



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research

Vol. 16, Issue, 06, pp.70475-70580, June, 2026

<https://doi.org/10.37118/ijdr.30995.06.2026>



RESEARCH ARTICLE

OPEN ACCESS

ONLINE READING HABITS AMONG THE UG STUDENTS OF UNIVERSITY COLLEGE, MANGALORE: A STUDY

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ARTICLE INFO

Article History:

Received 12th March, 2026

Received in revised form

24th April, 2026

Accepted 20th May, 2026

Published online 30th June, 2026

Key Words:

Reading Habits, Online Reading Habits,
University College Mangalore,
Mangalore University.

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ABSTRACT

The study examines the online reading habits of undergraduate students of University College, Mangalore using a survey method. Data were collected from 348 respondents through a structured questionnaire. The findings indicate that students widely use smartphones and digital platforms for academic reading, with a preference for study materials such as PDFs and online resources. Most respondents perceive online reading as convenient and engage in it regularly. However, issues such as eye strain, distractions, and internet connectivity affect their reading experience. The study concludes that online reading plays a vital role in academic activities and requires improved digital resources and infrastructure.

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Citation: *Shruthi S. Naik and Dr. Lokesha M.* 2026. "Online Reading Habits Among the ug Students of University College, Mangalore: A Study". *International Journal of Development Research*, 16, (06), 70475-70580.

INTRODUCTION

In the present digital era, the reading habits of students have undergone a significant transformation due to the rapid advancement of information and communication technologies. The widespread use of the internet, smartphones, and digital platforms has shifted reading practices from traditional print media to online sources. Undergraduate students, in particular, increasingly depend on digital resources such as e-books, online journals, websites, and study materials for their academic and personal reading needs. Online reading refers to the process of accessing, understanding, and interacting with digital content through electronic devices. It offers several advantages, including easy accessibility, availability of vast information, cost-effectiveness, and convenience. As a result, it has become an integral part of students' academic activities, especially for assignments, research, and examination preparation. However, despite its benefits, online reading also presents certain challenges such as distractions from social media, advertisements, eye strain, and reduced concentration levels. These factors may influence the effectiveness of reading and comprehension among students. In this context, it becomes essential to study the online reading habits of students to understand their preferences, usage patterns, and the challenges they face. Therefore, the present study aims to examine the online reading habits among undergraduate students of University College, Mangalore, and to analyze how digital resources are shaping their reading behavior.

REVIEW OF LITERATURE

Several studies have been conducted to understand the reading habits of students in the digital environment and the growing role of online resources in academic learning. Ziming Liu (2005) examined reading behavior in the digital environment and found that technological advancements have significantly altered traditional reading patterns. The study revealed that digital reading encourages browsing, scanning, and selective reading rather than in-depth reading, which may affect comprehension levels. Khadse K. (2020) analyzed the awareness and application of artificial intelligence tools among management students. The study highlighted that students are increasingly using digital tools for academic purposes, indicating a shift toward technology-driven learning and information access. Sharma C. (2014) conducted a study on digital reading habits of university students and found that a majority of students prefer online reading due to its convenience and accessibility. However, the study also pointed out that students tend to spend limited time on focused reading. Singh J. and Mishra R. (2015) examined the reading habits of students in the digital era and observed that students increasingly rely on online resources such as websites, e-books, and social media for information. The study emphasized that digital reading is becoming a dominant trend among students. The reviewed literature indicates that while online reading has become widespread due to its accessibility and convenience, it also brings challenges such as

reduced concentration and superficial reading habits. These studies collectively highlight the need to further examine students' online reading behavior, particularly at the undergraduate level.

Need for the Study: In recent years, there has been a rapid shift from traditional print reading to digital or online reading among students due to the widespread use of the internet and electronic devices. Undergraduate students increasingly rely on online resources such as e-books, journals, websites, and digital libraries for their academic activities. Despite the growing importance of online reading, there is a need to understand how students engage with digital content, the amount of time they spend, the purposes of reading, and the challenges they face. Issues such as distractions, eye strain, and difficulty in concentration may affect the effectiveness of online reading. Moreover, institutions are investing in digital libraries and e-resources, but their proper utilization depends on students' awareness and reading behavior. Therefore, it becomes essential to assess students' online reading habits to ensure that these resources are effectively used. The present study is undertaken to analyze the online reading habits of undergraduate students of University College, Mangalore, and to provide insights that can help improve digital reading practices, library services, and academic performance.

