# THE IMPACT OF SOCIAL MEDIA, INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ON READING HABIT: A SYSTEMATIC REVIEW STUDY

**Moniruzzaman**

*Institute of Library and Information Science, Mymensingh*

**Correspondence Author:** Moniruzzaman, **E-mail:** monirmasp35@gmail.com

**| Abstract**

This systematic review study goals to carefully examine the influence of social media and information technology on reading habits. With the fast development of technology and the universal impact of social media in contemporary society, concerns have arisen regarding their effects on traditional reading practices. The study synthesizes existing research to provide a complete understanding of how social media and information technology have prejudiced reading habits across various individuals. By analyzing the literature, we recognize both positive and negative impacts, shedding light on possible strategies to mitigate the encounters and exploit the opportunities presented by these technologies. The findings highlight the need for a balanced approach that harnesses the benefits of technology while preserving and enhancing reading habits.

## 1. Introduction

Reading is a crucial cognitive activity that advances critical thinking, knowledge acquisition, and personal growth. It is a skill that gives people a foundation on which to build their understanding of life (Oge, 2019). Developing good reading habits is crucial for students' academic success and overall development, as it determines their achievements, shapes their personality, enhances thinking abilities, and requires self-discipline in time management (Akande & Oyedapo, 2018; Owusu-Acheaw, 2014). Traditional reading habits have changed as a result of the introduction of new methods of obtaining and consuming

information brought about by the development of social media and information technology. In order to understand the complex effects of social media and information technology on reading habits, this systematic review will take into account how these effects may affect reading habit aw well as learning, cognitive development, and societal well-being. Social media platforms include various tools such as blogs, wikis, sharing tools, networking platforms, and virtual worlds. Popular social media platforms like Facebook, Youtube, Instagram, Snapchat, Tumblr, and Twitter offer different features such as photo sharing, messaging with disappearing content, blogging, and microblogging (Oge, 2019).

The library is undergoing substantial changes in how it offers information in the modern day as a traditional information institution. Since users have access to an expanding variety of digital resources, the library no longer only collects printed books. The reading habits and ideas about how to use reading materials of library patrons have also changed. Some changes in the ways that academic work is done, such as conducting research, publishing papers, and creating instructional materials, have been brought on by the greater use of computers. A person's personality is shaped through time by their habits, which are psychological activities. Many people in the library community think that digital libraries can be added to existing print-based libraries without any additional effort.

## 2. Significance of the study

The empirical evidence in the context of developed and under-developed countries will benefit greatly from this study. The current study will evaluate the impacts of social media and ICT on library patrons' reading preferences, which are largely disregarded by earlier studies. Additionally, the learners will be given the opportunity to learn about the beneficial uses of social networks and automated device to improve their reading habits. The teachers will be profited from this study by using the updated strategies to embrace new teaching methods. The results will also be relevant to developed and underdeveloped nations due to their shared geographical, cultural, and religious heritage.

## 3. Research Aim and Questions

The purpose of this study is to evaluate how social media and ICT use affect library patrons' reading habits. More particularly:

1. How have social media and ICT improved people's reading habits?

2. What are the positive and negative impact of social media and ICT?

3. Recommend strategies for keeping and enhancing a patron reading habits?

## 4. Methodology

### 4.1 Literature Search

A comprehensive literature search was conducted in electronic databases (e.g., Google Scholar, Scopus and Web of Science Database) using applicable keywords, such as "social media," "information technology," "reading habit," "digital reading," and "technology impact." Studies published between 2001 and 2023 were included to ensure the relevance of the literature.

### 4.2 Inclusion and Exclusion Criteria

Studies were included if they addressed the consequence of social media and information technology on reading values or habits, surrounding numerous formulas of digital content ingesting (e.g., e-books, online articles, social media posts). Studies focusing solely on the effects of technology on traditional reading materials (e.g., printed books) and the oldest (before the year of 2000) articles were excluded.

### 4.3 Data Extraction and Analysis

The designated studies were investigated for key themes related to the impact of social media and information technology on users reading habits. Qualitative and secondary data were synthesized to provide a comprehensive overview of the findings. The studies were also assessed for methodological consistency and quality.

