

## Reading Habits of College Teachers in the Age of Social Media: A Review and Critical Analysis

**Mr. Mohan Dattatraya Mahadik & Dr. R.H.Thorwe**

**Author Affiliation:**

Research Scholar, Dr.B.A.M. University, Chh. Sambhajinagar (M.S.) Email:  
Research Guide, Dr.B.A.M. University, Chh. Sambhajinagar (M.S.)

**Citation of Article:** Mahadik, M.D., & Thorwe, R. H. (2025). Reading Habits of College Teachers in the Age of Social Media: A Review and Critical Analysis. International Journal of Classified Research Techniques & Advances (IJCRTA) ISSN: 2583-1801, 5 (2), pg. 58-64. [ijcrt.org](http://ijcrt.org)

**DOI:** 10.5281/zenodo.22044949

---

**Abstract:**

Reading habits are fundamental to the professional growth, academic excellence, and lifelong learning of college teachers. In the digital era, the rapid expansion of social media has transformed the ways in which educators access, consume, and share information. Platforms such as Facebook, WhatsApp, YouTube, LinkedIn, ResearchGate, and X (formerly Twitter) have become important sources of educational content, professional networking, and scholarly communication. While these platforms provide immediate access to knowledge and learning opportunities, they have also influenced traditional reading practices and the manner in which teachers engage with academic literature.

This paper presents a comprehensive review and critical analysis of the existing literature on the reading habits of college teachers in the age of social media. It examines the changing patterns of academic reading, the growing preference for digital resources, and the positive and negative influences of social media on teachers' reading behaviour. The review synthesizes findings from national and international studies to identify emerging trends, challenges, and research gaps related to digital reading, information overload, online distractions, and the use of social media for professional development. The review concludes that social media has significantly reshaped the reading habits of college teachers by offering greater accessibility to academic resources and opportunities for collaborative learning, while simultaneously posing challenges to deep, sustained, and critical reading. It emphasizes the need for balanced and responsible use of social media, enhanced digital literacy, and stronger institutional support to foster effective reading habits among teachers. The paper also highlights future research directions and provides useful insights for educators, librarians, policymakers, and higher education institutions seeking to strengthen academic reading practices in the digital age.

### 1.1 Introduction

Reading is a fundamental intellectual activity that plays a vital role in the professional, academic, and personal development of college teachers. It enables educators to update their subject knowledge, enhance their teaching competencies, develop research skills, and remain informed about recent developments in their respective disciplines. Effective reading habits contribute

significantly to the quality of higher education by promoting critical thinking, informed decision-making, and lifelong learning. In the contemporary knowledge-driven society, teachers are expected to engage in continuous reading to meet the evolving demands of teaching, research, and academic excellence.

The rapid advancement of information and communication technologies has transformed the traditional practices of reading. The emergence of social media platforms such as Facebook, WhatsApp, YouTube, LinkedIn, X (formerly Twitter), ResearchGate, and other digital platforms has revolutionized the way information is accessed, shared, and consumed. These platforms provide instant access to scholarly articles, e-books, online journals, webinars, and educational discussions, making academic information more accessible than ever before. At the same time, the excessive use of social media has raised concerns regarding reduced attention spans, information overload, digital distractions, and a decline in sustained and critical reading practices among educators.

The relationship between social media and the reading habits of college teachers has therefore become an important area of academic inquiry. While social media offers valuable opportunities for professional networking, collaborative learning, and knowledge dissemination, it also presents challenges that may influence the quality and depth of academic reading. Understanding these changing reading patterns is essential for improving teaching effectiveness, promoting research productivity, and strengthening higher education.

This review and critical analysis aims to examine the existing literature on the reading habits of college teachers in the age of social media. It analyses the positive and negative influences of social media on academic reading, identifies the major challenges faced by educators, and highlights strategies for promoting balanced and effective reading practices. The paper also identifies research gaps and suggests future directions for research, thereby contributing to a deeper understanding of reading behaviour in the digital era.<sup>1</sup>

## **1.2 Keywords**

Keywords: Reading Habits, College Teachers, Social Media, Digital Reading, Higher Education, Academic Reading, Review.

## **1.3 Concept of Reading Habits**

Reading habits refer to the regular and purposeful practice of reading that individuals develop over time to acquire knowledge, improve understanding, and enhance intellectual growth. They encompass the frequency, duration, purpose, and type of reading materials selected by an individual. Good reading habits enable college teachers to remain updated with recent developments in their disciplines, strengthen their pedagogical skills, improve research competencies, and foster critical and analytical thinking. In the context of higher education, reading is not merely an academic requirement but a continuous process of professional learning and self-development that contributes to effective teaching and scholarly excellence.