Objectives of the Study

1. To examine the online reading habits of undergraduate students of University College Mangalore.
2. To identify the types of online reading materials used by UG students
3. To analyze the devices and platforms used by students for online reading.
4. To determine the purpose of online reading among UG students.
5. To study the time spent on online reading by undergraduate students.
6. To identify the problems and challenges faced by students during online reading.
7. To examine students' preference between print and digital reading formats.
8. To suggest measures to improve online reading facilities and digital resources for students.

respondents. University College, Mangalore, a constituent college of Mangalore University, offers both undergraduate (UG) and postgraduate (PG) programmes. However, the scope of the present study is limited only to undergraduate students. During the academic year 2025–2026, the total population of UG students in the college was 1,600. To determine an appropriate sample size, the Taro Yamane sampling formula was applied. According to the formula, a sample size of 320 was considered adequate for the study. However, to ensure better reliability and accuracy of the data, a total of 375 questionnaires were distributed among the students. Out of the distributed questionnaires, 348 valid responses were received, yielding a response rate of 92.80%. These 348 responses were considered for further data analysis and interpretation. The above table shows the division-wise distribution of questionnaires and responses received from undergraduate students. The highest response rate was recorded from BA students (95.65%), followed by BSc (93.91%) and BCom (92.73%). The lowest response rate was observed among BBA students (80.00%). Overall, the response rate of 92.80% is considered highly satisfactory for the study.

Data Analysis and Interpretation: The above table presents the gender-wise distribution of respondents in the study. Out of the total 348 respondents, 180 (51.7%) are female and 168 (48.3%) are male. This indicates that female respondents slightly outnumber male respondents in the study. The distribution shows a balanced representation of both genders, which enhances the reliability of the findings and provides a fair understanding of online reading habits among undergraduate students. The above table 3 and figure 1 shows the age-wise distribution of respondents. A majority of the respondents, 192 (55.2%), fall within the age group of 19–20 years, indicating that most participants are in the middle stage of their undergraduate education. Further, 72 respondents (20.7%) belong to the 17–18 years age group, representing students in the initial stage of their UG programmes. The 21–22 years category accounts for 60 respondents (17.2%), while only 24 respondents (6.9%) are above 22 years, forming the smallest group. Overall, the data reveals that the study predominantly represents students in the 19–20 years age group, which is typical for undergraduate-level education, thereby making the sample appropriate for the study.

Table 1. Course-wise Distribution of Population, Questionnaire Distribution, and Responses Received

Sl. No.	Course	Questionnaire Distribution	Responses Received	Percentage
1	BA	115	110	95.65
2	BSc	115	108	93.91
3	BCom	110	102	92.73
4	BBA	35	28	80.00
Total		375	348	92.80

Table 2. Gender-wise Distribution of Respondents

Sl. No.	Gender	No. of Respondents	Table N %
1	Male	168	48.3%
2	Female	180	51.7%
Total		348	100.0%

Table 3. Age-wise Distribution of Respondents

Sl. No.	Age	No. of Respondents	Table N %
1	17–18 years	72	20.7%
2	19–20 years	192	55.2%
3	21–22 years	60	17.2%
4	Above 22	24	6.9%
Total		348	100.0%

RESEARCH METHODOLOGY

The present study adopts the survey method to examine the online reading habits among undergraduate students of University College, Mangalore. A well-structured questionnaire was prepared based on the objectives of the study to collect primary data from the

The above table presents the distribution of respondents based on their year of study. A majority of the respondents, 180 (51.7%), are from the 2nd year, indicating that most participants are in the intermediate stage of their undergraduate programme. This is followed by 120 respondents (34.5%) from the 3rd year, while only 48 respondents (13.8%) belong to the 1st year, forming the smallest group.

