

Literature an individual activity but also a social

[Education](#), [Teaching](#)



Literature Review A small number of published articles have contributed some general information about varying factors that have influenced college students' time spent reading. Some of these have included pre-service teachers. Some research emphasized academic reading and other studies focused on recreational/extracurricular reading (Capps & Huang, 2015).

Reading is the act of understanding and interpreting itself and its surroundings from the moment that human being is present. Reading is the process of giving meaning to objects and situations that are not only meaningless but also visually perceived by some existing writing units. Many situations such as knowledge, thoughts, feelings, dreams, etc.

have been become reality by the act of reading (Akçay, 2017). Reading is the act of understanding and interpreting itself and its surroundings from the moment that human being is present. Therefore, individuals those who would like to know the environment better should have gained the reading habit. (Akçay, 2017).

Akay (2009) refers to this widerange of reading and deep structure as “ reading is one of the most serious jobs in the world (and perhaps the first of the most serious jobs when it is considered in philosophical context)” (Akay, 2009). The reading activity is not only an individual activity but also a social activity (Balc?, 2013: 11). Reading has increasingly been the object of empirical and theoretical investigations. Studies in the area of reading come from various academic disciplines including LIS, education, social science, and recently information systems. Findings about reading contributes significantly to how library provides its services, how teaching students to read can be made more effective, and how web site and system <https://assignbuster.com/literature-an-individual-activity-but-also-a-social/>

design can be made more useful and user friendly (Shahriza Abdul Karim & Hasan, 2007). Various studies have looked into ebook adoption and use as textbooks in academic settings as well as for leisure.

(Shin, 2011) The electronic media is challenging the reading habit in the society by shifting the attention to computer and television viewing. This is proven through the increase in computer literacy from 6 percent in 1996 to 27 percent in 2005, and watching television as the number one hobby (34 percent) (Shahriza Abdul Karim & Hasan, 2007). Electronic and print texts are similar in the structure of text (e. g. headings and subheadings). However, the open informational environment of electronic texts results in a greater complexity in reading due to the inconsistent text structure across different websites or webpages (Coiro & Dobler, 2007).

Moreover, electronic texts are unique in their nonlinear and participatory features (Kim & Glassman, 2013) That is, readers navigate through the nodes in different orders to construct their distinct mental models of the text. For example, when reading on a specific topic online, for example, whether to take vitamins or not, it is not surprising that each individual starts with the idea to investigate the pros and cons of vitamins but end up with obtaining distinct supporting evidence and conclusions for this online reading topic. Therefore, navigation skills play an important role in electronic reading (Hahnel, Goldhammer, Naumann, , 2016). (Mangen, Walgermo, & Brønnevik, 2013) compared the effect of reading modality (i. e. reading texts in PDF vs. paper-based formats) on the reading comprehension of a group of 72 tenth graders aged 15-16 in Norway.

Results showed that students in the paper-based format predicted higher reading comprehension. In a similar vein, recent surveys showed that digital natives preferred reading in print over electronic texts or ebooks (Rosenwald, 2015; Wu & Peng, 2017). Currently, five widely used text display types exist: Paging¹, Scrolling, Times Square²(or Leading), Auto-scrolling³, and RSVP⁴. (Chen & Lin, 2016) Among these text display types for small-screen display, Paging and Scrolling are static display types, and Times Square, Auto-scrolling, and RSVP are dynamic display types. Static text display types typically provide navigation control functions to help users select their preferred reading contents and control reading progress.

Conversely, dynamic text display types automatically display text on digital screens at a constant speed. This work only focuses on the Paging type to represent static text display types and Auto-scrolling with automatic text display to represent dynamic text display types because these two types are most widely used by eBook readers or smart phones. (Chen & Lin, 2016) Bailey's (2006) study reported that e-book readership is increasing as it helps users in synthesizing complex concepts within subject areas (Bailey, 2006; Khan et al., 2016). Zhang and Kudva (2014) reported that print and e-book formats accomplished user information needs, but varied by demographic, situational, and other contextual variables (Zhang & Kudva, 2014). However, e-books, due to their convenience of access, are definitely recognized with higher status by fulfilling user information needs quickly, but have still failed to replace the superior position of print books (Khan et al., 2016).

Coates (2013) observed that the respondents mainly used e-books for research and reference purposes (Coates, 2013; Khan et al., 2016). Hsiao (2013) discussed e-book usage issues in terms of gender and asserted that male users are quick e-book adopters compared with female. (Hsiao, 2013; Khan et al., 2016) In the Pakistani context, the concept of e-books is still relatively new when compared to other developing countries of the world.

However, after the establishment of the National Digital Library program in 2003, some spectacular progress has been observed in Pakistani educational and research sectors (Said, 2006). Khan and Ahmed (2013) determined that younger users are more active users of digital collections as compared to older people (Khan & Ahmed, 2013; Khan et al., 2016). Further, Khan et al.

(2014) found that most of the students acknowledge the significance of databases and e-journals because of their significant contribution towards academic and research activities (Khan, Ahmed, & Masrek, 2014; Khan et al., 2016). With ebooks, beyond purely viewing and reading, it is possible to engage in behaviors such as text searching, highlighting, and even commenting (Ravid, Kalman, & Rafaeli, 2008). This study is purely based on theory of planned behavior.

The Theory of Planned Behavior (TPB) is among the most commonly used for identifying the psychosocial determinants of eating behaviors and their related salient beliefs. The TPB suggests there are three primary determinants for the intention to adopt a behavior: attitude, subjective norms and perceived behavioral control. Each of these primary constructs is in turn a function of underlying beliefs.

Attitude is defined by behavioral beliefs (i. e., perceived advantages or disadvantages of the behavior), subjective norms by normative beliefs (i. e., social pressures to adopt the behavior), and perceived behavioral control by control beliefs (i. e.

, perceived ease or difficulty of adopting the behavior). (Lacroix et al., 2016) The theory of planned behavior is a model that aims to predict and explain human behavior (Ajzen, 1991). Central to the theory is the premise that engagement in a particular behavior is governed by two factors: an individual's intentions and their perceived behavioral control (an individual's confidence in their ability to carry out behavior). Intentions are a central factor in the theory and its predecessor and summarise an individual's motivation to act, for example, an individual's motivation to study physics in post-compulsory education. Whilst one might have high intentions to engage in a particular behavior, these intentions may not be acted upon if an individual believes that they have low levels of personal control over performing that behavior.

Hence, Ajzen (1991) proposed a direct link between perceived behavioral control and behavior, as well as a link between perceived behavioral control and intentions. (Taylor, 2015) A large number of studies have used the theory of planned behavior to explain and predict health-related behaviors (e. g. Armitage 2005; Conner, Norman, and Bell 2002; Norman, Conner, and Bell 1999), yet relatively few can be found in relevant educational contexts. (Taylor, 2015) Similarly in the current study we explored the intent to use electronic device for academic reading using the theory of planned behavior.

The Theory of Planned Behavior is the explicit theoretical basis for 222 studies published in the Medline database, and 610 studies published in the PsycINFO database, from 1985 to January 2004. (Francis et al.

, 2004) To predict whether a person intends to do something, we need to know:

- Whether the person is in favor of doing it ('attitude')
- How much the person feels social pressure to do it ('subjective norm')
- Whether the person feels in control of the action in question ('perceived behavioral control')

By changing these three 'predictors', we can increase the chance that the person will intend to do a desired action and thus increase the chance of the person actually doing it. (Francis et al., 2004)