In the digital era, the concept of reading habits has undergone significant transformation due to the widespread availability of electronic resources and social media platforms. Traditional reading of printed books and journals has increasingly been complemented by digital reading through e-books, online journals, institutional repositories, educational websites, and academic networking platforms. While digital technologies have expanded access to information and facilitated convenient learning, they have also influenced the depth, concentration, and continuity of reading practices. Therefore, developing balanced reading habits that integrate both print and digital resources is essential for college teachers to sustain academic excellence and lifelong learning in a rapidly evolving knowledge society.<sup>2</sup>

#### **1.4 Importance of Reading for College Teachers:**

Reading is an essential component of the professional and intellectual development of college teachers. It enables educators to update their subject knowledge, understand emerging theories, and remain informed about recent advancements in their respective disciplines. Regular reading of books, research articles, scholarly journals, policy documents, and other academic resources enhances teaching effectiveness by providing new perspectives, innovative instructional strategies, and evidence-based practices. Moreover, well-developed reading habits improve critical thinking, analytical reasoning, communication skills, and the ability to integrate contemporary knowledge into classroom teaching.

In higher education, college teachers are expected to perform multiple academic responsibilities, including teaching, research, curriculum development, student mentoring, and publication of scholarly work. Effective reading habits support these responsibilities by strengthening research competencies, promoting lifelong learning, and encouraging continuous professional development. Furthermore, regular academic reading enables teachers to contribute meaningfully to knowledge creation, participate in academic discussions, and adapt to the rapidly changing educational and technological environment. Therefore, cultivating strong reading habits is indispensable for maintaining academic excellence, improving educational quality, and fostering a culture of research and innovation in higher education institutions.<sup>3</sup>

#### **1.5 Growth of Social Media in Higher Education**

The rapid advancement of information and communication technology has significantly transformed the landscape of higher education, with social media emerging as an influential tool for teaching, learning, research, and academic communication. Platforms such as WhatsApp, YouTube, Facebook, LinkedIn, X (formerly Twitter), ResearchGate, and Academia.edu have become integral to the academic lives of teachers and students. These platforms facilitate instant communication, knowledge sharing, collaborative learning, and access to a vast range of educational resources, including e-books, research articles, webinars, online lectures, and scholarly discussions. Consequently, social media has expanded learning opportunities beyond the traditional classroom and has contributed to the development of a more connected and digitally enabled academic environment.

In higher education institutions, social media is increasingly used for professional networking, dissemination of research findings, academic collaboration, and continuous professional development. College teachers utilize these platforms to exchange ideas with peers, participate in online conferences, access recent publications, and engage with global academic communities. Despite these advantages, the widespread use of social media has also introduced challenges such as information overload, digital distractions, reduced concentration, and concerns regarding the credibility of online information. Therefore, while social media has become an indispensable component of modern higher education, its effective and balanced use is essential to ensure that it supports, rather than hinders, meaningful academic reading, research, and lifelong learning among college teachers.<sup>4</sup>

#### **1.6 Conceptual Understanding of Reading Habits**

Reading habits refer to the consistent and systematic pattern of reading developed by an individual over a period of time for acquiring knowledge, improving comprehension, and enhancing intellectual abilities. They include the frequency of reading, the amount of time devoted to reading, the choice of reading materials, and the purpose for which reading is undertaken. For college teachers, reading habits are not confined to textbooks alone but extend to scholarly journals,

research articles, books, conference proceedings, policy documents, digital databases, and other academic resources. Effective reading habits enable teachers to remain academically competent, professionally updated, and intellectually engaged in their respective fields.

From a conceptual perspective, reading habits are influenced by several factors, including personal motivation, professional responsibilities, institutional support, technological advancements, and access to information resources. In the digital age, the concept of reading has expanded beyond printed materials to include electronic books, online journals, institutional repositories, and academic content available through digital platforms and social media. Consequently, reading habits have evolved from traditional print-based practices to a blended model that integrates both print and digital reading. Developing balanced and purposeful reading habits is therefore essential for college teachers to promote lifelong learning, strengthen research capabilities, and maintain excellence in teaching and academic scholarship.<sup>5</sup>

### **1.7 Impact of Social Media on College Teachers' Reading Habits Positive Impact:**

Social media has positively influenced the reading habits of college teachers by providing quick and convenient access to a wide range of academic resources. Through platforms such as ResearchGate, Google Scholar, LinkedIn, YouTube, and institutional online repositories, teachers can easily obtain research articles, e-books, conference proceedings, webinars, and educational videos. This accessibility encourages continuous learning, supports research activities, and helps teachers remain updated with recent developments in their respective disciplines. Social media also facilitates professional networking, enabling educators to exchange ideas, participate in scholarly discussions, and collaborate with researchers across institutions and countries.