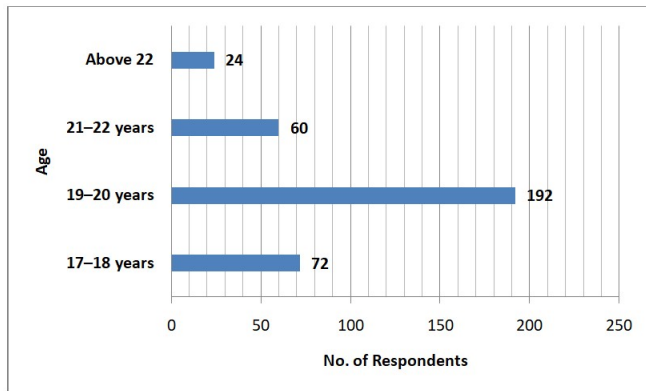


Figure 1. Age-wise Distribution of Respondents

Table 4. Year of Study-wise Distribution of Respondents

Sl. No.	Year of study	No. of Respondents	Table N %
1	1st Year	48	13.8%
2	2nd Year	180	51.7%
3	3rd Year	120	34.5%
Total		348	100.0%

The data suggests that 2nd-year students are more actively represented in the study, which may be due to their increased academic engagement and familiarity with online reading resources compared to first-year students.

Table 5. Availability of Electronic Devices among Respondents

Electronic Devices	Yes	No	Total
Smartphone	324 (93.1%)	24 (6.9%)	348 (100.0%)
Laptop	264 (75.9%)	84 (24.1%)	348 (100.0%)
Desktop Computer	252 (72.4%)	96 (27.6%)	348 (100.0%)
Tablet	276 (79.3%)	72 (20.7%)	348 (100.0%)

The above table shows the availability of electronic devices among the respondents for online reading. A vast majority of the respondents, 324 (93.1%), reported having access to smartphones, making it the most commonly used device for online reading. This clearly indicates that smartphones play a dominant role in students' digital reading habits due to their portability and ease of use. In terms of other devices, 276 respondents (79.3%) have access to tablets, followed by 264 respondents (75.9%) who own laptops, and 252 respondents (72.4%) who use desktop computers. Although a considerable number of students have access to multiple devices, the comparatively lower usage of laptops and desktops suggests that mobile-based reading is more prevalent among undergraduate students. Overall, the findings highlight that smartphones are the primary medium for online reading, which has implications for designing mobile-friendly academic content and digital resources.

Table 6. Access to Internet Facilities among Respondents

Source of Internet Access	Yes	No	Total
Home	336 (96.6%)	12 (3.4%)	34 (100.0%)
College / Library	312 (89.7%)	36 (10.3%)	34 (100.0%)
Mobile Data	300 (86.2%)	48 (13.8%)	34 (100.0%)
Internet Café	300 (86.2%)	48 (13.8%)	34 (100.0%)

The above table shows the different sources through which respondents access the internet for online reading. A large majority of respondents, 336 (96.6%), reported having internet access at home, making it the most common source. This indicates that students primarily rely on home-based connectivity for their online reading activities. Additionally, 312 respondents (89.7%) access the internet

through college or library facilities, highlighting the supportive role of institutional infrastructure in facilitating digital learning. Further, 300 respondents (86.2%) use mobile data, showing that personal internet access through smartphones is also highly prevalent. Similarly, 300 respondents (86.2%) reported using Internet cafés, suggesting that external access points still play a role, although this may vary based on convenience and availability. Overall, the data indicates that students have multiple avenues for Internet access, with home and institutional facilities being the most significant. This widespread availability of internet access strongly supports the growth of online reading habits among undergraduate students.

