*Original Research*

# Distracted Minds: Unveiling Gender Disparities in Social Media Distractions Amidst Library Reading

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## Abstract

This descriptive survey research design aimed to explore gender differences in the impact of social media distractions during reading in the library among undergraduate students. The study included a total of 373 participants who were regular library users and had access to social media platforms. A structured questionnaire was used to collect data, and the findings indicated that social media, particularly messaging on WhatsApp, was the most distracting activity for students in the library. Males reported more distraction than females for platforms such as Facebook, Twitter, Instagram, YouTube, and Telegram. Reading and responding to social media messages was the most common social media activity among students in the library. The majority of participants perceived social media to harm their reading habits, with a higher number of females perceiving social media as harming their reading habits compared to males. The study recommends that libraries and educational institutions develop clear policies and guidelines on the use of social media in libraries, provide resources aimed at helping students manage social media distraction and improve their reading habits, and offer training to staff members on how to identify and address social media distractions among students.

## Introduction

Social media has become an integral part of modern society, with a vast majority of people using it daily for various purposes (Adetayo & Williams-Ilemobola, 2021). It has drastically transformed how people interact with one another and obtain information. Alongside social media, reading habits have also undergone significant changes, with people now relying more on digital sources for reading material.

In recent years, social media use has been identified as a significant source of distraction for individuals trying to read, with studies showing adverse effects of social media distraction during study time (Rafiq, Asim, Khan. & Arif, 2019). Research suggests that social media can serve as a major obstacle to academic performance in academic settings such as libraries (Koessmeier & Büttner, 2021; Zhao, 2021). Libraries, traditionally considered sacred spaces

where students and scholars engage in quiet, focused reading and study, are now facing the challenge of social media distractions. As social media platforms have evolved to offer more engaging content, their addictive nature has become increasingly prevalent. Consequently, students and scholars are frequently tempted to check their social media accounts while studying, resulting in a disruption to their reading habits and decreased concentration. This can lead to a decrease in academic performance, with students struggling to absorb information and recall key concepts. However, existing research has primarily focused on general trends and has not delved into the gender differences in social media distraction during reading in libraries. Understanding whether social media affects males and females differently is crucial in developing effective strategies to manage social media distractions in libraries.

Moreover, gender plays a significant role in the way individuals engage with social media and approach their academic tasks. Studies have shown that males and females may exhibit distinct patterns of social media use and motivations (Duggan, 2013; Menon, 2022). By exploring gender differences, we can gain insights into how social media impacts males and females uniquely during reading in the library. Furthermore, librarians play a vital role in fostering productive learning environments and promoting effective study habits. They are well-positioned to address the challenges posed by social media distractions and support students' academic success. Understanding the gender differences in social media distraction can enable librarians to develop targeted interventions and policies that address the specific needs and tendencies of male and female library users.

Therefore, this study aims to investigate the extent to which social media distraction affects males and females differently during reading in the library. By examining the degree of distraction caused by social media and comparing it between male and female library users, this research seeks to provide insights into gender differences in social media distraction and inform the development of effective strategies for managing social media distractions in academic settings. Ultimately, this research is crucial in addressing the challenges posed by social media in libraries. By understanding how social media impacts male and female library users differently, this study's findings will contribute to the development of targeted interventions and policies that address social media's impact on reading habits, academic performance, and overall student well-being in libraries. By bridging the gap in research on gender differences in social media distraction during reading, this study seeks to provide valuable insights for librarians and educators in their efforts to create supportive and distraction-free environments for academic pursuits.

## Objectives of the study

The main objective of this study is to explore the gender differences in the impact of social media distractions during reading in the library. To achieve this goal, the study will focus on investigating the following specific research questions:

1. How do males and females differ in their use of social media platforms while in the library?

2. Are there gender-based differences in the types of social media activities that distract library users?

3. Does social media use have a positive or negative impact on reading among library users, and how does this differ by gender?

## Literature Review

### Overview of Social Media in Reading

Social media has become an integral part of the daily lives of many individuals, especially young people. The rise of social media has had a significant impact on the way students approach reading and learning. According to a recent survey by the Pew Research Center, 95% of teens aged 13 to 17 surveyed have access to a smartphone – a 22% increase from the 2014-15 report. And 45% say they are "almost constantly" on the internet (Avery, 2022; Schaeffer, 2019). With such high levels of connectivity, it is no surprise that social media has become a ubiquitous aspect of student life, including reading.