## 5. Impact of Social Media and ICT on Reading Habits

There are an uncountable number of ways that Social media and ICT have altered the globe. It has changed how publics connect, lead commerce, share and accept knowledge. The method person supposed to get evidence and amusement has transformed as an effect of the advancement of technology, which has a noteworthy influence on library users reading habits.

Taysur (2014) directed a study on the impact of social networks on student engagement. The sample consisted of 30 freshmen students from the Petroleum Institute, excluding females. The study found that students with high GPAs spent more time on social networks, while those with low GPAs spent less time.

The study also revealed that a majority of the respondents did not share information about lectures and homework on social networks, and many did not even look for college-related information. The correlation between students' GPAs and their usage of social networks remained controversial and unexplained.

Wang et al. (2011) explored the purpose and effects of social media use by college students, finding that a significant portion of students spent several hours per day on social media, potentially impacting their academic performance. Shimray et al.(2015) highlighted text defines e-books as electronic monographs, excluding electronically available journal publications, and describes mobile reading as consuming digital content on mobile devices, which has led to the growth of the mobile publishing industry.

Mirza (2021)studied on the impact of technology and social networking sites on the reading habits of first-year undergraduate students in a Pakistani engineering university. The study uses a mixed-methods research approach to collect data. Adults are concerned about the effect social media sites may have on students' reading habits despite the fact that they are the preferred medium for adolescents to connect and exchange information, whether it be positive or negative in nature (Dike et al., 2013; Saodah Wok et al., 2012). Reading habits are important for academic success, as they determine the level of understanding and performance in exams, with different students having varying patterns of reading habits and academic achievements (Owusu-Acheaw, 2014). Hussain et al. (2021) found that while most students use social networking sites to improve their reading habits, some students do not find them helpful, emphasizing the need for constructive use of these sites to enhance academic performance. Rafiq et al., (2019) revealed that social media has both positive and negative effects on the reading habits of users. Positive effects were observed, but distraction during study time was noted as an adverse effect. There was a significant difference in opinion between males and females regarding certain effects of social media.

### 5.1 Positive Impacts

The Internet and social networking sites have a positive impact on students by providing a platform for self-expression, facilitating interactions with like-minded individuals, showcasing artistic and musical talents, and offering access to information and resources for future planning (D. Boyd, 2017; D. M. Boyd & Ellison, 2007).

Social media and information technology have facilitated easy access to a diverse range of reading materials. Digital platforms offer the convenience of instant access to news, research articles, and educational resources, enhancing the ability to engage with information. Mirza (2021) found in his study that Many students have lack technical skills and struggle to access online reading materials, resulting in

difficulty searching for content and finding free resources. But, students who are familiar with online reading materials find it beneficial as they can easily find relevant content and save money by accessing freely available resources. Some students, though, still face challenges in reading PDF books online.

Incorporation of multimedia elements (e.g., videos, interactive graphics) in digital content enhances engagement and comprehension, particularly among younger readers. Reading apps and online book communities have promoted a sense of community and fostered discussions around reading. Some students use social networking sites like WhatsApp and Facebook for academic purposes, forming study groups to share information and learning skills, while YouTube is also a popular source of learning; however, only a small number of students use Google scholar for accessing online reading material (Mirza, 2021).

Digital gadgets and the internet have a positive impact on reading habits, with students using digital media for leisure reading and print or textbooks for academic reading, while visual modes of learning are preferred by university students and seen as beneficial for academic performance(Merchant, 2021; Mumtaz et al., 2020; Saaid & Wahab, 2014).Facebook is the most popular social tool among tertiary students, with 85 to 99% using it for various purposes, and it is recognized for its ability to simplify cooperative culture and announcement amid peers and persons(Kojo et al., 2018).

### 5.2 Negative Impacts

Multiple studies have shown that students are becoming less interested in reading, with technology and social networking being major factors (Skenderi & Ejupi, 2017). Tariq et. al. (2012) found that social networks has a destructive impact on education pupils and teenagers, as it distracts them from their academic activities including reading habits and studies. The study also revealed that social networking websites can be dangerous for youth, as they provide a platform for fake identities to engage in inappropriate activities and violations. Anyira and Udem (2020) discusses the weakening of reading habit among undergraduates, which is a cause of anxiety. The role of social media compulsion in aggravating the deprived reading habit has been recognized. A significant number of students have left attention in reading, leading to negative consequences such as poor academic performance, examination malpractice, and a decline in the standard of education(Ahmed, 2019). According to a University College London (UCL) study, youngsters who use social media frequently may have worse literacy levels. According to 11,000 children who have been followed since their births in 2000, social media use deters kids from doing their homework and reading, which lowers their literacy levels (Shreim, 2023).