Table 7. Time Spent on Online Reading by Respondents

Sl No	Time Spent	No. of Respondents	Table N %
1	Less than 1 hour	60	17.2%
2	1-2 hours	105	30.2%
3	2-3 hours	101	29.0%
4	More than 3 hours	82	23.6%
Total		348	100.0%

The above table illustrates the amount of time spent by respondents on online reading. A majority of the respondents, 105 (30.2%), spend 1-2 hours on online reading daily. This is closely followed by 101 respondents (29.0%) who spend 2-3 hours, indicating that a significant proportion of students dedicate a moderate amount of time to online reading. Further, 82 respondents (23.6%) reported spending more than 3 hours, showing that a considerable number of students are heavily engaged in online reading activities. On the other hand, 60 respondents (17.2%) spend less than 1 hour, representing the smallest group. Overall, the findings suggest that most undergraduate students spend between 1 to 3 hours per day on online reading, reflecting a moderate to high level of engagement with digital reading resources.

Table 8. Purpose of Online Reading among Respondents

Purpose of Online Reading	Yes	No	Total
Academic study	324 (93.1%)	24 (6.9%)	348 (100.0%)
Exam preparation	324 (93.1%)	24 (6.9%)	348 (100.0%)
Entertainment	312 (89.7%)	36 (10.3%)	348 (100.0%)
News and current affairs	300 (86.2%)	48 (13.8%)	348 (100.0%)
Social media	300 (86.2%)	48 (13.8%)	348 (100.0%)

The above table presents the various purposes for which respondents engage in online reading. A vast majority of respondents, 324 (93.1%), use online reading for both academic study and exam preparation, indicating that educational purposes are the primary drivers of online reading among undergraduate students. In addition, 312 respondents (89.7%) reported using online reading for entertainment, showing that digital reading is also widely used for leisure activities. Further, 300 respondents (86.2%) engage in online reading for news and current affairs as well as social media, highlighting the role of digital platforms in keeping students informed and socially connected. Overall, the findings reveal that while academic purposes dominate, online reading also serves multiple functions, including entertainment, information gathering, and social interaction, reflecting a diverse pattern of usage among students.

Table 9. Types of Online Reading Materials Used by Respondents

Online Reading Materials	Yes	No	Total
E-books	312 (89.7%)	36 (10.3%)	348 (100.0%)
E-journals	300 (86.2%)	48 (13.8%)	348 (100.0%)
Websites / Blogs	300 (86.2%)	48 (13.8%)	348 (100.0%)
Newspapers	312 (89.7%)	36 (10.3%)	348 (100.0%)
Study notes / PDFs	324 (93.1%)	24 (6.9%)	348 (100.0%)

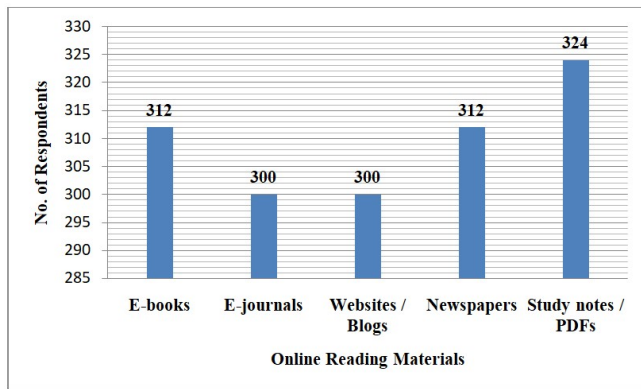


Figure 2. Types of Online Reading Materials Used by Respondents

The above table 9 and Figure 2 shows the types of online reading materials used by the respondents. A majority of respondents, 324 (93.1%), reported using study notes and PDFs, making it the most preferred form of online reading material. This indicates that students primarily rely on easily accessible academic content for their studies. Additionally, 312 respondents (89.7%) use e-books and online newspapers, showing that both academic and informational reading materials are widely utilized. Further, 300 respondents (86.2%) reported using e-journals and websites/blogs, highlighting the importance of digital platforms in accessing scholarly and general information. Overall, the findings suggest that students use a wide variety of online reading materials, with a strong preference for academic-oriented content such as study notes, e-books, and e-journals, reflecting their academic needs and digital engagement.

