

The Influence of Digital Reading Habits on Student Performance at Vision College: A Conceptual Framework

Nur Atikah Binti Abdullah and Haslinda Husaini

Faculty of Information Management
Universiti Teknologi MARA
Selangor Branch
Malaysia

Email: haslinda3145@uitm.edu.my

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Abstract. Since the advent of digital media and the proliferation of digital resources, reading has altered tremendously. Regardless of digital reading, several concerns or variables, such as demographic characteristics, the effect of digital media and ICT, a lack of reading enthusiasm, and new reading norms during the reading COVID-19 epidemic, contribute to bad reading habits among individuals, particularly among students. The impact of digital reading habits on undergraduate achievement, especially among Vision College students, will be investigated in this study. Based on earlier research, this study has also established a conceptual framework.

Keywords: Digital reading habits, reading, reading habits, students' performance

1 Introduction

Reading is one of the fundamental abilities that everyone need. Reading provides students with a great opportunity to unlock the door to achievement. Since the advent of digital media and the proliferation of digital resources, reading has altered tremendously. Dealing with the changing environment is a crucial skill for students to acquire. (Fatiloro et al., 2017). Technologies began to take over human activities piece by piece. People seldom visit the library to borrow and use physical resources in the digital age, especially in the 21st century. As the amount of digital information grows, people, particularly young adults, are spending more time reading electronic materials. In reading and writing media, when pencil and paper are replaced by a fast-paced computer and keyboard, the impact of smart mobile devices or digital platforms may be felt. (Farinosi et al., 2016, as cited in Keskin et al., 2016). Balan et al. (2019) mention that students who develop the habit of reading academic and non-academic mate-

rials improve their metacognitive awareness, critical thinking skills, and verbal fluency, resulting in better academic outcomes. Balan et al. (2019) mentioned that the study conducted by Poedjiastutie (2018) shows that the Southeast Asian countries are having difficulty encouraging their students to read. Those governments are attempting to improve their students' reading skills by supporting and promoting the libraries. According to the 1982 National Literacy Survey conducted by the National Library (cited in Ahmed, 2016), Malaysians, on average, read one to two pages each year. One of the causes for the lack of change in reading habits and engagement is Malaysian educational institutions' incapacity to foster a persistent interest in reading among students Mohamed et al., 2012).

2 Problem Statement

People are increasingly opting for digital resources over traditional books. The digital era has introduced online or digital reading, bringing individuals closer to reading and reducing the amount of money spent on physical books. This creates a difficulty for the library, which becomes silent as a result. Distractions from technology and social media have been demonstrated to cause a drop in reading habits as well as an increase in students' lack of interest in reading among college students. (Briggs, 1987; Palani, 2012, as cited in Balan et al., 2019). Regardless of digital reading, some issues or factors that lead and contribute to poor reading habits among people, especially among undergraduates in this study such as demographic factors, the influence of digital media and ICT, lack of reading interest, and new reading norms the COVID-19 pandemic. This research study examines the influence of digital reading habits on students' performance among undergraduates, especially among Vision College students.

3 Objectives of the Study

The objectives of this study are:

1. To identify the influence of reading attitude on students' performance
2. To examine the influence of motivation to read on students' performance
3. To identify the influence of cognitive skills of reading on students' performance
4. To identify the influence of technology media on reading on a student's performance
5. To identify the influence of digital reading habits on the students' performance.

4 Significant of the Study

The significance of the study might benefit communities such as students, educators, publishers, and future researchers as a result of future outcomes. Students are the most likely to gain from this research since they are the ones who must appreciate

reading and recognise its influence on their academic achievement. Students must be self-motivated to read, supported at home and at school, and encouraged to participate in any reading-related activities. As digital technology has supplanted the old world of literacy or reading, educators, publishers, and software developers may collaborate to create more engaging and cost-effective digital materials for students based on data about student reading habits and reading behaviours. As a result, academic institutions must examine their practises in order to foster a supportive atmosphere that fosters students' digital reading habits.

Moreover, the educator should encourage students to read to serve as good reading role models. This study will benefit future researchers in providing broad data on the development of digital reading habits. Balan et al. (2019) mentioned that more and future research on effective practices for motivating college students' reading habits that affect their academic performance should be conducted at other universities.