One way that social media is affecting student reading habits is by changing the types of content that they consume. Many students now turn to social media platforms like Twitter, Facebook, and Instagram to get their news and information. In a survey conducted by Common Sense and SurveyMonkey, more than half of teens (54%) get news from social media platforms such as Instagram, Facebook, and Twitter at least a few times a week (Common Sense Media, 2019). Another survey conducted by Student Beans in November 2021 found that 86% of Gen Z students get their news via social media (Owen, 2021). This shift in content consumption has important implications for reading comprehension and critical thinking skills, as students may be exposed to biased or unreliable information.

Another way that social media is affecting student reading habits is by changing the way that they interact with texts. Many students now use social media platforms to share and discuss what they are reading. For example, platforms like Goodreads and Bookstagram allow users to share their book reviews and recommendations with others. In addition, social media platforms like Twitter and Reddit have become popular places for readers to discuss books and literature. While this kind of social interaction can be beneficial for students, it can also be distracting and take away from the focus on the reading material itself.

Finally, social media can also be a source of distraction during reading. The constant notifications and updates can make it difficult for students to focus on their reading, leading to decreased comprehension and retention of information. A study conducted by Albert Posso, an associate professor at the Royal Melbourne Institute of Technology in Australia, found that a student who uses social networks daily scores 20 points lower in math than a student who never uses social media (Heitin, 2018).

### Factors Contributing to Social Media Distraction in the Library

Social media distraction in the library is a complex phenomenon that is influenced by several factors. One of the most significant factors contributing to social media distraction in the library is individual differences. Factors such as affiliation motive, fear of missing out, self-control, and problematic social media use can all impact an individual's likelihood of engaging in social media use while in the library. For instance, individuals who struggle to regulate their impulses and behaviors are more likely to spend excessive amounts of time on social media platforms instead of focusing on their tasks. Low self-control may manifest in individuals who have a difficult time prioritizing their responsibilities, leading them to engage in social media use instead of completing their academic work (Koessmeier & Büttner, 2021).

Social factors also play a significant role in social media distraction in the library (Koessmeier & Büttner, 2021; Siebers, Beyens, Pouwels & Valkenburg, 2021). Individuals may feel a need to stay connected with friends and family and remain available to others, even when

they are in a library setting. This social pressure can be challenging to resist, and it can result in prolonged social media use. Moreover, social media platforms provide individuals with a sense of community, making it challenging to disconnect from these platforms even when working on academic tasks.

Task-related reasons are another contributing factor to social media distraction in the library. Individuals may find the task at hand uninteresting or difficult and may turn to social media as a way to escape or procrastinate. This behavior can become habitual, leading to a significant decrease in productivity and academic performance. External cues, such as notifications and messages from various social media apps, can also contribute to social media distraction in the library (Siebers et al., 2021). Individuals may feel a compulsion to respond to these cues immediately, leading them to interrupt their work and engage in social media use. This behavior can become habitual, leading to a significant decrease in productivity and academic performance.

**Impact of Social Media Distraction on Reading Habits**

Social media distraction can have both negative and positive impacts on reading habits, depending on the individual and context. One of the most significant negative impacts of social media distraction on reading habits is its effect on reading comprehension and retention. Studies have shown that individuals who frequently have more activity on social media have a lower level of reading comprehension (Gusti Yanti, Zabadi & Rahman, 2020). This is because social media presents a constant stream of new information and notifications that can disrupt an individual's ability to focus and concentrate on reading material. Furthermore, social media distraction can also lead to a decline in academic performance. Students who spend more time on social media are more likely to procrastinate and have lower motivation to read and study (Morford, 2014). This can result in a decrease in their overall academic achievement and success.

However, social media distraction can also have positive impacts on reading habits, especially in certain contexts. For instance, social media can provide a platform for individuals to share reading material and engage in meaningful discussions about the material (Onuoha & Adetayo, 2015). This can foster a culture of reading and learning, and encourage individuals to read more often. Additionally, social media can expose individuals to a diverse range of reading material that they may not have encountered otherwise. For example, social media algorithms can recommend books or articles based on an individual's interests, expanding their knowledge and perspectives (Adetayo, 2022). This can lead to a more diverse and inclusive reading experience, which can enhance an individual's understanding of the world around them.