Table 10. Online Sources Used by Respondents for Reading

Online Resources	Yes	No	Total
Google	336 (96.6%)	12 (3.4%)	348 (100.0%)
E-books	288 (82.8%)	60 (17.2%)	348 (100.0%)
Online journals	276 (79.3%)	72 (20.7%)	348 (100.0%)
Educational websites	288 (82.8%)	60 (17.2%)	348 (100.0%)
Social media	276 (79.3%)	72 (20.7%)	348 (100.0%)

The above table presents the various online sources used by respondents for reading purposes. A vast majority of respondents, 336 (96.6%), reported using Google as their primary source for online reading. This indicates that search engines play a crucial role in accessing information quickly and conveniently. Additionally, 288 respondents (82.8%) use e-book platforms and educational websites, reflecting a strong inclination toward academic and structured learning resources. Further, 276 respondents (79.3%) rely on online journals and social media, indicating that both scholarly sources and informal digital platforms contribute to students' reading habits. Overall, the findings reveal that students depend heavily on search engines and digital platforms for accessing a wide range of reading materials, with Google being the most dominant source.

Table 11. Use of Digital Libraries for Reading

Sl. No.	Opinion	No. of Respondents	Table N %
1	Use	336	96.6%
2	Do Not use	12	3.4%
Total		348	100.0%

The above table presents the respondents' use of digital libraries for reading purposes. A vast majority of the respondents, 336 (96.6%), reported that they use digital libraries, indicating a very high level of awareness and utilization of digital library resources among

undergraduate students. Only 12 respondents (3.4%) stated that they do not use digital libraries, which represents a very small proportion of the sample. Since the study primarily focuses on online reading behavior through digital platforms, further analysis is carried out based on the 336 respondents who use digital libraries. Overall, the findings clearly indicate that digital libraries play a significant role in supporting the online reading habits of students by providing easy access to academic resources such as e-books, journals, and study materials.

Table 12. Types of Digital Library Resources Used by Respondents (N = 336)

Digital Library Resources	Yes	No	Total
National Digital Library of India	276 (82.1%)	60 (17.9%)	336 (100.0%)
Google Scholar	300 (89.3%)	36 (10.7%)	336 (100.0%)
Institutional repository	312 (92.9%)	24 (7.1%)	336 (100.0%)
Other Sources	288 (85.7%)	48 (14.3%)	336 (100.0%)

The above table presents the types of digital library resources used by respondents who utilize digital libraries. A majority of respondents, 312 (92.9%), reported using institutional repositories, making it the most widely used digital resource. This indicates strong reliance on college/university-provided academic materials. Further, 300 respondents (89.3%) use Google Scholar, highlighting its importance as a key platform for accessing scholarly articles and research papers. Additionally, 288 respondents (85.7%) reported using other digital resources, while 276 respondents (82.1%) use the National Digital Library of India, reflecting a high level of awareness and utilization of national-level academic resources. Overall, the findings indicate that students make extensive use of multiple digital library platforms, with a strong preference for institutional and scholarly sources to support their academic activities.

Table 13. Preferred Reading Format among Respondents

Sl No	Preference format	No. of Respondents	Table N %
1	Print books	12	3.6%
2	Online / Digital reading	72	21.4%
3	Both equally	252	75.0%
Total		336	100.0%

The above table shows the preferred reading format among respondents who use digital libraries. A majority of respondents, 252 (75.0%), prefer both print and online reading equally, indicating a balanced approach toward traditional and digital reading formats. Further, 72 respondents (21.4%) prefer online/digital reading, reflecting the growing importance of digital platforms in academic and personal reading. Only 12 respondents (3.6%) prefer print books exclusively, which represents a very small proportion. Overall, the findings suggest that while digital reading is widely accepted, students still value print materials, and a hybrid reading preference is most common among undergraduate students.