5 Literature Review

Reading

Reading is the art of understanding written and printed words and it is a basic tool for education. Reading develops an imaginative view of the eyes and knowledge of the mind. Reading is a crucial variable for intellectual and emotional development. Reading is one activity that develops your positive thinking and will give you a better perspective on life. It also can keep you healthy, stay with positive emotions, and can reduce stress. Reading is a multidimensional cognitive process for decrypting symbols to construct and create meaning from the suggested text and background (Shimray, Keerti & Ramaiah, 2015). Other researchers also define reading as recognising, examining the meaning of written or printed characters, words, or sentences and understanding the information within (Lone, 2011). As cited in Thanuskodi (2011), William S. Gray defines reading as influences the scope and quality of information as well as the perceptions, moral beliefs, decisions, and behaviour of readers. Reading can improve thinking skills by introducing new thoughts and ideas and expanding vocabulary and language, all of which are necessary for verbal communication (Kutay, 2014, as cited in Rosli et al., 2017). Siagian and Maryanti (2018) stated that reading printed materials, such as books 'required 'the reader to read the entire text if they wanted to get the full perspective and understanding (and they might have to review it several times) before they came to a firm conclusion or got the full sense of what the author had written correctly. As cited in Shimray, Keerti, and Ramaiah (2015), China Publishers define mobile reading as 'the act of reading and consuming digital content on mobile devices such as phones and PCs and covers ebook, e-newspaper and also e-journal. As mentioned in Sun et al. (2021) study, reading in print refers to reading on paper, while reading digitally refers to reading textual content on a screen, smartphone, tablet, or other devices. The rapid development of digital reading has provided a major boost to the digital publishing industry.

Reading Habits

Reading habits are regarded as a significant factor in research reading. Shen (2006) states reading habits are defined as how often, how much, and what students read. Reading habit refers to behaviour that reflects the resemblance of reading and the taste of reading (Sangkaeo, 1999, as cited in Annamalai & Muniandy, 2013). We will ultimately grow addicted to reading if we make it a habit. Every student's life depends on their ability to read. It is critical to cultivate a reading habit not just for the goal of gaining knowledge, but also for personal growth and development. Reading habits will prepare children to be lifelong learners. Students can develop effective study skills, knowledge of various information resources, and retention ability due to their reading habits (Daniel et al., 2017). Reading habits are crucial for the growth of personalities and cognitive capacities. As stated in Annamalai and Muniandy (2013), "reading is generally accepted as a way of acquiring new information and new knowledge". Besides, reading can also reduce stress and enhance our mood.

Meanwhile, Rabaud, Khan, and Rampat (2018) state there is a lack of studies to investigate the reading habits of young adults in Mauritius. Shen (2006) discovered reading habits are associated with students' gender, age, educational background, academic performance, employment status, and professional growth. Furthermore, the study of Bana (2020) also stated that the recent findings on reading habits are linked to students' gender, age, educational background, academic achievement, and professional progress. Gender is another variable that is often stated to influence the development of reading. Rabaud, Khan, and Rampat (2018) stated analysis based on Chaudhry and Low (2009) concluded that males tend to read more for cognitive reasons than females who are more likely to read for leisure and stress release purposes. Reading habits, for this survey, are described as how often, how much, and what students read (Shen, 2006). The amount of reading within and without the school significantly affects reading in terms of fluency, speed, verbal ability, overall skill, and academic achievement (Cunningham & Stanovich, 2001).

Digital Reading Habits

The development of the current digital world has piqued the curiosity of many scholars. The majority of the study's reading habits were measured as reading frequency, reading volume, or reading activity. Much research has also examined the differences in performance on reading assessments and how the text is read from electronic versus paper sources (Clinton, 2019). Reading habits have had an adverse impact on people due to different types of advancements in digital communication (Shimray, Keerti, & Ramaiah, 2015). Keskin, Baştuğ, and Atmaca (2016) define digital reading as "a dynamic sense-making process which is run with the help of basic knowledge of technology use based on the stimuli on the screen".