According to Bassey (2018), social media has played a momentous role in diverting the interests of apprentices from reading. The decline of reading culture is a matter of increasing concern as it threatens the future of the country, which is moving towards a knowledge-based economy. Tertiary students are no longer keeping up with current events due to social media, and studies show that most individuals don't finish reading fiction books after leaving school (Kojo et al., 2018).

## 6. Strategies for keeping and enhancing reading habit

*6.1 Encouraging Motivation:* To motivate students to read more and boost their academic achievement, more reading incentive strategies must be used in a more realistic reading culture (Anyira&Udem, 2020). Social networking sites can be recycled for various events, excluding sleeping, and a study suggests that the newer generation does not view reading as a relaxation action (Ainaet al., 2011; Akande & Oyedapo, 2018).

*6.2 Digital Literacy Education:* Promoting digital literacy skills can empower individuals to navigate online content effectively, encouraging critical evaluation and responsible consumption of digital reading materials. The study recommends conducting orientation programs and workshops to educate students about the issues and threats of social media websites, encouraging students to custom social media for information possessions and reading drives(Hussain et al., 2021).

*6.3 Hybrid Reading Approaches:* Integrating technology with traditional reading practices, such as incorporating multimedia elements into educational texts, could enhance engagement and comprehension.

*6.4 Mindful Technology Use:* Encouraging individuals to set boundaries on technology usage and allocate dedicated time for sustained reading can mitigate the negative effects of information overload.

*6.5 Limited Access*: Academic authority can establish rules to limit access during lectures and library sessions, promoting the use of educational platforms like Wikipedia, and raising consciousness regarding the health risks of excessive social media use (Kojo et al., 2018).

***6.7. Mobile reading***: Mobile reading can be implemented that refers to the act of reading digital content on mobile devices such as smartphones, PCs, and e-readers. This includes various forms of digital content such as e-books, e-periodicals, and mobile cartoons (Shimray et al., 2015).

***6.8. Lunching Mobile app:*** Institutions should initiates to launch mobile applications that can help students in their academic pursuits. These applications can be designed to provide access to e-books, academic journals, and other relevant resources that can aid in learning (Rafiq et al., 2019).

## 7. Conclusion

This systematic review study underscores the complex interplay between social media, information technology, and reading habits. While digital advancements offer unprecedented accessibility and engagement opportunities, they also pose challenges such as attention span reduction and superficial reading. By adopting strategies such as digital literacy education and mindful technology use, stakeholders can harness the benefits of technology while preserving and enhancing traditional reading practices. Balancing the allure of the digital age with the enduring value of reading is crucial for fostering a well-informed and critically thinking society.

**Conflict of interest:** The author has no conflict of interest.

## References

[1] Ahmed, A. (2019). *Social Media vs Decline of Reading Culture*. https://thetriumphnews.com/social-media-vs-decline-of-reading-culture/

[2] Aina, A. J., Ogungbeni, J. I., Adigun, J. A., & Ogundipe, T. C. (2011). Poor Reading Habits Among Nigerians: The Role of Libraries. *Library Philosophy and Practice (e-Journal)*. https://digitalcommons.unl.edu/libphilprac/529

[3] Akande, S. O., & Oyedapo, R. O. (2018). Effects of social media use on the reading habits of selected high school students in Nigeria. *Information Impact: Journal of Information and Knowledge Management*, *9*(1), 46–58. https://doi.org/10.4314/iijikm.v9i1.5

[4] Anyira, I. E., & Udem, O. K. (2020). *Effect of Social Media Addiction on Reading Culture: A Study of Nigerian Students* [Preprint]. LIS Scholarship Archive. https://doi.org/10.31229/osf.io/bkzhc