Table 14. Perception of Convenience in Online Reading

Sl No.	Online reading convenient	No. of Respondents	Table N %
1	Highly convenient	180	53.6%
2	Convenient	132	39.3%
3	Neutral	24	7.1%
4	Inconvenient	0	0.0%
Total		336	100.0%

The above table presents respondents' perceptions regarding the convenience of online reading. A majority of respondents, 180 (53.6%), consider online reading to be highly convenient, while 132 respondents (39.3%) perceive it as convenient. Together, this accounts for a significant 92.9% of respondents expressing a positive

opinion toward online reading. A small proportion, 24 respondents (7.1%), expressed a neutral opinion, while none of the respondents reported online reading as inconvenient. Overall, the findings clearly indicate that online reading is widely perceived as convenient, reinforcing its growing importance and acceptance among undergraduate students.

Table 15. Frequency of Online Reading among Respondents

Sl No.	Online reading	No. of Respondents	Table N %
1	Always	144	42.9%
2	Sometimes	156	46.4%
3	Moderately	36	10.7%
4	Rarely	0	0.0%
5	Never	0	0.0%
Total		336	100.0%

The above table shows the frequency of online reading among respondents. A majority of respondents, 156 (46.4%), reported that they sometimes engage in online reading, while 144 respondents (42.9%) stated that they always read online. This indicates that a large proportion of students are regularly involved in online reading activities. Additionally, 36 respondents (10.7%) reported a moderate level of online reading. Notably, none of the respondents selected rarely or never, suggesting that all respondents are engaged in online reading to some extent. Overall, the findings reveal that online reading is a common and frequent activity among undergraduate students, with most students engaging either always or occasionally.

Table 16. Problems Faced in Online Reading by Respondents

Problems Faced	Yes	No	Total
Eye strain	324 (96.4%)	12 (3.6%)	336 (100.0%)
Internet connectivity problems	300 (89.3%)	36 (10.7%)	336 (100.0%)
Lack of concentration	300 (89.3%)	36 (10.7%)	336 (100.0%)
Too many distractions	288 (85.7%)	48 (14.3%)	336 (100.0%)
Difficulty understanding content	300 (89.3%)	36 (10.7%)	336 (100.0%)
Other	288 (85.7%)	48 (14.3%)	336 (100.0%)

The above table presents the various problems faced by respondents while engaging in online reading. A vast majority of respondents, 324 (96.4%), reported experiencing eye strain, making it the most significant problem associated with online reading. This highlights the physical strain caused by prolonged screen exposure. Additionally, 300 respondents (89.3%) reported issues such as Internet connectivity problems, lack of concentration, and difficulty in understanding content, indicating that both technical and cognitive challenges affect online reading. Further, 288 respondents (85.7%) expressed concerns about too many distractions and other related issues, suggesting that maintaining focus in a digital environment is a common difficulty. Overall, the findings reveal that although online reading is widely used and considered convenient, it is also associated with several health, technical, and cognitive challenges that may affect students' reading efficiency and comprehension.

Table 17. Disturbance Due to Advertisements or Notifications

Sl. No.	Disturbance	No. of Respondents	Table N %
1	Yes	324	96.4%
2	No	12	3.6%
Total		336	100.0%

The above table presents whether advertisements or notifications disturb respondents during online reading. A vast majority of respondents, 324 (96.4%), reported that they are disturbed by advertisements or notifications while reading online. This indicates that interruptions caused by digital platforms significantly affect

students' concentration and reading experience. Only 12 respondents (3.6%) stated that they are not disturbed, representing a very small proportion. Overall, the findings highlight that digital distractions are a major challenge in online reading, which may negatively impact students' focus, comprehension, and overall reading efficiency.

Table 18. Suggestions to Improve Online Reading Facilities

Suggestions	Yes	No	Total
More e-resources	336 (100.0%)	0 (0.0%)	336 (100.0%)
Better internet access	288 (85.7%)	48 (14.3%)	336 (100.0%)
More e-books and e-journals	264 (78.6%)	72 (21.4%)	336 (100.0%)
Training on digital resources	276 (82.1%)	60 (17.9%)	336 (100.0%)
Digital reading spaces in library	312 (92.9%)	24 (7.1%)	336 (100.0%)

