

Reading Habits in the Era of Digitization and Persuasive Technology: Analyzing Contemporary Readers of Different Age-groups from Indian Perspectives

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Abstract: Reading widens knowledge and offers a wide range of cognitive, emotional, and social benefits to human intellect. An exciting reading depends on the availability of authentic reading materials and the clarity of purpose. Many readers treat increasing popularity and easy access to digital resources as a threat to Reading. The paper examines how readers of different ages perceive and practice the skill of reading in the digital era. To conduct this research, viewpoints of 117 participants were collected using a questionnaire with both, closed and open-ended questions. The subjects of the study were research scholars, teaching professionals, job aspirants, and other government and private-sector job holders. The questionnaire is more of qualitative in nature as the sample size is considerable, and the design includes a wide range of information related to reading activities. A mixed methodology is used to analyze the responses, understand significant variances in reading habits through pros and cons of emerging technologies, and conclusions were drawn. A critical examination of findings suggests that digitized information is more streamlined and easy to access, however, due to various known or unknown reasons, many readers do not prefer it to be a substitute for resources in print. The study concludes leaving a broad scope for cultivating a better reading habit with the technical advancements in the teaching and learning process and opens up doors for further research.

Keywords: Digital Era, E-Reading, Indian Perspectives, Language Skills, Persuasive Technology, Reading Habits

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Introduction

Reading is paramount for academic development and a gateway to success. It guards the readers' state of mind and engages their loneliness with information, ideas, knowledge, and strategies (Chettri, Kushmeeta, 2013). Readers develop themselves from various perspectives including skill development, language acquisition (Reading, writing, grammar vocabulary, listening, speaking) and other characteristics. It is said that the core of success lies in reading. In the words of Florence, Fatiloro, et al. (2017), "Reading brings clarity of mind and thoughts and improves and widens knowledge." It gives lucidity to objectives and issues, and reading can give readers an intelligent solution to situations. Contrary to the aforementioned, those who read less have a deficiency of knowledge and tackling enthusiasm. They would instead try to avoid the situation than face it. Fugitive nature is not at all a solution for human beings. The reading habit of any individual does not reflect the nature of his/her grasping power. Some may read it for examination purposes, while others may read it for entertainment, leisure, or pleasure. It is worth quoting Bacon (1597), "Reading makes a man complete, conferences prepare him, and composing makes him precise." Reading is helpful for better comprehension and gives information that creates insight and a person's development. Multani (2021) while putting his remarks on Bacon's views on Reading, mentions: "Studying things gives enjoyment, decoration, flaunting, and behavior the capacity for progress."

Academicians and researchers place Reading, a receptive skill, higher on the priority list than other skills. A recent study by Chorla and Rodriguez (2017) tested the relationship between receptive skills (Reading and listening comprehension) and productive skills (writing and speaking competency) of 1st year Bachelor of Elementary Education students. The study found a significant relationship between reading

and writing skills whereas it could not establish its relationship with listening and speaking skills. Most students had good speaking and writing competency; poor English writing correlates with language deficiencies. The researchers construed that learners with a good command over receptive skills would learn better and produce better than others, making them highly knowledgeable and ultimately recognizable.

Internet connections with ease of access to resources in electronic form have provided readers with a different type of reading experience. Gone are the days when readers used to visit libraries in their pursuit of knowledge. In a study by Abang Yusof (2021), he claims that students spend more time reading online and prefer fiction as the genre of their reading materials. Reading emphasizes the need for a sound foundation of vocabulary and linguistic competency and the influence of educated families on the learning process, which impacts e-reading habits and readers' confidence and knowledge. This means that technology is convincing to those acquainted with it and is only possible if the reader's family is versed in it. E-resources are volatile and unreliable. It is convenient only to tech-savvy readers to access e-resources. Thus, computerized learning is dynamic, interactive, and overloaded with information on the one hand while still inaccessible to the majority on the other (Sarkhel, Juran 2010).

