reasons. Some use it to exchange ideas, feelings, personal information, pictures and videos. It is used to connect with friends and family regardless of location, keeping up with the latest events and happening and sometimes for academic purposes. The finding from this study is in agreement with Hussain (2012) who investigated student's views on the impact of textbooks on students' academic achievement. The study found that textbooks had a high impact on achievement of students

CONCLUSION

The study has succeeded in investigating the influence of social media use on the reading culture of the Undergraduate Students of Adventist University of Central Africa (AUCA) in Rwanda. The study concludes that social media use has a positive and significant influence on the reading culture of the Undergraduate Students of Adventist University of Central Africa (AUCA) in Rwanda. Therefore, the use of different social media applications and platforms is an important element that can drive the reading culture of Undergraduate Students of Adventist University of Central Africa (AUCA) in Rwanda. However, students need to be careful and wise while using social media applications and platforms to avoid misuse or neglecting their academic work. Social media should be used to obtain relevant information that will enhance the human capital development of the students, professional and academic growth. Conclusively, reading culture remains the way through which people both old and young can achieve success through reading, which implies reading regularly for achievable goals. It is important to put this culture of reading up through the library collections, readership promotion campaigns, and reading clubs and World Book Day activities.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made: The result revealed that undergraduates read different materials for different purposes at different frequency, there is need to sustain the reading culture of undergraduates at Adventist University of Central Africa (AUCA) in Rwanda. This is

important because it enhances educational growth and development of the nation. AUCA academic should assume the responsibility of this point. Teachers and graduates are to make reading a priority. Time designated for reading should be non-negotiable in schools. This will help to regularly stimulate students' interest in reading and in developing an outstanding reading culture amongst undergraduates. Lecturers should inspire and enable undergraduates to read other materials than their notebooks and handouts in order to be exposed to diverse and wider perspectives on knowledge for the improvement of their reading culture.

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