The above table presents the suggestions provided by respondents to improve online reading facilities. All respondents, 336 (100.0%), suggested the need for more e-resources, making it the most significant recommendation. This clearly indicates a strong demand for increased availability of digital academic materials. A large majority of respondents, 312 (92.9%), emphasized the importance of creating digital reading spaces in libraries, highlighting the need for a supportive and distraction-free reading environment. Further, 288 respondents (85.7%) suggested better internet access, while 276 respondents (82.1%) recommended training on digital resources, indicating the necessity for improved infrastructure and user awareness. Additionally, 264 respondents (78.6%) expressed the need for more e-books and e-journals, reinforcing the demand for diverse and accessible academic content. Overall, the findings suggest that students expect improvements in digital resources, infrastructure, and user support systems to enhance their online reading experience.

FINDINGS

Based on the analysis and interpretation of data collected from undergraduate students of University College, Mangalore, the following major findings are derived:

- The study shows a balanced gender distribution, with a slightly higher proportion of female respondents (51.7%). (See Table 2)
- A majority of respondents (55.2%) belong to the 19–20 years age group, indicating representation from the core undergraduate age category. (See Table 3)
- Most respondents (51.7%) are from the second year, showing higher participation from mid-level students. (See Table 4)
- Smartphones (93.1%) are the most widely used devices for online reading, followed by tablets, laptops, and desktop computers. (See Table 5)
- Most students access the internet from home (96.6%), followed by college/library facilities (89.7%). (See Table 6)
- The majority of respondents spend 1–2 hours (30.2%) and 2–3 hours (29.0%) daily on online reading, indicating moderate engagement. (See Table 7)
- Online reading is primarily used for academic study and exam preparation (93.1%), followed by entertainment and news. (See Table 8)
- Study materials such as PDFs (93.1%) are the most preferred reading materials. (See Table 9)
- Search engines like Google (96.6%) are the dominant source for accessing reading content. (See Table 10)
- A vast majority (96.6%) of respondents use digital libraries, showing high awareness and adoption. (See Table 11)
- Among digital resources, institutional repositories (92.9%) and Google Scholar (89.3%) are widely used. (See Table 12)

- Most students (75.0%) prefer both print and digital formats, indicating a hybrid reading habit. (See Table 13)
- A large proportion (92.9%) perceives online reading as convenient or highly convenient. (See Table 14)
- The majority of respondents engage in online reading always (42.9%) or sometimes (46.4%), indicating frequent usage. (See Table 15)
- Eye strain (96.4%) is the most common problem faced, followed by connectivity issues, lack of concentration, and distractions. (See Table 16)
- Advertisements and notifications (96.4%) significantly disturb online reading. (See Table 17)

Suggestions: Based on the findings of the study, the following suggestions are made to improve online reading habits among students:

- Institutions should provide more e-resources, including updated e-books, journals, and study materials.
- There is a need to improve internet connectivity and speed, especially within campus environments.
- Libraries should develop digital reading spaces that are comfortable and free from distractions.
- Training programmes and workshops should be conducted to enhance digital literacy and effective use of online resources.
- Measures should be taken to reduce digital distractions, such as awareness on managing notifications and focused reading techniques.
- Students should be encouraged to adopt a balanced reading approach, combining both print and digital formats.
- Health awareness programmes should be conducted to address issues like eye strain, including safe screen usage practices.

CONCLUSION

The present study highlights the growing importance of online reading among undergraduate students in the digital age. The findings reveal that students are highly dependent on digital platforms for academic and general reading purposes, with smartphones and internet access playing a crucial role. Online reading is widely perceived as convenient and beneficial, particularly for academic study and exam preparation.

At the same time, students demonstrate a preference for a hybrid reading approach, combining both print and digital formats. However, the study also identifies several challenges associated with online reading, including eye strain, distractions, and connectivity issues. These challenges may affect students' concentration, comprehension, and overall reading efficiency. Therefore, it is essential for educational institutions to enhance digital infrastructure, provide adequate resources, and create supportive environments that promote effective online reading habits. With proper guidance and improvements, online reading can significantly contribute to students' academic success and lifelong learning.

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