In a developing and technologically advanced country like India, technology, even today, only people with sound economic status have access to electronically available resources. To them as well, overflowing information can lead to a lack of knowledge and a distorted reading experience. Advances in technology and innovation have changed the way how people can access and learn about information, with the Internet, smart boards, tablets, and e-readers reshaping their reading and learning habits. Search engines have made it easier to review assets practically over any subject with only a button tick (Kahraman 2017). Libraries have adapted to this by allowing members to reserve books online and borrow e-books. Smart boards and virtual materials are replacing traditional classroom activities. Distance learning is gaining popularity with each passing day. This transformation is creating a paperless society. Carrying tablets can hold hundreds of books decked with virtual and audible materials. Reading habits have significantly shifted from print to online formats, affecting time, gender, accessibility, skills, reading types, and material preferences. Although Internet has revolutionized how information is accessed and consumed, leading to a shift toward screen-based reading behaviors, reading from printed resources cannot be undermined. Both will coexist, serving a distinct purpose in the reading experience (Sarkhel, Juran 2010).

Literature Review

A number of studies have been conducted to debating over the significance of reading skills. Reading has been recognized as one of the four basic skills for language learning. Developing the habit of reading depends upon multiple factors such as reading materials, socio-economic background, family education, literacy, competency, accessibility, feasibility, persuasive technology, and so on. Readers must understand that reading materials are essential to develop reading habits. Virtual platforms such as Oyster, Scribed, Entitle and many others are very fine examples of subscription-based e-book reading services. They provide access to more than 100,000 books. But, merely availability of resources cannot serve the purpose and motivate the readers to read. Adolescents, for instance, found it very challenging to read digitally during the COVID lockdown. By leveraging digital resources, raising awareness of technology use, and tailoring reading initiatives to student preferences, educators and policymakers can foster a reading culture in the digital era (Packialakshmi et al., 2021).

A well-off financial speculator Benz Hurwitz said that children conceived today will not presumably ever prefer anything on paper (Ferguson, 2020). The mantra in the early mid-2010s was that print is a dying medium. With the rise of the iPad, the reading growth eventually elevated year on year, going to print less books, suggesting to too many people that no one is going to print anymore. The information gathered

authenticate about the utilization of computerized assets by the middle-aged group, which is most noteworthy (Ferguson, 2020). Children enjoy less reading than previous generation. Printed books are extended, bulky, and not so brilliant in look. Children are not ready to hold concentration for a long time; even though these books carry numerous things are static and significant for general information, particularly for qualifying any competitive exams.

Joseph Addison, quoted in Kampi Library (2021) writes, "Reading is good for your brain, reading is to the mind is like what exercise is to the body." This quote was written roughly 300 years before modern research and science tools could back up his claim. Modern scientific studies demonstrate that reading documents enhances intelligence. Reading a novel, for instance, expands the bloodstream and further develops a network in the mind. It helps connect the right and left hemispheres of the brain while processing letters, words, and visual concepts that make us smarter (Kampi Library, 2021). It can help children learn vocabulary early and ultimately develop their brain activation. One can follow the statistic that even though the pandemic contributed to ups and downs, the sales of e-books plummeted during the pandemic, and they grew, however, the print did not die.

According to Gerar and van der Weel (2023), the digital medium is not simply another alternative form of entertainment, unlike earlier "new media," which significantly altered how we used to spend our free time. In the past, media made little claim to the territory of printed text and were dedicated to specific functions. Digital technology, in contrast, merges all conceivable modalities and functions into a single screen space. Here is a hypothesis floating around called the shallowing hypothesis, which says if we read on a digital screen, we read a lot of social media simultaneously; therefore, we read them shallowly with a superficial mind-set as we would any social media post (Annisette and Lafreniere, 2017). The other side of the perspective is the Snapchat frame of mind for reading digitally because when we send a message, it disappears, and we cannot retrieve it. Much of our digital Reading happens with print too, but more so in digital reading.

These days, people are intelligent, well-spoken enough, and expressive. Young children are well-versed in using social media and technology. With the advances in technology, anxiety, stage fear, camera fear, and all such fears are effortlessly gone. Montessori, Maria (2022) supports the idea that youngsters have a spongy brain. They ingest information from the climate without weakness. The alpha generation's use of technology has both positive and negative effects on their reading habits. While technology offers convenience, accessibility, and new ways to engage with reading materials, it poses challenges, such as distraction and potential social implications (Miranda et al., 2023). Consequently, a person develops a reading habit at a young age due to family background and exposure to digital technology. Due to the overflow of information as an outcome of digitization, many readers needed help to continue to the true essence of reading, and thus, their habits changed from print-reading to e-reading.

