



***Students and Digital Screens:
Media Consumption and Reading Habits Before and
After the Summer Holidays***

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Abstract ;

this study explores how students at Badji Mokhtar University – Annaba navigate their media habits, particularly their interactions with digital screens and reading, before and after the summer holidays. Grounded in Mediatization Theory and the Uses and Gratifications Theory, the research looks into how students' everyday media choices evolve over time. The results highlight a clear shift: after the summer break, students tend to spend more time on digital devices and own more of them, while traditional book reading and personal book collections noticeably decline.

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1. Introduction

The digital age has transformed the way students interact with media. The proliferation of smartphones, social media platforms, online gaming, and streaming services has led to increased screen time among youth. This shift has raised concerns about the potential impacts on students' cognitive development, social interactions, and academic performance (Habti, 2021, p. 77). University life is a pivotal phase for personal growth, identity exploration, and social development. During this stage, media consumption plays a significant role in shaping students' behaviors, preferences, and daily routines. Understanding how university students interact with media—particularly during unstructured periods such as summer holidays—is crucial for designing effective educational and psychological interventions that promote balanced and purposeful media engagement (Liu, 2021, p. 22).

2. Research Questions:

Research Questions line with the theoretical foundations of Mediatization Theory and Uses and Gratifications Theory, this study seeks to explore the evolving relationship between university students and digital media, particularly during transitional periods such as the summer holidays. The research aims to examine both quantitative and qualitative

shifts in students' media consumption and reading habits, taking into account contextual, technological, and motivational factors. To this end, the following core research questions have been formulated:

-How does students' screen time change before and after the summer holidays? This question aims to identify and quantify potential increases or decreases in daily or weekly screen time, with a focus on distinguishing between different types of screen usage (e.g., academic, recreational, social). By analyzing screen time patterns over two distinct time periods (pre-holiday and post-holiday), the study investigates whether students adopt different media routines depending on academic responsibilities or seasonal lifestyle changes.

-What are the patterns in reading habits during the same period? This question explores the frequency, duration, and types of reading (e.g., printed books, e-books, academic texts, leisure reading) engaged in by students before and after the summer break. The aim is to understand how holiday-related factors such as increased leisure time or reduced academic pressure might influence reading behavior. Furthermore, this question seeks to determine whether digital reading formats are displacing traditional ones, and how such changes correlate with screen time trends.

These questions are grounded in a broader inquiry into how young people negotiate their media use in a context marked by pervasive digitalization and shifting educational demands. The findings are expected to contribute to ongoing discussions in communication studies about digital media's impact on cognitive practices such as reading and concentration.

Importance of the Study

-While a considerable body of literature has investigated students' general media use, much of the earlier research focused primarily on routine media consumption within structured academic environments (Anderson M. , 2018, p. 67). These foundational studies typically characterized students as relatively consistent media users whose habits were shaped by academic obligations, media availability, and limited technological options. In those times, reading printed materials and viewing scheduled television programs were dominant, and media practices remained relatively fixed throughout the academic year.

-However, contemporary studies underscore a more fluid and context-dependent pattern of media engagement among students, particularly in the digital age (Liu, 2021, p. 90). The proliferation of smartphones, on-demand content, and algorithmic personalization has led to the development of highly individualized and mobile-first media consumption patterns. Unlike earlier generations, modern university students increasingly shift their media habits depending on whether they are engaged in coursework or on break.

-Despite this evolution, relatively little research has examined the temporal shifts in student media use—especially during extended periods of academic disengagement such as summer holidays. The present study seeks to fill this gap by investigating how university students' screen time and reading behaviors change before and after the summer break. Understanding these fluctuations is crucial, as unstructured time often leads to increased media consumption for entertainment and a decline in cognitively demanding activities like sustained reading.

-Moreover, older research rarely considered the role of familial influence on university-aged students, under the assumption that they are entirely autonomous media consumers. Yet, more recent investigations, particularly in collectivist cultural settings, show that parental mediation, household rules, and intergenerational digital literacy levels still play a significant role in shaping young adults' screen habits (2020, p. 87). This study, therefore, adds an important socio-cultural dimension by analyzing how parental norms influence students' digital practices, even beyond adolescence.

Finally, by comparing data from before and after the summer holidays, this research responds to a growing call for longitudinal and contextually grounded approaches in communication and media studies (Rodríguez, 2019, p. 127). It not only contributes empirical evidence to the understanding of youth digital behavior but also offers practical insights for educators, parents, and policymakers concerned with promoting healthier media and reading habits during transitional academic periods.

