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Impact of ICT, Social Media, Mobile Technology on Reading Culture

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Email: asmita.shirsath@gmail.com, Mobile 9767111423.**Abstract:**

The phenomenal growth in digital technologies and the rise of social media platform over the past few years have revolutionized the way in which people communicate and share information. The emergence of new communication technologies has impacted on the society positively and negatively. These technologies have affected the social, political and economic structure of the contemporary society. Advancement in technologies have eased and expanded the frontier of information reception and dissemination among people. The Information and communication Technologies [ICT's], Particularly the Internet, have impacted greatly on the society, increasing access to information and creating fresh challenges for the society. Social Media are seen generally to include all the online content creation platform- blogs, feeds, Google books, podcasts, video casts, online video [Youtube, blimps, TV, etc.], Social networks, search engines, affiliate programmes, online games, virtual trade shows, online communities, e-book, kiosks. There are powerful communication tools that have significant impacts on organizational, professional and individuals reputations. Social media are platforms with highly accessible digital technologies such as blogs, podcasts, social networks, wikis, micro-blogs and message boards that can be used by the general public for interactions across distance.

Keywords: ICT, Social media, Mobile Technology, Impact of Reading Habit.

1. Introduction: The term of 'social media' has been defined and explained in different ways by its users, ICT experts, and authors. It has been defined as "a group of internet-based applications that build on the ideological and technological foundations of the world wide web the [www] and that allows the creation and exchange of user-generated contents," Looking at social media from a more practical point of view, it can be seen as "read-write web, where the online audience moves beyond passive viewing of web content to actually contributing to the content." Social media includes web-based and mobile based technologies that have revolutionized the processes of communications into interactive dialogue among individuals, organizations, and communities.

Examples of the social media platforms include but not limited to the following: LinkedIn, Facebook, twitter, Youtube, Flickr, iTunes U, Second life, whatsapp, Yahoo messenger, blackberry messenger and my space. These platforms have a two-way interactive process and options that enable communicator interact lively, their features are common to what is obtainable in a face to face communication. These instruments are referred to as media because they are tools which can also be used for the storage and dissemination of information, however unlike the traditional media like television and radio, most of social media tools allow their users to interact as "re-tweeting" on Twitter and "comment" options on facebook illustrate. Social media includes a variety of web-based tools and services that are designed to promote community development through collaboration and information sharing these tools provide opportunities for individual expressions as well as interaction with other users. These technologies have brought together, many diverse communities and societies around the world in fact, the world is fast become a "global village" as a result of the new information and communication technologies. Today, we are living in a very fast developing and globalizing world. No doubt, scientific innovations and advancement in

technologies have eased communication process. It has also made task less tedious in many professions [business, banking, entertainment, and so on] technologies have transformed our lives in many positive ways. But the negative impact of these innovations in our social and educational pursuits appears to over-weigh its positives. This is in line with the fact that is hardly anything invented by man. No matter its level of perfections that is without flaws. Education is very essential aspect of social and individual's lives. Education to society is more important than anything. Advancement in technologies has eased the processes of academic research. The member states should provide all types of libraries with modern equipment, particularly with Internet connections

2. Research objective

1. To study the development of reading culture in India
2. To study the number of hours the pupils devote in reading books, magazines, playing games, watching television, chatting with friends and listening to music.
3. To study the influence of electronic media in the homes and libraries on the pupils' reading ability.

3. Effective reading environment in a society: Bature (2011) posited that, an effective reading environment exists in a society, where there is an awareness of the benefits to be derived from reading and in which books are made accessible to all. It follows, of course, that such awareness can only exist in a society where a high percentage of the population is literate and therefore possess the ability to read and write. Another fundamental requirement for an effective reading environment is the availability of appropriate books. Without books there can be no readers, since readers exist because there is something to read. Books in the right number, at the right price and of the right variety constitute a pre-condition in any effort to bring books and readers together. Above all, such books must be perceived by the society as meeting their needs and interests.

Igwe (2011) noted that it is however possible to have a situation where even though the vast majority of the people in a society can read and write and where books are available potential users are not motivated to read and do not realize the advantages books offer and so the information they contain remain underused or largely unused. Therefore, the issues surrounding an effective reading environment are complex. Indeed, reading is a difficult, complex and multifaceted process involving the ability to perceive and comprehend letters, words, sentences, paragraphs or whole stories in written text. It is an acquired art which individuals acquire over a period of suitable exposures which demands for its efficiency, skill and a set of behaviour which are both linguistic and psycholinguistic. Ode (2014) opined that reading is an acquired art, thus it requires skills which can be developed or can become stunted under certain socio cultural environments. In this connection, it is indeed the case that Nigerians, and Africans as a whole, derive more pleasure from the oral and performing arts- talking, singing, dancing, and socializing- than from the rather private and solitary preoccupation of reading. It is generally agreed that the home and the first years of schooling are the essential theatres for fostering appropriate cultural attitude of reading, nurturing and awareness of, the importance of reading.