Liu (2005) further backs that the new perusing ways of behaving are affected by the expanding development of advanced data accessible, and there is an expansion in how much time individuals spend reading electronic media. These findings show that the digital age has not only engulfed people's reading habits but has also developed many other skills simultaneously. People are developing various tools for our convenience to save time, so they are preparing a convincing technology to smoothen their work as needed and promptly.

The other skill that significantly impacts technology is the growth of individual journalism; through social media platforms, readers are connected to the whole world, and a short video can be made viral within a fraction of a second. Ultimately, this means that no word is required anymore to express or explain the action, which is sufficient. Interests in reading frequently allude to determining a topic or inclination for a class of writing being perused (Rudman, 1957). It is, hence, frequently compared that an individual has fostered an understanding propensity and interests when such action is over and over done deliberately for

recreation. Analysing reading habits in computerized time among various age groups can give essential knowledge into how innovation moulds, how individuals consume writing and data. India has a different set of population with a degree of admittance to innovation, and instruction essentially affects understanding propensities.

Gerčar, Jaka, and Adriaan van der Weel (2023) comments that the success of applications such as WeChat, technical tools, and other social media which aim to mediate all aspects of an individual's life, was only enabled by the advances in technology that fulfilled the vision of a truly 'universal machine,' which was convenient to use and indeed accessible to nearly everyone. The digital environment thus competes more starkly for readers' attention than ever and offers a wealth of technologies that are likely to affect the reading experience. Technology streamlines and conveys messages but at the same time it deficient the human brain's learning and narrative power.

Smith and Robinson (1980) make sense while perusing a functioning endeavour on the reader's part to figure out the essayist's message. Quadri and Abomoge (2013) allude to reading as a key to an abundance of involvement that connects individuals a long way past distance or time. Overall, the values, ethics, and morals that pass from generation to generation to lead human civilization are done through the marked sayings of our ancestors in the scripts. As a result, human beings need to have a solid understanding of culture and civilization to read and write like our ancestors did.

India is diverse, so people opt for numerous languages and dialects. Literary heritage is widely read and respected. Newspapers and magazines have a wide range of readers for news and current affairs, and many magazines cover topics from fashion and lifestyle to politics and literature. Gerčar, Jaka, and Adriaan van der Weel (2023) said that if bookish knowledge had not remained the mainstay of education, requiring ongoing general literacy from an early age, the importance of long-form reading in society would have declined a great deal more than it has. Readers can be encouraged to utilize online platforms, incorporate technology in the reading program, encourage diverse reading materials, provide access to information resources, and collaborate with academic libraries; these kinds of strategies, educators and institutions can effectively promote a reading culture among college students in the digital era and encourage lifelong reading habits (Ramya and Indirapriyadharshini, 2022).

The captivating advances in technology contribute to the decline in book reading among children and there is a dire need to address this issue. Lucero et al. (2006) mentions a software designed to motivate children between 8 and 11 years of age by integrating Gardner's Multiple Intelligences Theory and principles of persuasion. Papelecho, a character from a book saga, is central to the software and is used to motivate and persuade children to read. The software, designed for both school and home use, includes reading, writing, and product creation activities, motivating children to read enthusiastically and using a praise system for better understanding. The introduction of television in India is also held responsible for significant transformation in reading activities, fostering keen interest and an attractive appearance. Digital transformation in the era has significantly impacted reading habits in India. Jayswal (2022) writes that advanced changes in the computerized period have affected the capabilities faster, making it ubiquitous by dramatically altering every sector of India.

Social media interaction and gadgets like smartphones and tablets are frequently used to access online news. Young readers foster a screen-based understanding of how to behave, investing more energy in looking for and studying data on electronic stages. Students now focus on multiple pieces of knowledge, resulting in a decline in sentence framing and grammar. Tanjung et al. (2017) indicate that it is closely associated with using gadgets among students, like smartphones or tabs, which are exploited to access the present online news. In this computerized age, according to Abdul Karim and Hasan (2007), more reading time is spent searching for information on the web-based platform. Presently, understudies decide to remain in one spot and access the web to peruse while doing another development, not simply centre in

one spot and read heaps of archives (Manalu, 2019). A reader can get multiple pieces of knowledge through a digital platform.