1. Literature Review

Media Consumption Among Students

Over the past few decades, students' media habits have evolved from traditional television viewing to engaging with interactive digital platforms. Theoretical frameworks such as the Uses and Gratifications Theory suggest that individuals actively seek out media that meets their needs, whether for entertainment, information, or social interaction. Social Learning Theory posits that students may model behaviors observed in media, while Mediatization Theory explores how media shapes societal and cultural practices.

The media consumption practices of university students have evolved rapidly, especially with the proliferation of smartphones, social media platforms, and digital entertainment services. According to the Pew Research Center (2022), nearly 95% of individuals aged 18–24 in developed countries own a smartphone, and most use it as their primary medium for consuming media. Among university students, this has led to a marked shift away from traditional formats—such as television, newspapers, and even desktop-based internet use—toward mobile-first, personalized, and interactive digital media. (Anderson M. &, 2018, p. 88)

A growing body of literature suggests that university students are not passive recipients of media but instead active

agents who select and use media to satisfy specific psychological and social needs. This aligns with the core tenets of Uses and Gratifications Theory (Katz, Blumler & Gurevitch, 1974), which posits that media users choose specific content to gratify needs such as entertainment, social interaction, identity formation, and information-seeking. In a cross-national study, Sundar and Limperos (2013) found that motivations for media use among university students often varied by cultural and socio-economic context—Western students were more likely to cite individualistic motivations such as self-expression, whereas Arab students highlighted connectedness and social bonding.

In Algeria, Boudiaf (2022) conducted a survey at several public universities, revealing that students spend an average of 5.6 hours per day on smartphones, primarily using them for social networking (89%), video streaming (72%), and online messaging (65%). In France, a comparable study by Le Diberder et al. (2021) showed a similar average screen time of 5.3 hours, but with a higher proportion dedicated to media multitasking—students often simultaneously streamed videos while checking social media or replying to messages, a phenomenon linked to cognitive fragmentation (Ophir E. C., 2009, p. 567)

Furthermore, the COVID-19 pandemic significantly accelerated the integration of

digital media into academic and social life, making it difficult to separate educational media use from leisure consumption. According to Drouin et al. (2020), the blurring of boundaries between study time and leisure media has become a defining feature of student life in the post-pandemic period, contributing to both convenience and mental fatigue.

Reading Habits in the Context of Digitization

One of the most concerning trends in recent research is the decline of sustained reading among university students. With the dominance of digital screens, many students now prefer short-form, interactive, and multimodal content over traditional, linear reading formats. As Wolf (2018) warns, the shift from "deep reading" to "skimming and scanning" may affect students' cognitive development, including their capacity for empathy, critical thinking, and memory retention.

Empirical studies in both the Arab and European worlds confirm this trend. In a study conducted at the University of Tunis, Ben Hadj et al. (2020) found that less than 20% of students reported reading full-length books for pleasure, and most preferred consuming content via short news articles or social media posts. Similarly, a German study by Möller et al. (2021) indicated that even among literature majors, digital distractions reduced their ability to focus on long texts.

Summer breaks exacerbate this issue. During unstructured periods, students often abandon even academic reading habits, opting instead for visually stimulating and socially rewarding content. A longitudinal study in Spain (Rodríguez & García, 2019) revealed that university students' reading time dropped by 60% during summer holidays, particularly among those who lacked structured reading incentives or family encouragement. In Lebanon, a survey by Zaraket (2022) showed that students from urban areas read more digital articles or blog posts during holidays, while rural students had less access to either print or online reading resources.

The decrease in reading time during holidays has implications for academic performance and social inequality. Students who do not engage in reading outside of academic requirements are more likely to struggle with complex academic tasks, especially those requiring critical synthesis and argumentation (OECD, 2018). This is particularly problematic in countries where higher education systems are already dealing with large student–teacher ratios, limited library resources, and unequal access to technology.

The Seasonal Shift: Screen Time Versus Reading During Holidays

University students experience a behavioral and psychological shift during school holidays, especially the summer break. The absence of structured academic obligations often leads to a significant rise

in screen time and a corresponding drop in productive or intellectually enriching activities. This seasonal transformation has been documented across multiple studies, reinforcing the idea that media use is highly context-dependent.