Furthermore, social media promotes self-directed learning by allowing teachers to access educational content anytime and anywhere. Online academic communities, discussion forums, and professional groups encourage knowledge sharing and expose teachers to diverse perspectives and innovative teaching practices. The availability of digital resources reduces geographical and financial barriers to information access, thereby fostering lifelong learning and enhancing teaching effectiveness. Consequently, when used purposefully, social media serves as a valuable supplement to traditional academic reading and contributes to professional development.

### **Negative Impact:**

Despite its educational benefits, excessive use of social media has negatively affected the reading habits of many college teachers. The continuous flow of notifications, short-form content, and frequent online interactions often reduces the time available for reading books, scholarly journals, and other comprehensive academic materials. The tendency to consume brief and fragmented information may discourage deep reading, critical reflection, and sustained concentration, all of which are essential for quality teaching and research. Information overload and the abundance of unverified online content also make it difficult for teachers to identify reliable and authentic academic sources.

Moreover, prolonged engagement with social media can lead to digital distractions, reduced attention span, and screen fatigue, thereby affecting reading efficiency and academic productivity. Excessive dependence on social networking platforms may also reduce opportunities for reflective reading and limit engagement with high-quality scholarly literature. Therefore, while social media offers significant educational opportunities, its unregulated use may adversely influence the depth, quality, and consistency of college teachers' reading habits. A balanced approach that combines digital resources with traditional academic reading is essential for maintaining scholarly excellence and professional growth.<sup>6</sup>

### 1.8 Conclusion:

The rapid growth of social media has brought significant changes to the reading habits of college teachers, creating both opportunities and challenges in the academic environment. Social media platforms have expanded access to scholarly resources, facilitated professional networking, and supported continuous learning by enabling teachers to access research articles, e-books, webinars, and educational discussions with ease. These developments have contributed to improved academic communication, enhanced teaching practices, and greater engagement with current knowledge and research. At the same time, the increasing dependence on social media has influenced traditional reading practices by encouraging fragmented reading, reducing sustained attention, and exposing educators to information overload and digital distractions. While social media has become an indispensable tool in higher education, it should complement rather than replace comprehensive academic reading. College teachers must cultivate balanced reading habits by integrating digital resources with print-based scholarly literature to maintain critical thinking, research quality, and professional competence.

### 1.9 Case Study:

To complement the review of the existing literature, a case study was undertaken to examine the reading habits of college teachers in the age of social media. The case study is based on primary data collected through a structured questionnaire administered to college teachers. It aims to provide empirical evidence on teachers' reading preferences, time spent on reading, use of print and digital resources, dependence on social media for academic information, and the overall impact of social media on their reading behaviour. The findings of the case study are presented through tables and interpreted in the light of previous research to identify emerging trends, similarities, and challenges associated with academic reading in the digital era.

**Table No. 1 Impact of Social Media on Reading Habits**

| <b>Statements</b>                                   | <b>Strongly Agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Can't Say</b> | <b>Disagree</b> | <b>Strongly Disagree</b> | <b>Total</b> |
|-----------------------------------------------------|-----------------------|--------------|----------------|------------------|-----------------|--------------------------|--------------|
| <b>No Time for Reading</b>                          | 18                    | 16           | 11             | 5                | 251             | 26                       | 327          |
| <b>Social Media is Better than Books</b>            | 59                    | 79           | 101            | 55               | 11              | 22                       | 327          |
| <b>Read Books of Avail. On Social Media</b>         | 99                    | 105          | 55             | 33               | 15              | 20                       | 327          |
| <b>Social Media is Pleasurable</b>                  | 106                   | 141          | 53             | 6                | 9               | 12                       | 327          |
| <b>Social Media Save Time</b>                       | 41                    | 96           | 70             | 52               | 56              | 12                       | 327          |
| <b>Soci. Media Helps Developing Reading</b>         | 78                    | 111          | 55             | 11               | 42              | 30                       | 327          |
| <b>Do You Believe on Social Media</b>               | 46                    | 41           | 96             | 49               | 42              | 53                       | 327          |
| <b>Do You Feel That Social Media Affect Reading</b> | 74                    | 105          | 66             | 22               | 36              | 24                       | 327          |