Studies have highlighted several areas concerned with reading preferences, attitudes, habits, trends, medium, platform, and their effect on the student's reading performance regarding gender. Gender-related studies have had different outcomes; for instance, some studies suggested that girls chose the print medium for reading, whereas boys preferred an online medium (Liu & Huang 2008). They also chose different genres, material, and topics for reading. Nevertheless, as societal standards, potentials, and pressures change, they continuously influence students' reading habits and preferences regarding gender (Loh et al., 2020). Hence, studies show that gender-specific reading preferences, attitudes, habits, trends, mediums, and platforms impact students' reading performance. Boys prefer online media, while girls select a variety of genres, materials, and subjects. However, contrary to that, the changing societal standards and pressures continue to influence reading habits for both.

Dilshad et al. (2013) explored gender differences in the reading habits of university students in Pakistan, revealing that male and female students' reading habits differed. Similarly, findings from another study (Shafi & Loan, 2010) demonstrated that gender is a crucial element affecting students' reading habits, with female students possessing better reading habits than their male counterparts. Clark & Foster (2005) found that young ladies read with a more uplifting perspective than young men, as they find studying fascinating from their tedious tasks.

The research studies cited above leave much of scope to explore the potential of conducting a research to examine the readers' behaviour with respect to the increase or decline in their reading habits and preferred choices in between the print and the online resources. The objective of the study may be enlisted as:

- To verify if gender, age, and occupation have any influence on the reading habits;
- To verify what kind of reading material the readers mostly prefer to use and
- To what extent does the emergence of digital versions of information impact the readers?

Research Methodology

A survey was designed to understand the reading habits of different age groups. The sample of $n=150$ was taken among different age groups, genders, and occupations. One hundred seventeen participants responded, and 30 did not respond. The questionnaire has been prepared and circulated through Google Forms to determine different facets of reading habits among them. The research design was a mix of qualitative and quantitative because the sample belonged to various age groups, sectors, and occupations. The data collection is done through administering a questionnaire as the readers' opinions and their practical suggestions were to be recorded to complete the study. The questions asked in the questionnaires were relevant and they played a vital role in finding the correct data from the readers, as mentioned specifically in findings and discussions. In addition, authentic database such as Scopus, Web of Science, J-Gate were searched for theoretical foundation of the study. Out of total 3151 reports available in the duration of 2018-2023 were found which were eliminated to 232 by applying relevant filters. The data collected this way were converted into a pie chart where we see the percentage of factors involved in reading habits. Following the presentation of the data, their findings were discussed, conclusions were reached at, and recommendations were made.

Results and Discussion

The habit of reading in diverse and evolving landscape of India reflects a combination of traditional literary interests with modern digital preferences. The coexistence of distinct reading practices makes India a dynamic and fascinating place for literature and reading culture. A reading ambiance should be developed right from childhood and it must create interest among learners with rhymes, storytelling, and drawing books to develop an attraction towards them. Krashen (1996) believed that these habits and

interests could be sustained at an early age. There are typical contrasts in interests of people belonging to various age-groups and sexes extraordinarily affected by interior factors like the home, inspiration, and demeanor and outside elements like friends, schools, educators, and accessible library offices. Another prominent researcher, Sangkaeo (1999) added that perusing propensity alludes to the way of behaving that communicates the similarity of individual sorts of and tastes in perusing. Teaching and learning happen in schools, colleges, and universities where readers are put into a pattern of reading and writing to improve their skills. However, for some known reasons, these habits are being diluted and substituted with digital sources nowadays. The sources accessible on web-based platforms are brief, open, and fast. This has become a danger to their legitimacy since data frequently vanishes, is withdrawn, and is taken out from online hotspots because of multiple factors. As a result, given the abundance of digital information in this digitalized world, readers face the challenge of determining the best reading habits applicable to various age groups while maintaining authenticity. Logical and mechanical developments have antagonistically added to understudies, declining standard of dynamic Reading (Owusu-Acheaw and Larson, 2014). Continuing with the context, this study aims to understand the trends of reading habits among readers of various age groups in the age of technological innovations, particularly from an Indian perspective. As discussed above, technology is there only to assist and it cannot substitute the human mind.