Akindele (2012) advised that it is desirable that children should be introduced to books and reading from an early age. Parents should start reading to their children as soon as they can understand sounds. In the school system, informal learning in the school library should be recognized as a necessary complement to the formal learning in the classroom. The school curriculum should include periods for using the school library while school library collections should include a wide range of recreational books. Finally, access to books in any given society is significantly aided by the existence of a virile publishing industry geared towards meeting the society’s reading needs and skills; a wide network of commercial book selling channels in both the urban and rural areas and an equally wide network of good public libraries.

Readers round the world

WHERE DO PEOPLE READ MORE?

Hours per week per person. Source: World Culture Score Index

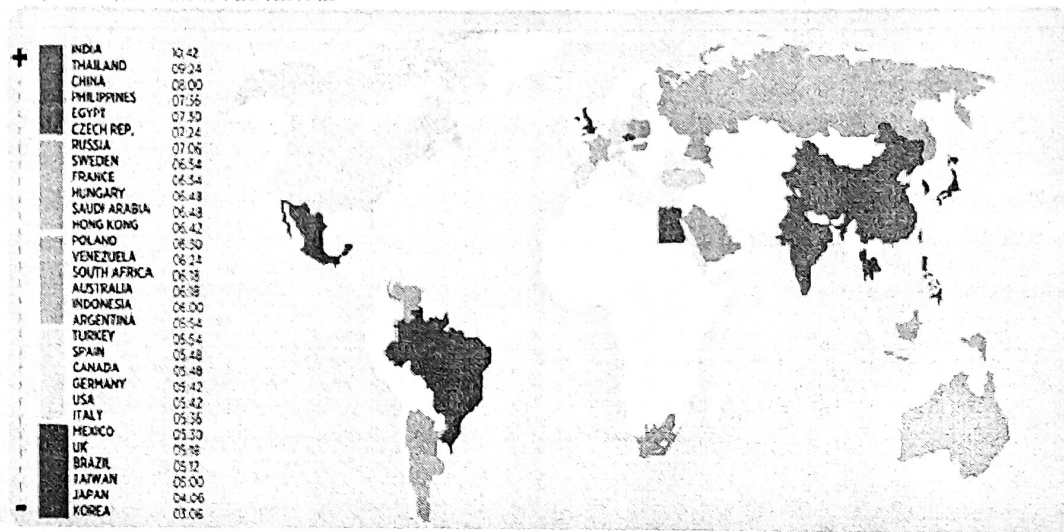


Figure 1 World culture score index

Dilworth (2014) highlighted specifically the hours of reading per week per person.

No.	Nation	Mean Hours	No.	Nation	Mean Hours
1	India	10 hours, 42 minutes	16	Australia	6:18
2	Thailand	9:24	17	Indonesia	6:00
3	China	8:00	18	Argentina	5:54
4	Philippines	7:36	19	Turkey	5:54
5	Egypt	7:30	20	Spain	5:48
6	Czech Republic	7:24	21	Canada	5:48
7	Russia	7:06	22	Germany	5:42
8	Sweden	6:54	23	USA	5:42
9	France	6:54	24	Italy	5:36
10	Hungary	6:48	25	Mexico	5:30
11	Saudi Arabia	6:48	26	U.K.	5:30
12	Hong Kong	6:42	27	Brazil	5:12
13	Poland	6:30	28	Taiwan	5:00
14	Venezuela	6:24	29	Japan	4:06
15	South Africa	6:18	30	Korea	3:06

Source: (Dilworth, 2014)