**How Different Genders Use Social Media**

Gender differences in social media usage have been a subject of investigation in various studies. Research has shown that males and females tend to differ in their patterns of social media use, preferences, and motivations. Studies have indicated that females generally engage more actively on social media platforms compared to males. For example, a study by the Pew Research Center found that 74% of online women use social networking sites and are significantly more likely than men to use Facebook, Pinterest, and Instagram (Duggan, 2013). They are more likely to use social media to connect with people. On the other hand, males tend to use social media more for information gathering (Atanasova, 2016). Gender differences have

also been observed in the types of content shared on social media. For example, Women post more portrait photos with direct eye contact, while men prefer more full-body shots that include other people. Another study found that men and women communicate differently on social platforms. Men are more likely to use authoritative language and more formal speech than women. Males respond more negatively in interactions, while women tend to use 'warmer' and more positive words (ibid).

Furthermore, studies have explored gender differences in the impact of social media on self-esteem and body image. Research suggests that females are more susceptible to negative effects, such as body dissatisfaction and comparison with others' idealized images, which are often portrayed on social media (Mahon & Hevey, 2021). However, it is important to note that these findings are not universally applicable to all individuals and may vary based on cultural and contextual factors. Understanding these gender differences in social media usage is crucial for developing targeted interventions and strategies to promote healthy and responsible social media use among college students.

## Materials and Methods

**Research Design:** A descriptive survey research design was used to differentiate the important aspects of the phenomena of interest. This design is ideal for describing and analyzing the characteristics of a particular group or phenomenon. The survey research method was chosen because it provided an accurate and trustworthy picture of circumstances surrounding the gender differences in the impact of social media distractions during library reading.

**Participants:** This study's population included undergraduate students who indicated that they prefer reading in the library to any other place at Adeleke University. The sample size was determined using a power analysis based on a 95% confidence interval and a margin of error of 5%. A total of 373 participants were included in the sample. The inclusion criteria were that participants must be regular library users and have access to social media platforms.

**Instrumentation:** A structured questionnaire served as the primary instrument for this study, intending to investigate gender differences in the impact of social media distractions during reading in the library. The questionnaire was thoughtfully designed to elicit information on various aspects related to participants' social media usage in the library, the specific types of social media activities that lead to distractions, and how these distractions are perceived concerning reading. To ensure the validity and reliability of the instrument, a pilot study was conducted with a small group of undergraduate students. In this pilot study, thirty undergraduate students at Redeemer's University were selected to complete the questionnaire. The questionnaire's validity was assessed using face validity, and its reliability was measured using Cronbach's alpha, resulting in a reliability coefficient of 0.79, 0.75 and 0.87 for differences in social media platform usage, types of distracting activities, and the perceived impact on reading respectively. This small-scale trial allowed for an evaluation of the questionnaire's clarity, comprehensibility, and ability to capture the intended information accurately. Following the pilot study, valuable feedback from participants was collected and carefully considered. The questionnaire was subsequently refined to enhance its validity and reliability. This process involved adjusting questions that were found to be ambiguous or unclear and ensuring that the instrument effectively measured the research objectives. The specific refinements made based on the pilot study were documented and integrated into the final questionnaire. The finalized questionnaire, informed by the insights gained from the pilot study, was then administered to

the broader study population to collect data for the investigation into gender differences and the impact of social media distractions during library reading at Adeleke University.

**Data Collection:** Data was collected by administering the validated questionnaire to these students through a Google form. Respondents were informed that their responses would be kept strictly confidential and used only for academic research purposes. Participation was voluntary, and participants were informed of their right to withdraw from the study at any time. The survey was open for two weeks, and reminder messages were sent to participants who had not completed it.

**Data Analysis:** The data collected for this study were subjected to a rigorous analysis, which involved both descriptive and inferential statistical methods. Descriptive statistics, such as frequency counts, percentages, and mean and standard deviation scores, were employed to provide a clear overview of the data. In addition to descriptive statistics, inferential statistics, specifically the chi-square test, were utilized to delve deeper into the research questions. The chi-square test was employed to assess the associations and differences between gender and various aspects of social media use within the library setting, including differences in social media platform usage, types of distracting activities, and the perceived impact on reading. This allowed us to determine the significance of any gender-based disparities in these areas.

**Ethical Considerations:** The study adhered to ethical guidelines, including informed consent, confidentiality, and anonymity. Respondents were informed of the study's purpose, their right to withdraw at any time and their data's confidential handling. Additionally, the study's findings were reported in aggregate to prevent the identification of any participant's response.