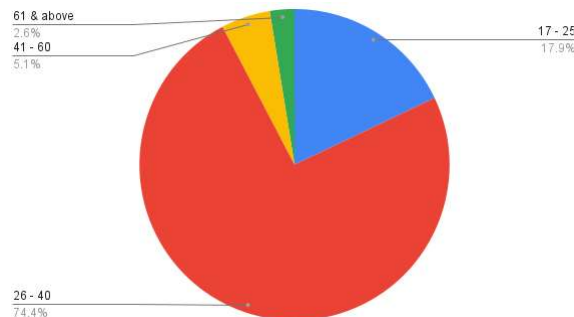


Chart 1: Distribution of age-group of respondents (in years)

Chart 1 illustrates the 117 respondents of different age groups who participated in the study. The data reveal that highest number (87) of respondents belongs to the age-group of 26-40 years (74.4%) whereas the least number of respondents (4) belong to the age-group of 60 & above (2.6%). A huge difference is observed when the number of respondents belonging to these different age groups is compared. The remaining two categories of respondents were contributing 17.9% and 5.1%. An examination of the facts suggests that the most active age-group of the population with interest in reading is that of the age group of 26-40 years.

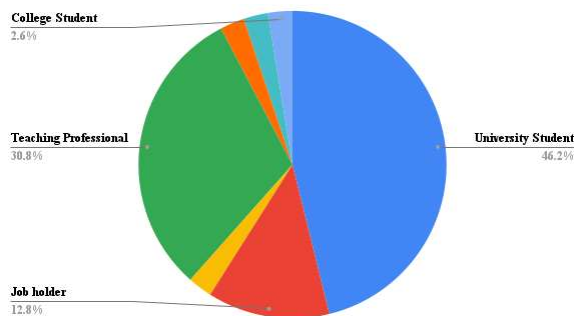


Chart 2: Occupation of respondents

Chart 2 shows the occupation details of 117 respondents who participated in the study. The data suggest that the highest number of respondents (54) is of the university student (46.2%) whereas the least number

of respondents (3) is college students (2.6%). Again, a wide gap of 43.6 % is observed when the respondents belonging to these different occupations are compared. The remaining two categories of respondents were contributing 30.8% (teaching professionals) and 12.8% (other professions) respectively. According to the facts, university students and research scholars are the most engaged members of the population who are interested in reading.

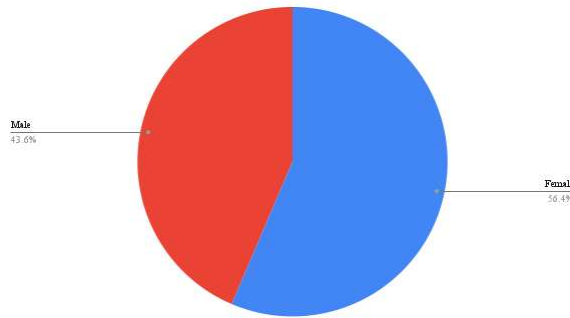


Chart 3: Gender-distribution of respondents

Chart 3 displays gender distribution of the 117 respondents of the study. The data infer that highest number (66) of respondents is of females (56.4%) who participated in the study. Male respondents were only 51 in number amounting to 43.6%. The gap in the two suggests that females are more interested in reading in comparison to their male counterparts.

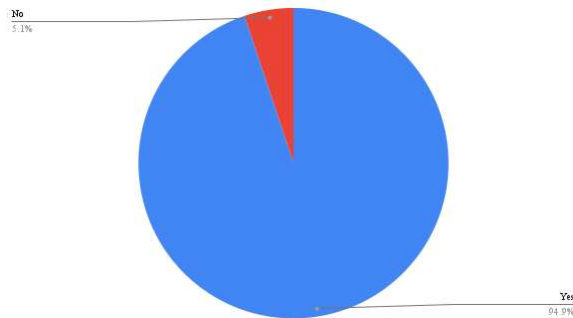


Chart 4: Responses of whether they love and enjoy reading

Chart 4 analyses the responses of the participants on whether they love and enjoy reading. According to the data, 111 (94.9%) of the respondents agree that they enjoy reading. Only 6 respondents indicate they do not love reading. The ratios of respondents who enjoy reading and those who do not, are striking. This suggests that reading is a prevalent pastime for most people. However, a common observation of the researchers is not in line with what the data claims.

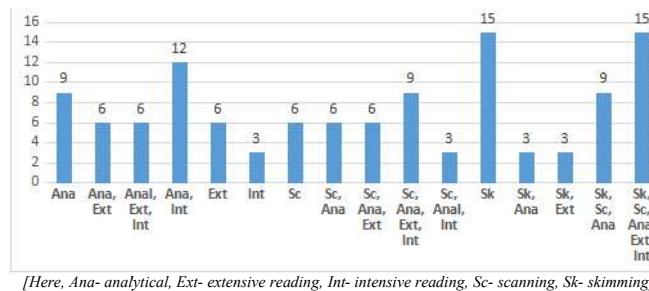


Chart 5: Responses on the types of reading the respondents are familiar with

Chart 5 presents information related to the respondents' awareness of different types of reading. As displayed in the visual, a maximum of 15 respondents (13.2%) only are familiar the types of reading such as skimming, scanning, analytical and extensive. This is suggestive of a pathetic condition of readers who are in general unaware of theoretical aspects of reading skills.