Meanwhile, Maden (2018) refers to digital reading as "assigning meanings to texts and other multimedia sources on the electronic media that are accessible by digital devices". With an increasing amount of digital information available, people, especially young adults, are finding that they are spending more time reading electronic materials. Condie and Munro 2007; Chettri and Rout 2013 as cited in Mlay & Sabi, 2019) see ICT as providing various opportunities for enhancing reading skills, such as access to reading materials and comprehension tools. Students nowadays prefer to stay in one place and access the internet to read while doing another activity rather

than focusing in one place and reading a large number of documents (Bana, 2020). When it comes to reading materials, Malaysian students have their own set of preferences. Rosli et al. (2017) stated findings from the Dollah et al. (2017) study showed 44.8% of students prefer online reading materials. Gender is one of the demographic factors that influence reading habits among people. Analysis of gender differences shows that male students read significantly more than female students for materials or resources other than academic books. These resources were the newspaper, the website, and also the literature (Karim & Hasan, 2007). According to Karim and Hasan (2007), the researcher, Liu also provides evidence that the age factor leads to reading habits on the Internet.

In contrast, younger people can tolerate more time reading on screen-based content. Yet, Keskin, Baştuğ, and Atmaca (2016) research study aimed to investigate at what level the variables of academic and recreational digital reading attitudes, technological attitudes, and possession of social media accounts and mobile devices predict the classification of students as those who perform more academic digital reading and who perform a less academic digital reading. The COVID-19 pandemic has resulted in unprecedented changes, ranging from personal adjustments to global shifts. From the situation of the COVID-19, the results of the survey by Parikh et al. (2020) revealed that library users are interested in reading digital media, particularly eBooks. Individuals have developed their own unique techniques to maintain a decent balance of mental health during isolated indoor lockdowns by participating in different learning, leisure, and hobbies, in addition to reading more information.

6 Proposed Conceptual Framework

The proposed conceptual framework in Figure 1 is adopted from previous studies that are related to reading habits and students' performance. The independent variables under digital reading habits are reading attitude, motivation to read, the cognitive skill of reading, and technology media while the dependent variable is students' performance. The independent variables are adopted from the theory and model from Credé & Kuncel, 2008; Balan et al., 2019; Syler & Baker, 2016; Basri et al. 2018. The dependent variable is adopted from Credé & Kuncel, 2008; and Balan et al., 2019. Baki (2017) mentioned that attitude in reading has a substantial impact on students' academic lives as a vital emotional variable of reading activity as well as a crucial role in the learning process. The reading attitude dimension assesses a person's attitude toward reading, which influences whether or not a student develops a reading habit, particularly when it comes to digital reading. The benefits of using the internet in conjunction with media technology can significantly increase motivation and excitement for reading (Bana, 2020).

Previous research found that the cognitive processes involved in reading on a screen and reading in print have been discovered to be different (Liu, 2005, as cited in Rutherford et al., 2018). The capacity to read dimension, or cognitive skills, can be used to measure and influence a student's performance. According to previous studies, new technological media on reading can have an effect on individual reading skills and reading culture. Anyone can easily improve their reading skills and upgrade them with or as per current technological requirements by using a variety of apps, modules,

tools, videos, audio, and multimedia (Waghmode et al., 2020). Bala and Lal (2016) looked at a case study to learn more about the impact of the digital era on students' reading habits. Basri et al. (2018) defined that academic performance refers to a student's current state of knowledge and skills as indicated in their GPA and the development of their personality and academic advancement from lower to higher levels of study. A study from Fatiloro et al. (2017) also indicated that good reading habits can improve academic performance. Rosli et al. (2017) stated that reading habits enhance academic performance based on one of the articles in their study.