## Results

This section presents the study's findings using descriptive and inferential statistics. The details are illustrated in Tables 1-4.

*Table 1*
*Gender Distribution*

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Female | 193 | 51.7 |
| Male | 180 | 48.3 |
| Total | 373 | 100.0 |

The present study had a slightly higher proportion of female participants. The sample size is considered adequate for descriptive research, as it is large enough to ensure that the study's findings are representative of the population of library users who prefer to read in the library. The sample's gender distribution is also important to consider, as it allows for the examination of potential gender differences in the impact of social media distractions during reading in the library.

Table 2 shows that WhatsApp is the most distracting social media platform among students reading in the library. The study also presents the results of a Chi-Square analysis that examined the relationship between gender and the frequency of social media platform distractions in the library. The analysis revealed significant differences in the frequency of social media distractions based on gender for Facebook (p=.000), Twitter (p=.000), Instagram (p=.010),

YouTube (p=.000), and Telegram (p=.000). However, there were no significant differences for Whatsapp (p=.907), TikTok (p=.426), and Snapchat (p=.539).

For Facebook, Twitter, Instagram, YouTube and Telegram males reported being distracted by these platforms more often than females. Overall, the results suggest that social media distractions are a significant issue in libraries, and the frequency of these distractions may differ based on gender and social media platform.

*Table 2*
*Gender and Type of Social Media Platform Distractions in the Library*

| S/N | Social Media | Gender | Often | Occasionally | Rarely | Never | Asymp. Sig. (2-sided) | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|
| i. | Facebook | Male | 18 | 28 | 69 | 65 | .000 | 1.79 | 0.873 |
| | | Female | 4 | 17 | 70 | 102 | | | |
| ii. | Twitter | Male | 22 | 36 | 71 | 51 | .000 | 1.87 | 0.936 |
| | | Female | 7 | 19 | 57 | 110 | | | |
| iii. | Instagram | Male | 23 | 44 | 67 | 46 | .010 | 2.10 | 0.979 |
| | | Female | 14 | 43 | 57 | 79 | | | |
| iv. | WhatsApp | Male | 64 | 67 | 31 | 18 | .907 | 2.95 | 0.973 |
| | | Female | 64 | 70 | 38 | 21 | | | |
| v. | YouTube | Male | 38 | 46 | 49 | 47 | .000 | 2.18 | 1.047 |
| | | Female | 14 | 42 | 60 | 77 | | | |
| vi. | TikTok | Male | 21 | 34 | 62 | 63 | .426 | 2.09 | 1.047 |
| | | Female | 30 | 36 | 53 | 74 | | | |
| vii. | Snapchat | Male | 20 | 35 | 61 | 64 | .539 | 2.00 | 0.999 |
| | | Female | 19 | 33 | 58 | 83 | | | |
| iii. | Telegram | Male | 7 | 43 | 61 | 59 | .000 | 1.82 | 0.921 |
| | | Female | 7 | 15 | 56 | 115 | | | |

Table 3 shows that reading and responding to social media messages was the main social media activity that students engaged in when reading in the library. The results of the Chi-Square analysis investigated the relationship between gender and the frequency of social media activities that distract library users. The analysis showed significant differences in the frequency of social media activities based on gender for watching videos (p=.021), creating videos (p=.006), and finding new friends online (p=.000).

Males reported being distracted more often than females when watching videos, creating videos, and finding new friends online. However, there were no significant differences in the frequency of social media activities based on gender when reading and responding to messages, reading the newsfeed, and watching status updates. Overall, the results suggest that specific social media activities, such as watching and creating videos and finding new friends online, are more likely to distract library users and may differ based on gender.

*Table 3*

*Gender and Social Media Activities Distractions in the Library*

| S/N | Social Media | Gender | Often | Occasionally | Rarely | Never | Asymp. Sig. (2-sided) | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|
| i. | Read and respond to messages | Male | 60 | 60 | 36 | 24 | .799 | 2.85 | 1.027 |
| | | Female | 59 | 71 | 34 | 29 | | | |
| ii. | Watch videos | Male | 27 | 46 | 62 | 45 | .021 | 2.15 | 1.012 |
| | | Female | 19 | 38 | 60 | 76 | | | |
| iii. | Read newsfeed | Male | 33 | 54 | 47 | 46 | .244 | 2.32 | 1.028 |
| | | Female | 22 | 56 | 60 | 55 | | | |
| iv. | create videos | Male | 14 | 19 | 72 | 75 | .006 | 1.69 | 0.849 |
| | | Female | 7 | 12 | 60 | 114 | | | |
| v. | watch status | Male | 25 | 56 | 47 | 52 | .395 | 2.21 | 1.028 |
| | | Female | 22 | 48 | 57 | 66 | | | |
| vi. | Find new friends online | Male | 15 | 28 | 62 | 75 | .000 | 1.71 | 0.859 |
| | | Female | 4 | 14 | 62 | 113 | | | |