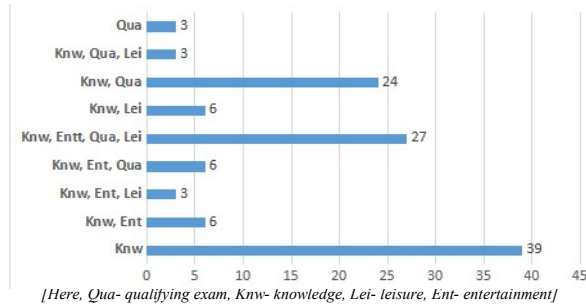


Chart 6: Responses on why the respondents read

Chart 6 provides with a visual presentation of the respondents' responses on why they read. The highest number (39) is of those who read to enhance their knowledge. Another significant reason for why they (27) read is to qualify exams, enhance knowledge, entertain, and spend the leisure time. The third significant response was received from 24 respondents who read for knowledge but the ultimate purpose is qualifying the exam (20.51%). However, the responses vary from one to other respondents in terms of their purpose of reading.

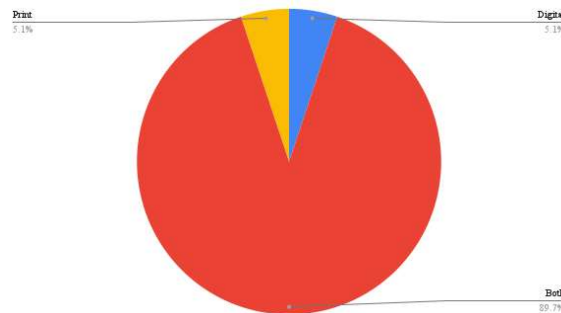


Chart 7: Responses on the types of reading materials with the respondents

Motivation for reading comes from the types of reading materials available. Chart 7 is graphic presentation of responses on the types of reading materials available with the readers who participated in this study. They are asked whether they have access to print or digital or both the types of resources. It was encouraging to note that 105 respondents (89.7%) agree that they have ease of access to both print and digital resources whereas the remaining two categories, viz., only print and only digital was opted by 5.1% each. The finding suggests that the digital resources are also within the reach of the majority.

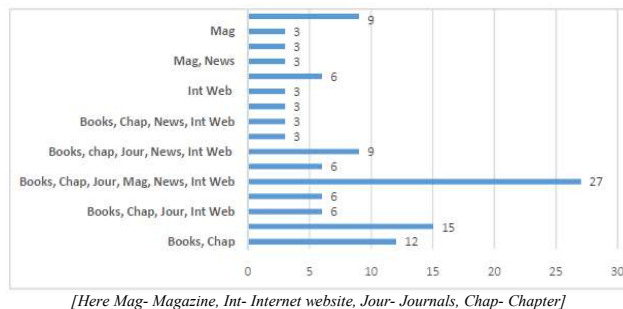


Chart 8: Responses on the types of authentic sources of reading material preferred by respondents

Chart 8 deals with the respondents' opinions on what types of materials they treat as the authentic ones. Various materials were given to them and they were free to opt for multiple options. 27 respondents out of 117 believe that books, book chapters, journal, magazine, newspaper, and internet website are authentic sources of information. According to analysis, respondents are of the view that books, book chapters, journals, magazines, newspapers, and online websites provide readers with more authentic and immediate information.