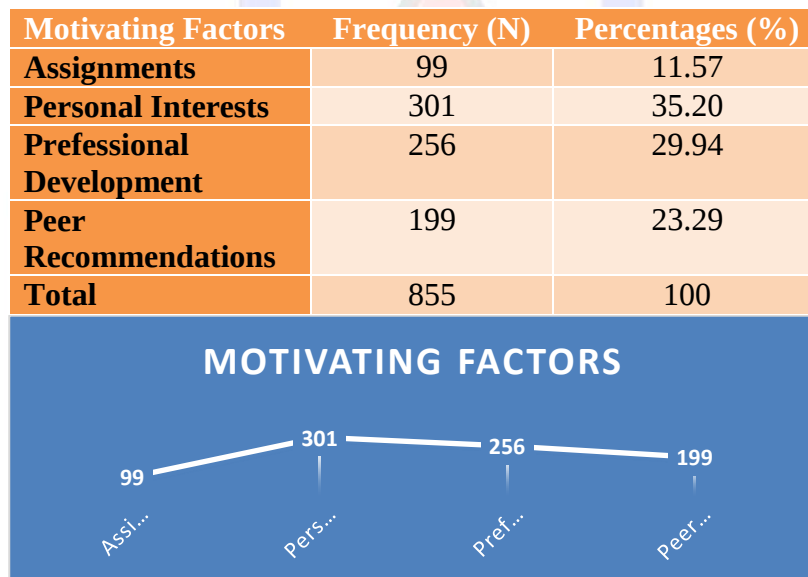
*Source: Primary Data*

The table presents the opinions of 327 college teachers regarding the impact of social media on their reading habits. The responses indicate that social media has both positive and negative influences on academic reading.

A large majority of respondents disagreed (251) and strongly disagreed (26) with the statement that social media leaves them with no time for reading, suggesting that most teachers do not perceive social media as a barrier to reading. However, a considerable number of teachers agreed (79) and strongly agreed (59) that social media is better than books, although the largest group remained neutral (101), indicating mixed opinions. Most respondents strongly agreed (99) and agreed (105) that they read books available through social media, highlighting the growing use of digital reading platforms. An overwhelming majority also strongly agreed (106) and agreed (141) that social media is pleasurable, making it an attractive medium for accessing information.

Further, many teachers believed that social media saves time (137 respondents) and helps develop reading habits (189 respondents). Regarding trust in social media, respondents expressed mixed views, with the highest number (96) remaining neutral. Finally, a majority of teachers strongly agreed (74) and agreed (105) that social media affects their reading habits, confirming its significant influence on their academic reading behaviour.

**Table No. 2 Factors Motivating Teachers' to Read Academic Materials on Social Media**



Source: Primary Data

Table No. 2 presents the major factors that motivate college teachers to read academic materials on social media. The findings reveal that personal interest is the most influential motivating factor, reported by 301 respondents (35.20%). This is followed by professional development, with 256 respondents (29.94%), indicating that teachers actively use social media to enhance their subject knowledge, teaching skills, and research competencies. Peer recommendations also play an important role, with 199 respondents (23.29%) relying on suggestions from colleagues and professional networks. In contrast, assignments account for the lowest motivation, with 99 responses (11.57%), suggesting that academic reading on social media is driven more by intrinsic and professional needs than by compulsory academic tasks.

**References:**

1. University Grants Commission. (2015). Guidelines for basic facilities and academic performance in higher educational institutions. University Grants Commission.
2. National Assessment and Accreditation Council. (2017). Manual for affiliated/constituent colleges. NAAC.
3. University Grants Commission. (2018). UGC regulations on minimum qualifications for appointment of teachers and other academic staff in universities and colleges and measures for the maintenance of standards in higher education, 2018. University Grants Commission.
4. National Education Policy 2020. (2020). National Education Policy 2020. Ministry of Education, Government of India.
5. Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. Journal of Educational Technology Systems, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>
6. Ministry of Education. (2020). All India Survey on Higher Education (AISHE) 2019–2020. Government of India.
7. University Grants Commission. (2021). Blended mode of teaching and learning: Concept note. University Grants Commission.
8. National Assessment and Accreditation Council. (2022). Revised accreditation framework for higher education institutions. NAAC.
9. Ministry of Education. (2022). All India Survey on Higher Education (AISHE) 2020–2021. Government of India.
10. Ministry of Education. (2023). All India Survey on Higher Education (AISHE) 2021–2022. Government of India.

IJCRTA