In a study conducted by Al-Kaabi (2021) in the UAE, students reported a 50% increase in screen time during summer months, particularly for entertainment purposes such as gaming and video streaming. The average daily screen time increased from 3.8 hours during the academic year to 6.5 hours during summer. Reading for pleasure dropped to less than 30 minutes a day, with many students citing fatigue, lack of motivation, or preference for "more relaxing" content as the reasons.

In Europe, research by Tassi (2022) indicates similar patterns. Italian university students increased their use of Netflix, Instagram, and TikTok during summer holidays, while book reading decreased significantly. Interestingly, female students were more likely to maintain some reading routines, especially those enrolled in humanities disciplines, suggesting that academic orientation also plays a role in leisure reading habits. (Tassi, 2020, p. 123) The transition from academic to leisure modes of media engagement during holidays is deeply influenced by Mediatization Theory, which frames media not just as tools but as structuring forces that shape how individuals relate to time, space, and social relationships (Hjarvard S., 2008, p. 55) According to this theory,

media logic tends to dominate when institutional structures—like schools or universities—are temporarily suspended, allowing entertainment-oriented media behaviors to take precedence.

In Algeria and other Arab countries, parental authority remains an important factor in shaping students' attitudes toward screen time and reading. (Habib, 2022) found that Algerian parents often express concern about the overuse of digital devices but may lack the digital literacy or strategies to effectively mediate their children's screen behaviors. Instead of active mediation, many resort to restrictive rules, which may lead to resistance or covert use among university-age students.

2. In contrast, in Northern Europe, the emphasis is often placed on self-regulation and the development of critical digital literacy from an early age. For example, in Denmark and Sweden, students are exposed to structured media education programs in secondary school, which aim to prepare them for conscious and responsible media engagement at the university level (Livingstone & Haddon, 2009). The difference in these educational approaches has long-term implications for how students manage their screen time, especially during holidays when institutional oversight is minimal. (Drouin, Michelle, et al. "Social Networking and Media Consumption During the COVID-19 Pandemic, 2020)

3. Moreover, media literacy—defined as the ability to access, analyze, evaluate, and

create media content—has emerged as a critical skill for navigating the digital environment (Hobbs, 2010). Studies suggest that students who have received formal media literacy training are more likely to diversify their media habits, including engaging in reading, content creation, and information verification. However, access to such training is highly unequal, particularly between countries and within socio-economic classes

Theoretical Framework:

Understanding students' changing media consumption requires a multifaceted theoretical approach. This study is grounded in Uses and Gratifications Theory (UGT) and Mediatization Theory, two well-established frameworks that have evolved in response to the changing technological and social landscape of media use. By juxtaposing classical formulations with recent adaptations, this study explores how both internal motivations and structural forces shape student media behavior across academic and non-academic periods.

1. Uses and Gratifications Theory (UGT)

UGT, originally formulated in the 1940s and refined in the 1970s by Blumler and Katz (1974), presents media users as active agents who purposefully select media content to satisfy various cognitive, affective, personal integrative, and social integrative needs. The theory marked a significant shift from behaviorist and effects-based models, emphasizing

audience autonomy and intentionality. (Katz Lemoine, 2020, pp. 12-13)

In classical applications, UGT was often used to understand why people chose newspapers, radio, or television—media that offered limited interactivity and were largely unidirectional. In contrast, modern applications of UGT deal with interactive, mobile, and algorithm-driven platforms. As Papacharissi and Rubin (2000) and later Sundar and Limperos (2013) argue, digital environments have introduced new gratifications such as multitasking, social presence, playfulness, and user control. (Papacharissi Z. &, 2000)

Comparatively, recent research on university students' digital habits—particularly on social media and streaming platforms—shows that gratifications such as social connection, mood regulation, and escapism dominate during holidays, whereas information-seeking and academic utility become more prominent during school terms (Whiting, 2013). This cyclical pattern supports the need for a longitudinal design, as used in the present study, to capture shifts in motivations and behaviors.

Additionally, newer research emphasizes contextual gratifications—how time, setting, and emotional states affect media use. For example, in a study by Leung (2015), university students cited loneliness and boredom as significant drivers for screen time during unstructured periods like holidays. This supports our study's focus on vacation time as a context for

increased digital consumption and decreased academic reading. (Anderson M. , 2018, p. 78)

2. Mediatization Theory

While UGT explains *why* individuals choose certain media, Mediatization Theory helps explain *how* media have fundamentally reshaped everyday life, social institutions, and cultural norms. According to Hjarvard (2013), mediatization involves the process through which society becomes increasingly dependent on and shaped by media logic—characterized by immediacy, visuality, brevity, and personalization. (Hjarvard S. , 2013, p. 144)

In earlier conceptions, media were seen as external influences. But with the rise of smartphones, constant connectivity, and platform economies, media have become deeply embedded in educational, familial, and personal routines. The holiday period provides a unique opportunity to observe how, in the absence of structured academic routines, students become more susceptible to the pull of mediatized habits.