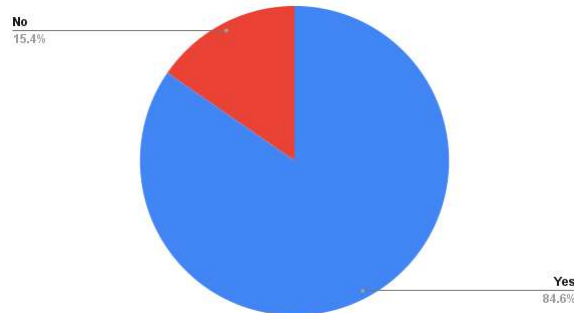
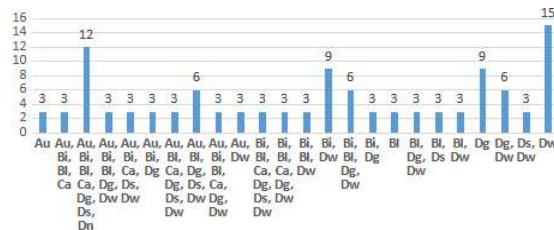


Chart 9: Responses on if they have ease of access to information

Ease of access to information is one of the driving forces for motivation. So, the researchers attempted to know if the respondents are able to conveniently access the information. Since everyone has access to internet in this digitized world, responses were received on whether they have an easy access to digital resources. As can be seen in Chart 9, 99 respondents (84.6%) agreed that they have easy access to digital resources. The remaining 18 (15.4%) did not have the access to it. When analyzed further, it was found that these were the elderly people who were not techno-savvy.



[Here, Au- audio recording, Bi- bibliography, Bl- blog, Ca- catalogue, Dg- digital media, Ds- discussion list, Dw- downloaded site]

Chart 10: Responses on sources/types of information they are familiar with

Chart 10 shares information related to familiarity of the respondents with the types of reading materials available in digital form and what they frequently used for reading. They were provided with a list of materials and were asked to tick as many as applicable in their case. The data received suggests that the highest number (15) of respondents which amounts to 12.8% read downloaded content. Further, it was significant to note that 12 participants (10.26%) knew about all seven types of reading materials available in digital form, viz., audio, bibliography, blog, catalogue, digital media, and discussions as listed in the questionnaire. So the above realities propose that majority of readers prefer to download the information and read them in their convenient time.



Chart 11: Responses on their perception on reading from digital resources

Chart 11 shares the respondents' perception on reading materials from digital resource available with them. An open-ended question was asked to them in order to receive their varied opinions. The data discloses that highest number (66) of respondents (56.4%) perceive digital resources to be a barrier due to abundance of information. Another significant number (24) of respondents are of the view that it can prove to be a good source of income. An analytical evaluation of their perceptions proposes that ease of access to excessive amount of information most often serves as hindrances and distract them rather than motivating them to read.

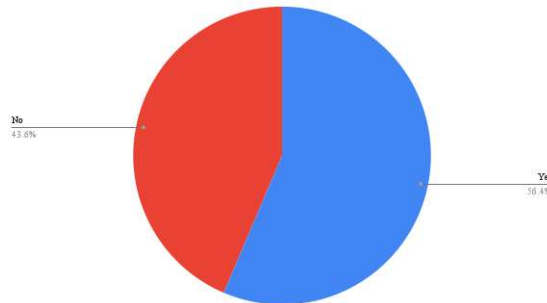


Chart 12: Responses on whether they prefer digital resources to be substituted with print

The responses on the next query on what the readers (respondents) feel about substituting digital materials with printed ones is recorded and presented in Chart 12. It is quite surprising to note that in spite of ease of access to information in digital form, 56.4% respondents wish for substituting it with print materials whereas 43.6% of respondents find themselves convenient with digital resources. The findings suggest that print materials are still the priority of the readers.

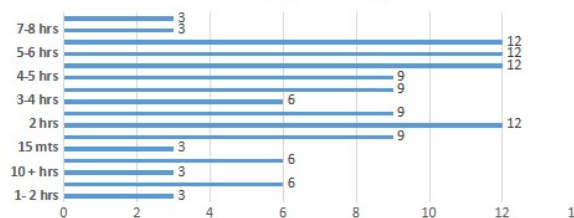


Chart 13: Responses on their time-span of reading

A range of time spent on reading ranging from 1-2 hours to 7-8 hours was given in form of a closed ended question to the respondents and they were asked to opt for the right option. Chart 13 displays the responses on it. Equal number of participants (12) opted for the time span of up to 2 hours, 3-4 hours, 4-5 hours, and 5-6 hours duration. The responses do not give any clear idea about their time spent on reading.