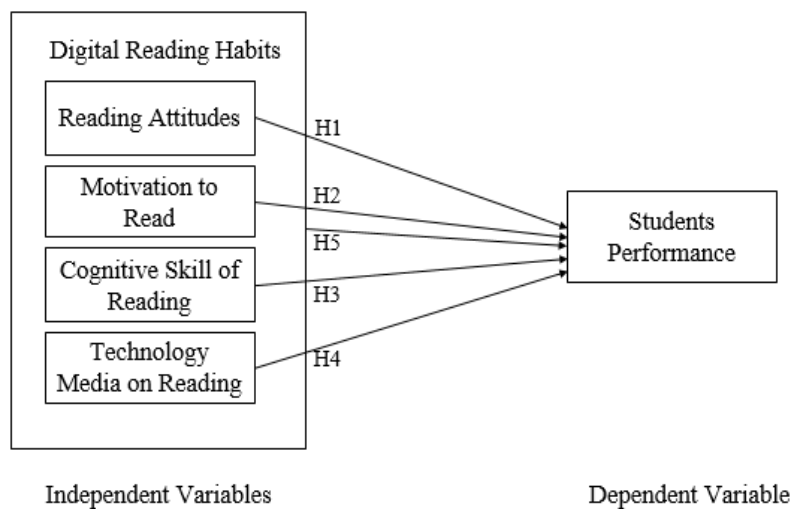


Fig. 1 : Development of a conceptual framework

Many studies have been carried out and found that reading habits influence the students' performance, especially in their academic performance. It is also a prediction that is testable and specific in a field of study. Based on Baba and Affendi (2020) findings, respondents (72.5%) agreed the impact of reading attitude on reading habits is connected to their academic achievement. Therefore, the first proposition is created:

H1: Reading attitudes significantly influence the students' performance.

Based on the findings from the study of Muhammad et al. (2015) a strong relationship exists between motivation and students' academic performance. Gasco et al. (2014) indicated that motivation plays an important role in learning because it explains academic performance. Therefore, the second proposition is created:

H2: Motivation to read significantly influences the students' performance.

Aksan and Kisac (2009) stated that according to past studies, learners with cognitive awareness skills outperform their peers in terms of academic achievement and motivation. The researchers also add up that Boulware-Gooden, Carreker, Thornhill, and Joshi (2007) attempted to determine the impact of multiple cognitive strategy teaching on students' reading comprehension and vocabulary. From this assumption, the third proposition is created:

H3: Cognitive skill of reading significantly influences the student's performance.

The technology media on reading can significantly influence the student's performance due to reading skills and reading culture. The findings from Kumara and Sam-path Kumar (2018) have been discovered that students' use of Information and Communication Technology (ICT) can positively impact their reading habits. According to Mlay & Sabi (2019), findings from Leino (2014) showed that the students who were involved in ICT use were also active in digital reading. Therefore, the four proposition is created:

H4: Technology media on reading significantly influences the student's performance.

Reading is essential for a successful study habit that will help improve students' academic performance (Daniel et al., 2017). Students' reading habits help their learning process significantly and improve their academic performance (Fatiloro et al., 2017; Kidd & Castano, 2013; Whitten et al, 2016, as cited in Balan et al., 2019). Students' digital reading in higher education can also influence the students' academic performance due to poor reading habits. The students' poor reading habits have an impact on their academic performance (Anyaegbu, 2016, as cited in Baba & Affendi, 2020). Therefore, the five proposition is created:

7 Methodology

The quantitative technique as a key research instrument is most likely to be used as an appropriate research approach for this study. The study's population will be undergraduates at Vision College in Kelana Jaya, Selangor. Due to the Covid -19 pandemic, survey questionnaire instruments will be sent to individuals through online form and an introduction to gather data. By using simple random sampling, each individual is chosen entirely by chance and each member of the population has an equal chance of being in the sample. Thus, the collected data will be analysed using the Statistical Package for Social Sciences (SPSS).

8 Conclusion

Reading is an essential component of everyday life. If it hadn't been for reading, historical information and knowledge would not have been handed down as precisely as it is now. As a result of technology advancements, people's interest in reading has switched from print to digital. Digital reading habits are a crucial consideration that is connected to other people, especially among students, and how they will develop digital reading habits in their everyday lives, as we live in the technological age. As a result, a research on digital reading habits in various types of information institutions may be established. Academic institutions' administrators should conduct initiatives to improve students' digital reading habits. It entails making available sufficient resources and techniques to encourage students to read. The library should also play an important role in assisting students in developing excellent digital reading habits. The

library should take use of this chance to advertise library services in a different manner that will, both directly and indirectly, encourage students to develop a digital reading habit. The majority of them choose to read information on their mobile devices. Aside from that, the researchers might do more research by employing other data gathering methods such as interviews and observation. The researchers can assist people in understanding the influence of digital reading habits rather than traditional reading habits on academic accomplishment. Researchers have developed as well, concentrating on best practises rather than comparing the performance of current activities to those of the past, and identifying strategies to improve students' digital reading. This research will raise public awareness about the variables that contribute to bad reading habits and how they may impact students' digital reading habits. The viewpoint offered in this work will encourage the development of new paradigms that will be useful in future research debates and may lead to a more in-depth analysis of it.

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