[5] Bassey, B. (2018). *Education stakeholders proffer solutions to poor reading culture*. Pulse Nigeria. https://www.pulse.ng/communities/student/world-book-day-education-stakeholders-proffer-solutions-to-poor-reading-culture/fbc75xc

[6] Boyd, D. (2017). *Why Youth Heart Social Network Sites: The Role of Networked Publics in Teenage Social Life* [Preprint]. Open Science Framework. https://doi.org/10.31219/osf.io/22hq2

[7] Boyd, D. M., & Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, *13*(1), 210–230. https://doi.org/10.1111/j.1083-6101.2007.00393.x

[8] Dike, V. W., Eke, H. N., & Babarinde, E. T. (2013). Social media and reading among secondary school students in Enugu State. *South African Journal of Information Studies*, *31*(1).

[9] Hussain, M., Kubravi, S. U., & Loan, F. A. (2021). Use and Impact of Social Networking Sites on Reading Habits of College Students. *Library Philosophy and Practice (e-Journal)*. https://digitalcommons.unl.edu/libphilprac/5131

[10] Kojo, D. B., Agyekum, B. O., & Arthur, B. (2018). Exploring the Effects of Social Media on the Reading Culture of Students in Tamale Technical University. *Journal of Education and Practice*, *9*(6), 47–56.

[11] Merchant, G. (2021). Reading with technology: The new normal. *Education 3-13*, *49*(1), 96–106. https://doi.org/10.1080/03004279.2020.1824705

[12] Mirza, Q. (2021). *Digital Age and Reading habits: Empirical Evidence from Pakistani Engineering University*. *16*(1), 210–231.

[13] Mumtaz, N., Saqulain, G., & Mumtaz, N. (2020). Online Academics in Pakistan: COVID-19 and Beyond. *Pakistan Journal of Medical Sciences*, *37*(1). https://doi.org/10.12669/pjms.37.1.2894

[14] Oge, B. (2019). A Critical Analysis of Social Networking and its Influence on. *International Journal of Scholarly and Educational Research in Africa*, *12*(5), 7–16.

[15] Owusu-Acheaw, M. (2014). *Reading Habits Among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic*.

[16] Rafiq, M., Asim, A., Khan, M. T., & Arif, M. (2019). The Effects of Social Media on Reading Habits. *Pakistan Journal of Information Management and Libraries*, *21*, 46–65. https://doi.org/10.47657/2019211248

[17]     Saaid, S. A., & Wahab, Z. A. (2014). The Impact of Digital-Based Materials on Undergraduates' Reading Habit. *International Journal of Social Science and Humanity*, *4*(3), 249–253. https://doi.org/10.7763/IJSSH.2014.V4.357

[18]     Saodah Wok, Idid, S. A., & Norealyna Misman. (2012). *Social media use for information-sharing activities among youth in Malaysia*. https://doi.org/10.13140/2.1.2299.4560

[19]     Shimray, S. R., Keerti, C., & Ramaiah, C. K. (2015). An Overview of Mobile Reading Habits. *DESIDOC Journal of Library and Information Technology*, *35*(5), 343–354. https://doi.org/10.14429/djlit.35.5.8901

[20]     Shreim, A. (2023). *The Decline of Reading in the Social Media Age: Causes and Consequences*. https://thesocialtalks.com/blog/the-decline-of-reading-in-the-social-media-age-causes-and-consequences/

[21]     Skenderi, L., & Ejupi, S. (2017). The Reading Habits of University Students in Macedonia. *International Journal*, *20*.

[22]     Tariq, W., Mehboob, M., & Khan, M. A. (2012). The Impact of Social Media and Social Networks on Education and Students of Pakistan. *IJCSI International Journal of Computer Science Issues*, *9*(4), 407.

[23]     Tayseer, M., Zoghieb, F., Alcheikh, I., & Awadallah, M. N. S. (2014). Social Network: Academic and Social Impact on College Students. *University of Bridgeport, Bridgeport, CT, USA*.

[24]     Wang, Q., Chen, W., & Liang, Y. (2011). The Effects of Social Media on College Students. *Johnson & Wales University ScholarsArchive@JWU*. https://scholarsarchive.jwu.edu/cgi/viewcontent.cgi?article=1004&context=mba_student