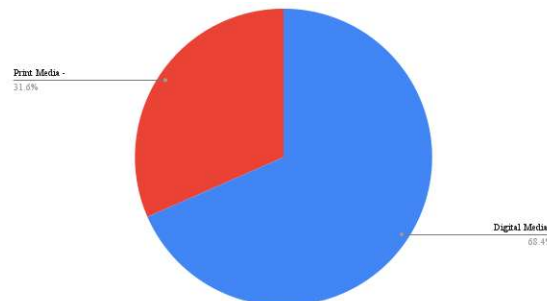


Chart 14: Responses on their preference between digital and print resources

The last question in the questionnaire dealt with if given a chance, whether the respondents would prefer to digital or print resources for reading. Chart 14 illustrates that 80 respondents (68.4%) prefer digital

resources only 37 (31.6%) preferred print resources. Thus, there is more craze for digital resources among the readers in comparison to the print version.

Findings

In the above discussion and analysis, the researchers observed that gender, age group, and occupation majorly impact reading habits. Multiple factors can be held responsible for the changes, such as advancements in technology, readability factors, and concise publications in online mode, have provided with the ease to access reading materials. The impact of artificial intelligence leaves no stone unturned in making these resources within the reach of everyone. However, the fundamental adherence is that the machine cannot replace a human mind but works as a replica of a human, as designed and instructed for our convenience. Even bustling timetables and the absence of time frequently lead to an inclination for web-based reading materials over the printed books. Further findings suggest that women tend to devote more time to reading, while men seek activity-oriented activities. Print materials are crucial in studies, research, and reference compilation. No doubt, technological advancements have made reading more accessible, but time management and digitalization are essential. With the passage of time and incredible technological advances, the Internet has established itself as the primary source of information for readers, specifically students. In a study by Khare, Makhare, and Rasmi (2014), they claimed that primarily the student community uses the Internet to learn about books. Hence, public libraries need to be more advanced and technologically equipped.

Practical Recommendations

Reading is essential for holistic development of human beings. However, the skills of reading are mostly neglected. Promoting reading habits can be challenging. The first and foremost step to motivate the present generation to develop their reading habit is that they should be made aware of the advantages of developing this receptive skill. Production is possible only when reception is there. Without input, expecting output is worthless. Secondly, the ease of access to reading materials should be ensured. Digital resources should be provided at a minimal cost to save time, allowing readers to read quickly and efficiently. Libraries should be more accessible and organized for competitions and other activities to enhance interest in reading. Awareness programs and campaigns should be created also to promote age-appropriate books and easy audio-book access. Libraries should also offer story hours and literacy programs to develop good reading habits. Reading materials should be authentic, with accessible language, storytelling format, and images. Despite the availability of digital resources, reading habits are essential for the new generation to broaden their intellect and foster a cosmopolitan outlook. In simpler terms, to promote knowledge, ensuring availability of low-cost print materials, improving online resources, and also, raising awareness towards the adverse effects of digitalization are to be kept into consideration. The adverse effect mainly covers abundance of information leading to confusion and disinterestedness.

Conclusion

The shift from print to digital reading materials has significantly impacted our reading habits, particularly among teenagers and college-going students. The straightforward entry to innovation has prompted a decrease in understanding propensities because of the massiveness of print texts and a decline in reading habits, mainly due to the bulkiness of print texts. Developing reading habits can help the readers have a developed personality, improved version of the self with enhanced knowledge. Undoubtedly, technological advancements have influenced reading habits in general, with online texts becoming more popular. One can easily carry information without any portability issues. The reading habit is no longer seen among the reader although it is believed that readers must occupy their leisure with interesting books but nowadays, we hardly see that happen. Advent of artificial intelligence has also emerged as a threat to reading as the desired information in an exactly accurate and precise manner is just a click away. So,

people's thirst of readings within a limited schedule is lost. The real sap of reading books with number of pages and a coffee mug has become a matter of the past now.

Developing a good reading habit requires the availability of reading materials and appropriate ambience. Reading should be practiced early because reading habits develop slowly and eventually. Preparing one's own library can contribute to a great extent to individual as well as wholesome development of the family. The significant impact of good reading habits reflects in one's developed personality and improved soft skills. One who dedicates a lot of time to reading multiple things can see a tremendous transformation in one's self-confidence and knowledge base. Technology and innovation have brought drastic change in reading habits. Preference is given to online texts over printed ones to avoid bulkiness, portability issues, and mess. The digital platform helps to keep all documents available within it, making it clear and accessible. To sum up, availability of digital content has proved itself to be both a foe and a friend for the readers, and so, it should be used tactfully and practised rationally.

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