4. The impact of reading for pleasure and empowerment

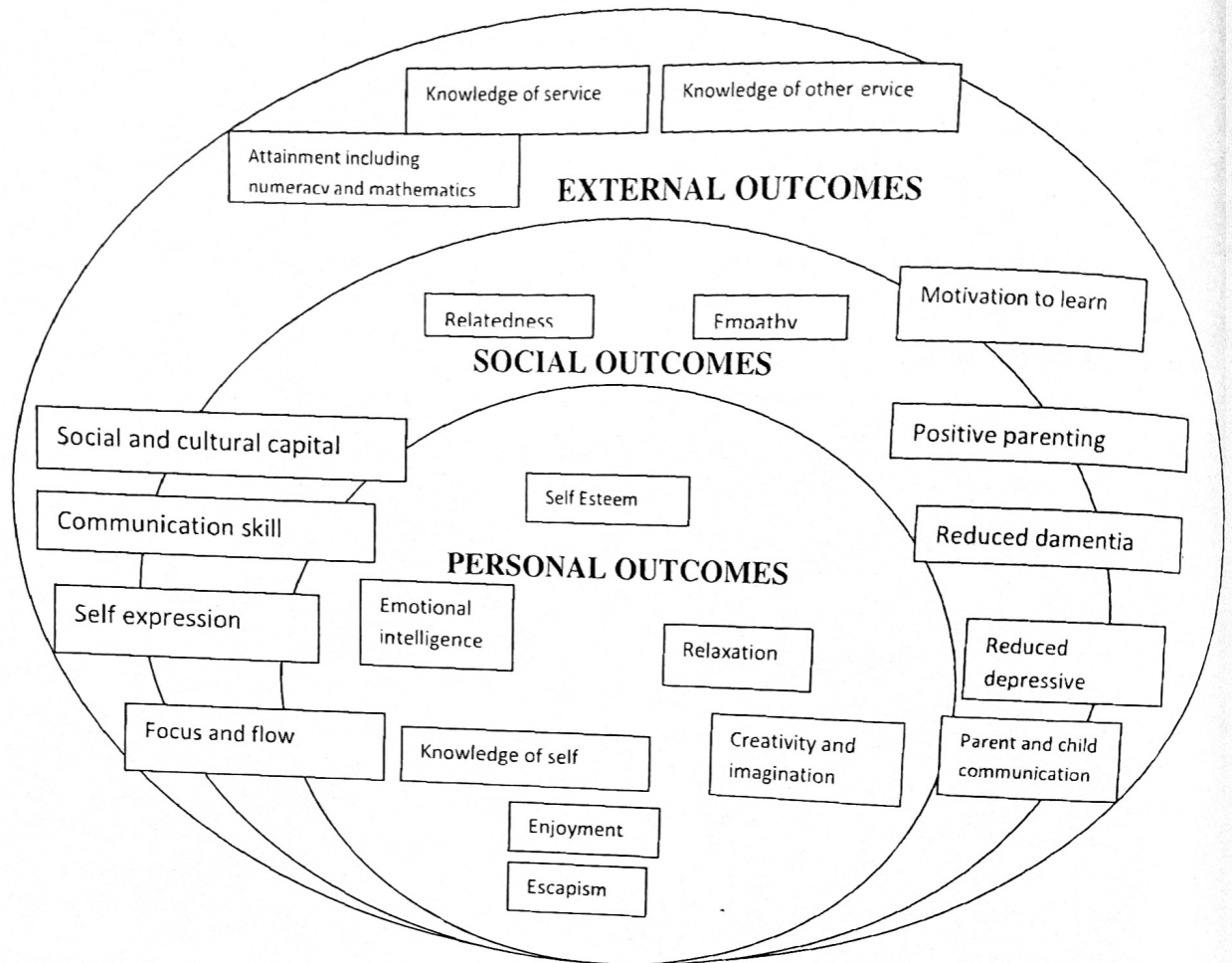


Figure 2 Overall Outcomes Map

5. Impact of new technology on reading habits: Every new media of information and communication technology (ICT) has been a threat to man's interest in reading. The radio, television, cell phone, computer and the Internet have captured a big slice of time and reading has taken a back seat. It is visible that people have reduced their contacts with the world of books and other reading materials. The children in particular, are carried away by the new media in their leisure time. Therefore, the scholars from all over the world conducted researches to identify how far the new technology has succeeded in effecting/replacing the reading habits. Let us have a look on the scholarly articles of world personalities on this issue.

CopperWiki (2008) reported that reading habits among children are on the decline and the reasons for decline in reading habits among children are offshoots of technological advancements.

Pivec (1998) investigated teenagers about their surfing habits and reported that the main rivals for attracting interest of teenagers are TV and Internet.

Korzenny & Korzenny (2007) conducted a study on media use in five cultural groups and reported that each of these five groups enjoyed old as well as new media and spend close to 20 hours a week on television, and yet another 20 hours on surfing the Internet.

Hastings & Henry (2006) reported that 85 % of children prefer watching television over reading.

Gentile & Walsh (2002) reported that children in low income families watch more television, watch more movies, play more video games, listen to the radio and CDs more, read less, and use the computer less than children in higher-income families.

Graham & Kingsley (2005) estimated that on average, young people spend 3.51 hours a day watching TV and videos, 1.44 hours listening to music, 1.02 hours using computers (0.48 online, 0.14 offline), 0.49 hours playing video games, 0.43 hours reading, and 0.25 hrs watching movies.