Table 4 presents the findings on the effect of social media on reading, where participants were asked whether they perceived the use of social media during reading exercise to have a positive or negative effect on their reading habits. The results showed that 58.4% of participants perceived social media to have a negative effect on their reading habits, while 41.6% believed social media had a positive effect. Further analysis using Pearson's Chi-Square test revealed a significant relationship between gender and perception of social media's effect on reading ($\chi2=11.604$, df=1, p=.001). Specifically, a higher number of females (129) perceived social media to have a negative effect on their reading habits compared to males (89). On the other hand, a higher number of males (91) perceived social media to have a positive effect on their reading habits compared to females (64). Overall, the results suggest that social media has both positive and negative effects on reading habits, with a slightly higher proportion of participants perceiving it as negative. The findings also highlight the importance of considering gender differences in perceptions of social media's effect on reading habits.

*Table 4*

*Effect of Social Media on Reading: Positive or Negative?*

| Perception | | Frequency | | Percent | |
|---|---|---|---|---|---|
| Negative | | 218 | | 58.4 | |
| Positive | | 155 | | 41.6 | |
| **Gender** | **Negative** | **Positive** | | Total | |
| Female | 129 | 64 | | 193 | |
| Male | 89 | 91 | | 180 | |
| Total | 218 | 155 | | 373 | |
| | | Value | df | Asymp. Sig. (2-sided) | |
| Pearson Chi-Square | | 11.604[a] | 1 | .001 | |

## Discussions

The study found that most social media don't often distract students from reading in the library. However, not all are immune to the potential distractions from social media, as some students indicated that they check their phones often. The findings of this study are in line with previous research that has identified social media as a source of distraction for some students, particularly when studying in academic environments such as libraries (Koessmeier & Büttner, 2021; Zhao, 2021). The finding that WhatsApp is the most distracting social media platform for students in the library is particularly noteworthy, as it suggests that this platform may be particularly difficult to resist or ignore when attempting to study. This is consistent with previous research. A study found that students who engaged in instant messaging while reading a typical academic psychology passage online took longer to read the passage and performed more poorly on a test of comprehension of the passage (Bowman, Levine, Waite & Gendron, 2010). Another study found that heavy media multitasking is associated with reduced short-term and long-term memory (Madore, 2020).

The study further found that males may be more prone to social media distraction than females in the library. However, it is important to keep in mind that these differences were only significant for a limited number of platforms, specifically Facebook, Twitter, Instagram, YouTube, and Telegram. This suggests that there may be certain factors or characteristics of these platforms that make them more appealing or distracting for males compared to females. It is also worth noting that the study did not find significant differences in social media distraction between males and females for WhatsApp, TikTok, or Snapchat. This suggests that there may be other factors at play when it comes to distraction on these platforms, which could be related to the nature of the content, the user interface, or other features.

The findings of this study suggest that social media messaging is the primary activity that students engage in when using social media in the library, which is consistent with previous research that has identified messaging as the most common social media activity among young people (Lenhart, 2015). This finding is particularly concerning, as it suggests that students may be using social media as a form of socialization and distraction from their studies, rather than as a tool for learning or information seeking.

The gender differences identified in the study are also notable, as they suggest that males may be more prone to certain types of social media distraction than females. Specifically, the finding that males are more likely to engage in activities such as watching and creating videos, and finding new friends online, is consistent with previous research that has identified gender differences in social media use (Atanasova, 2016). However, it is important to note that the gender differences identified in this study were only significant for certain types of social media activity, and not for others. For example, there were no significant differences between males and females in the frequency of reading and responding to messages, reading the newsfeed, or watching status updates. This suggests that social media use may be influenced by a range of factors beyond gender, including individual preferences and motivations.