Studies from the 2000s focused on the institutional impact of media—e.g., how journalism, politics, or education adopted media logic. Recent work, however, such as that by (Andreas Hepp, 2018, p. 97), explores individual mediatization, where everyday activities (like reading, relaxing, and learning) are reconfigured by mobile devices, apps, and platforms. This transition from institutional to personal mediatization is particularly relevant for

students who often inhabit hybrid roles—scholars, content creators, and consumers. Moreover, the blurring of boundaries between leisure and learning is a key aspect of modern mediatization. For example, YouTube, TikTok, and Instagram are not just entertainment platforms but also serve educational and identity-forming functions. Yet, the absence of academic structure during summer often leads to a dominance of passive consumption over critical or engaged media use, aligning with our study's findings.

-Integration of Theories in This Study

This study uses UGT to identify and categorize the evolving motivations behind media use, while Mediatization Theory provides a macro-sociological lens to understand how those motivations and behaviors are shaped by technological infrastructures and cultural norms. The combination of these frameworks allows us to:

Understand the intentional shifts in students' media behaviors (UGT).

Explore the structural influence of media technologies and societal rhythms (Mediatization Theory).

Compare patterns across academic and non-academic seasons, revealing how media use is both agent-driven and systemically shaped.

Methodology

Research Population and Sample

Research Population:

The study was conducted at Badji Mokhtar University – Annaba, one of the most

prominent public universities in eastern Algeria. Known for its broad academic offerings and student diversity, the university represents a rich environment for observing media practices in higher education. The research focused specifically on the Faculty of Letters and Human and social Sciences, which encompasses departments such as Information and Communication, Sociology, Psychology, and others. This academic diversity provided a compelling framework for exploring how students from varying cultural backgrounds engage with digital media.

sample selection:

A total of 320 students from the Faculty of Faculty of Letters and Human and social Sciences were selected as participants in the study. To ensure representative findings, a proportional stratified sampling method was employed. The student population was divided into strata based on their level of study (Bachelor's and Master's programs), and participants were randomly selected from each stratum in proportion to their actual representation within the faculty. This method increased the accuracy and generalizability of the findings. Furthermore, gender balance was ensured in the sample, allowing for the exploration of potential differences in digital media use patterns between male and female students.

3.2 Research Approach and Data Collection Tools

The study employed an analytical methodology, which is particularly suitable for identifying and interpreting complex behavioral patterns. The analytical method allowed the researcher to deconstruct the phenomena under investigation—namely, students' digital media consumption habits—by analyzing the psychological, social, and contextual variables that affect these behaviors across academic and holiday periods. A combination of quantitative and qualitative data was used to obtain a comprehensive understanding of media practices among university students.

Objectives of the Analytical Approach: Analyzing Digital Usage Patterns

Statistical analyses, such as paired and independent sample T-tests, were used to assess changes in media usage habits between the academic semester and the summer holiday. This included measuring screen time, the types of applications used, and the purposes of usage (educational, recreational, or social).

Explaining Influencing Factors:

The analytical framework enabled the interpretation of psychological and sociocultural factors driving media consumption. Through open-ended survey responses and semi-structured interviews, insights were gained into students' motivations and experiences in using digital media during distinct periods.

Temporal Comparison:

The approach facilitated a comparative examination of students' behaviors before and after the summer break. This comparison was instrumental in identifying shifts in the quantity, quality, and motivations of digital screen usage, particularly in distinguishing educational from non-educational practices.

Analytical Tools

To ensure robust data analysis, both quantitative and qualitative instruments were employed:

1- Quantitative statistical analysis using spss :

The **Statistical Package for the Social Sciences (SPSS)** was utilized to analyze the quantitative data collected through structured questionnaires. Statistical tests such as the **T-test for independent samples** and **paired samples T-test** were applied to compare means across groups and over time, respectively. These tests helped determine whether differences in media usage during academic and holiday periods were statistically significant, especially in relation to factors like gender, age, and academic specialization.