Canadian Newspaper Association (2006) cited the finding of the study *Reading between the Lines* as- the time youth spent on surfing surpassed the time they spent watching television, listening to the radio or reading magazines and newspapers. According to this national report, youth spent 3.5 hours surfing the net, 3.1 hours watching television, 2.4 hours listening to the radio, 1.5 hour reading a book, 0.7 hours reading a newspaper, and 0.6 hours reading a magazine in a day.

Finn (1980) reported that the average child entering first grade spent 5,000 hours watching TV and the same child by age 18 will have spent more time on watching television than in school.

Holme (1984) reported that a student spend about 10,800 hours in class-rooms by the time of final years in high school and more than 20,000 hours in front of the television screen in the USA.

Majid & Tan (2007) found that 57.6 % of the children in Singapore prefer playing on computer or surfing the Internet whereas only 44.1 % prefers reading as their leisure time activity.

Kamalipour, Robinson & Nortman (1998) revealed that students spend 45.05% of their waking hours per week attending to both electronic and print media for study and leisure reading activities. On division it is apparent that college students use print media (11.09%) more for study related activities whereas regarding the leisure use of media, electronic media far outdistanced print media (27.83 % compared with 3.84 %).

Ghimire (n.d.) collected the information from teachers, intellectuals and guardians of the students about the effects of multi-media on children's reading habits. The findings indicated that 56.25 % of the persons ranked it a 50 to 75 % decrease and 43.75 % of them reckoned between 15 - 50 %.

6. Impact on reading of books: Hawkins (2000) noted that despite advances in production and delivery of electronic information, the printed book publishing industry continues to thrive. People read books actively or passively, focusing on one or multiple texts, for a variety of reasons.

Schilit (1999) noted that printed books are a long-lasting cultural icon because they are easy to use, generally portable and resistant to damage.

Churchill & Johnson (1997) advocated that new media are still no match for the book and new technology has not yet made any impact on people's reading habits. They reported that Surveys in 1989 and 1995 found the same proportion of people – 39 % - had finished reading a book for pleasure within the last two weeks and the number who bought more than 16 books a year increased from 28 % in 1989 to 30 % in 1995.

Moyes (2000) reported that the long-heralded death of the book is still fictional. Britain remains a nation of book lovers, with novels and non-fiction books read in 90% of homes. On average, adults read books for five hours a week and 15% read for at least 11 hours.

Ring (2003) observed that book is not challenged in any essential way by the Internet, it does not take a prophet to predict that media and reading habits are about to experience radical changes. The technology of printing on paper has been optimized step by step over more than 500 years and there is no reason to suppose today that its potential for further development is exhausted. The book will continue to maintain its unique and indispensable position within the media mix and alongside the screen media. However, the new researches tell completely different story. The newcomers are willingly using new technologies and reading new resources and the traditional book reading is on decline.

Koskima (2003) is of the opinion that reading of books might be decreasing, people are reading other types of texts instead, most notably magazines and Internet pages. The China Research Institute of Publishing Science surveyed a number of people and found that the number of Chinese reading traditional books has fallen while the number reading Internet publications has increased sharply. The investigation found that people's reading rate was 60.4 % in 1999, 51.7 % in 2003, and 48.7 % in 2005, falling 11 % in six years. Although the popularity of book reading continues to fall, online reading has grown rapidly, from 3.7 % in 1999 to 18.3 % in 2003 to 27.8 % in 2005 (People's Daily Online, 2007).

Perryman (1997) reported that Americans book reading habits is decreasing as the results of a study showed that those who did not read a single book in a year doubled from 1975 to 1990 (8 % to 16 %).

Dykeman (2008) observed that the World Wide Web has had a negative impact only on certain kinds of reading like, magazine and newspaper reading. However, the time spent reading books for pleasure has stayed constant, although people are managing to read fewer books per year (from 24.4 books per year in 1991 to 16.6 books per year by 2005).

Broddason (2006) in his 35 years of long study conducted in Iceland indicated the constant increase in the percentage of non-readers from 11 % in 1968 to 33 % in 2003. The demisting numbers of heavy readers of books are also apparent, with the most dramatic downturn from 8 % to 3 % occurring from 1997 to 2003. He argued that there is not only decrease in book reading but overall print reading due to the introduction of Internet. The findings of the relevant data provide confirmed information that the reading habits are declining parallel to advancement of new technology. Now it is the duty of policy planners of the concerned field to frame strategies for creating and developing the reading culture in the present multimedia society.

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