The findings of this study suggest that the majority of participants perceive social media to harm their reading habits in the library, which is consistent with previous research that has identified social media as a major source of distraction for students (Gusti Yanti et al., 2020). This finding is particularly concerning, as it suggests that social media use may be negatively impacting students' ability to concentrate and retain information while reading. The gender differences identified in the study are also noteworthy, as they suggest that males and females

may have different perceptions of the impact of social media on their reading habits. Specifically, the finding that a higher number of females perceived social media to have a negative effect on their reading habits compared to males is consistent with previous research. For example, one study found that frequent social media use seemed to harm health when it led to either cyberbullying and/or inadequate sleep and exercise in girls. However, these factors did not seem to have the same effect on boys (Ducharme, 2019). Another study revealed that there was a significant difference of opinion among males and females in terms of certain effects of social media on reading habits (Rafiq et al., 2019). However, it is important to note that the study also found that a higher number of males perceived social media to have a positive effect on their reading habits compared to females, which suggests that social media may have different effects on reading habits depending on individual factors such as motivation and preference. The significant relationship identified between gender and perception of social media's effect on reading is also important, as it suggests that interventions aimed at reducing social media distraction may need to be tailored to different groups based on their gender and individual preferences. For example, interventions aimed at reducing social media distraction may need to take into account the fact that females may be more likely to perceive social media as having a negative effect on their reading habits, while males may be more likely to perceive social media as having a positive effect.

## Conclusion

The study examined the impact of social media on reading habits among students in the library, with a focus on gender differences and perceptions of the impact of social media. The findings of the study indicated that social media, particularly messaging on WhatsApp, was the most distracting activity for students in the library. There were significant gender differences in the frequency of social media distractions, with males reporting more distraction than females for platforms such as Facebook, Twitter, Instagram, YouTube, and Telegram. The study also found that reading and responding to social media messages was the most common social media activity among students in the library. There were significant gender differences in the frequency of other social media activities such as watching videos, creating videos, and finding new friends online, with males being more likely to engage in these activities than females. The majority of participants perceived social media to harm their reading habits, with a higher number of females perceiving social media as having a negative impact on their reading habits compared to males. However, a higher number of males perceived social media as having a positive impact on their reading habits compared to females. This suggests that interventions aimed at reducing social media distraction may need to be tailored to different groups based on their gender and individual preferences. Based on the findings of the study, the following recommendations should be considered. Libraries and educational institutions should develop clear policies and guidelines on the use of social media in libraries. The policies should outline the acceptable use of social media and provide guidelines for students on how to manage social media distractions while studying. Libraries should provide resources such as workshops, seminars, and online resources that are aimed at helping students manage social media distractions and improve their reading habits. Libraries can also offer training to staff members on how to identify and address social media distractions among students.

**Implications of the study**

The findings of this study have important implications for library policy and practice in promoting reading habits and reducing social media distraction among students. However, it is important to consider potential limitations and offer scalable recommendations that can be adapted to different library contexts.

**Implications for Library Policy**

Libraries can consider developing policies aimed at reducing social media distraction among students. While limiting access to certain social media platforms or providing designated areas for social media use may be effective strategies for some libraries, it may not be feasible for all libraries due to budget or staffing constraints. Instead, libraries can focus on promoting a culture of reading and productivity by creating comfortable and engaging spaces for students to study, with access to necessary resources such as computers, books, and journals. Libraries can also provide workshops or training sessions for students on how to manage social media distractions and improve their reading habits. Furthermore, libraries can collaborate with other educational institutions to develop joint policies and practices that address various aspects of the student experience, such as physical comfort, access to resources, and social media distraction. By working collaboratively, libraries can leverage their resources and expertise to create a more holistic approach to supporting student success.

**Implications for Library Practice**

Libraries can implement practices aimed at reducing social media distraction and promoting reading habits among students. Noise-cancelling headphones can be provided for students to use while studying, and library staff can create an atmosphere that is conducive to studying by controlling noise levels and offering comfortable seating arrangements. Additionally, libraries can provide a variety of reading materials in electronic format to reduce the need for students to access social media platforms while in the library. However, libraries must acknowledge that there is no one-size-fits-all solution for addressing social media distraction and promoting reading habits. Libraries should conduct ongoing assessments of their practices and policies to identify what works best for their particular student population and context.

In summary, libraries have an important role to play in promoting reading habits and reducing social media distraction among students. While it may not be feasible for all libraries to implement the same policies and practices, libraries can leverage their expertise and collaborate with other educational institutions to develop scalable and adaptable approaches that support student success.

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