2 -Qualitative analysis using thematic coding

In addition to structured data, open-ended responses and semi-structured interviews were analyzed using thematic analysis. This method involved identifying recurring themes and coding them into broader conceptual categories such as "academic media use," "entertainment-driven usage,"

and "coping mechanisms." Thematic analysis allowed the researcher to capture the psychological and emotional dimensions of media practices that quantitative methods might overlook.

Triangulation of Data Sources:

To enhance the validity of the findings, triangulation was implemented by cross-referencing data from closed questionnaires, open-ended responses, interviews, and behavioral self-reports (e.g., screen time and hours of reading before and after the summer break). This approach enabled a multidimensional interpretation of students' digital engagement.

Data Collection Tools

The primary instrument for data collection was a **structured questionnaire** composed of three sections:

1. **Demographic Data:** Including age, gender, academic level, language program, and access to media devices at home.
2. **Screen Time:** Questions covered average daily time spent on screens (in hours), purposes of screen use (e.g., studying, entertainment, communication), and preferred platforms (e.g., YouTube, TikTok, Instagram, Google Scholar).
3. **Reading Habits:** This section measured frequency and duration of reading sessions, preferred reading formats (printed books, e-books, academic journals, fiction), and perceived changes in reading habits over the summer break.

The questionnaire was administered in Arabic, French, and English to ensure clarity and inclusiveness across the student population.

4- Procedure

Data collection was conducted in two phases:

- **Phase One (Pre-Holiday Survey):** Conducted in the last week of June, just before the start of the summer holidays. Researchers distributed the questionnaire during language classes and collected responses on-site.
- **Phase Two (Post-Holiday Survey):** Conducted in the second week of October, immediately after students returned from the summer break. The same questionnaire was re-administered to the initial participants to ensure comparability. Each phase took approximately 20 minutes to complete. Participation was voluntary, and informed consent was obtained from all respondents. Anonymity and confidentiality were guaranteed throughout the process.

Statistical Processing

The statistical processing of data was a cornerstone of this research. Quantitative data were subjected to rigorous statistical testing using SPSS to verify patterns and trends. The T-test was specifically employed to measure mean differences between paired and independent groups.

- **Paired Samples T-Test** was used to evaluate behavioral changes within the same individuals over two time points (pre- and post-holiday periods).
- **Independent Samples T-Test** assessed differences between distinct demographic groups, such as gender or academic level. The decision to use SPSS was driven by its user-friendly interface and robust capacity for performing multivariate analyses

without requiring advanced programming knowledge. It facilitated the production of reliable, replicable results consistent with academic research standards.

qualitative data processing :

Thematic analysis was implemented to analyze qualitative responses, enabling the classification of textual data into meaningful categories. This helped uncover underlying narratives regarding digital media use, including students' perceived benefits and drawbacks of their consumption behaviors.

-Integrative Value of Mixed Methods

By integrating both quantitative and qualitative data, the study achieved a holistic view of digital media engagement. Quantitative methods offered generalizable and statistically valid results, while qualitative analysis enriched these findings with depth, context, and emotional insight.

- **The role of quantitative analysis** was to assess the frequency, duration, and statistical significance of media usage patterns.
- **The role of qualitative analysis** was to explore psychological and social meanings behind these behaviors, such as digital escapism and coping mechanisms.

This dual approach revealed, for instance, that students frequently turned to digital screens during holidays not only for entertainment but also as a way to manage stress, boredom, or social disconnection—a phenomenon described in the literature as "**Digital Escapism**" (Kardefelt-Winther D. , 2014)

Contextual and Sociocultural Considerations

-The Algerian socio-cultural context plays a crucial role in shaping students' digital practices. The family structure often acts as a moral and regulatory framework, while the university environment offers a relatively autonomous space for exploration. During summer vacations, the institutional influence wanes, and students' behavior becomes more influenced by private, often unsupervised, environments. This shift contributes to increased and less structured digital screen use.

- Digital Media Usage Patterns

The findings suggest that students use digital media for multiple purposes, including entertainment, studying, and social interaction. While educational usage dominates during the academic semester, entertainment applications, video streaming, and online gaming become more prevalent during holidays. This seasonal shift indicates a tendency toward less structured, higher-intensity screen use during breaks.

Psychologically and socially, these patterns reflect a coping mechanism known as "**Digital Escapism**"—where digital platforms are used to compensate for a lack of physical activities or real-world social interactions. Excessive screen use, particularly during leisure periods, has been linked to adverse psychological outcomes such as decreased focus, sleep disturbances, and feelings of loneliness,

even in digitally connected environments (Przybylski, 2013, p. 78)

In a local study conducted at the University of Algiers, it was found that 72% of students spent over five hours per day on screens during holidays, with a majority engaged in watching videos or gaming—especially among male students. The study revealed poor self-regulation skills, as many students failed to distinguish between purposeful and compulsive media use. (Boudiaf, 2022, pp. 233-234)

In the broader Arab context, a Jordanian study (Al-Khatib, 2021) revealed that students reported a 65% preference for entertainment apps during holidays compared to 35% during the semester, highlighting how temporal context influences screen-time decisions. Moreover, screen use during holidays was often linked to feelings of boredom and social disconnection.

Qualitative data from the present study echo these findings, showing that female students were more likely to prefer short-form visual content (e.g., TikTok, Instagram), while male students gravitated toward interactive digital entertainment such as gaming. These distinctions underscore the need for targeted interventions and media literacy programs that address gender-specific tendencies and encourage healthier, more purposeful digital engagement.

Results

Demographic Breakdown

The final sample included 55% female and 45% male students. Approximately 40% came from middle-income households, 35% from lower-income, and 25% from higher-income families. Nearly 70% had consistent access to smartphones, and 85% reported daily internet use. Notably, reading frequency was higher among students with parents who held university degrees.

Changes in Screen Time

Before the summer holidays, the average daily screen time was 3.7 hours. After the holidays, this increased to 5.9 hours. The increase was statistically significant ($p < 0.001$). The most common screen activities were:

- Social media (increase of 1.4 hours/day)
- Gaming (increase of 0.8 hours/day)
- Video streaming (increase of 0.9 hours/day)

Smartphone usage was the most dominant medium, particularly among female participants, while gaming consoles were more prevalent among males.

Changes in Reading Habits

Reading time, on the other hand, significantly declined during the summer—from an average of 1.2 hours/day to just 0.6 hours/day ($p < 0.01$). Traditional book reading declined more steeply than digital reading, although both categories showed reductions.

- 65% of students reported reading at least one book before the holidays.

- Only 31% reported reading a full book during the summer break.
- Motivational factors for reading included school assignments (pre-holiday) and personal interest (post-holiday, though less frequently cited). (Lemoine, 2020)

Interpretation of Results

The data confirm significant shifts in media consumption patterns during the summer holidays. Screen time increased considerably, particularly in social media and video streaming, aligning with the assumptions of both **Mediatization Theory** and **Uses and Gratifications Theory**.

The decline in reading habits is consistent with findings from studies conducted in both European and Arab countries. For instance, in a 2021 Moroccan study (El Habti), reading rates among students dropped by 40% during school breaks, especially when school-related motivation was absent. A similar trend was observed in a French longitudinal study (Lemoine & Bernard, 2020), which found that summer reading loss was highest among lower-income students.

The Role of Summer Break

The findings suggest that the unstructured nature of summer holidays contributes to increased digital consumption and reduced academic-oriented behaviors like reading. Without the structure of school, students appear to fill their time with media that provides instant gratification—a core concept of **Uses and Gratifications Theory**. This behavior aligns with

students' desire for entertainment, connection, and identity exploration.

While patterns of increased screen time during holidays appear globally consistent, cultural nuances influence the type of media consumed. For example, students in the UAE reported higher usage of social media for religious and cultural events during holidays (e.g., Eid), while their French counterparts prioritized entertainment platforms like Netflix and TikTok.

In both Europe and Arab countries, a growing reliance on mobile technology has narrowed the digital divide. However, disparities in media literacy persist, influencing how students interpret and engage with media (Hjarvard S. , 2013, p. 127) .

Conclusion

Key Findings :

- Screen time among students significantly increases during summer holidays, with a notable shift toward entertainment and social interaction media.
- Reading habits decline during this period, especially in the absence of academic prompts.

Implications for Parents and Educators

- Encourage active discussions about media content rather than only enforcing restrictions.
- Integrate reading into family routines or incentivize it through shared goals.
- Promote media literacy education to help students critically evaluate content.

Future Research

- Explore longitudinal impacts of seasonal media habits on academic performance and mental health.
- Investigate how digital reading (e-books, audiobooks) might bridge the gap in reading loss.
- Examine parental digital competencies and their effect on mediation success.
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